THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT NORMAL HEIGHTS ELEMENTARY SCHOOL

2015-16

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
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: (Date to be inserted by Financial Planning, Monitoring and Accountability Department)

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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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

School Vision and Reality needs to be completed. All other sections have been pre-populated and should be updated as needed.

Attachments:

Home/School Compact- Upload your 2015-16 Home/School Compact

Parent Involvement Policy- Upload your 2015-16 Parent Involvement Policy using the new template

Title 1 Professional Development Expenditures – Use the template from the SPSA Circular- At a minimum 10% of your Title 1 budget should be used for Professional Development

WASC Recommendations – Upload your WASC recommendations using the template from the SPSA Circular

2014-15 Addendum – Upload the template that was emailed from your FPMA resource teacher. It must have a goal for each area and a rationale for your categorical budgets

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.
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
District formula will be referenced here once it is determined. 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).

**Program Improvement Schools Years 4 and 5 (+)**
Schools to address using their PI plans

**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.
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<tr>
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<td>Gladys Gonzalez</td>
<td>Parent</td>
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<td>Laura Morales</td>
<td>Parent</td>
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</table>
Normal Heights Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 07/21/2015, 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):

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 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.
Normal Heights Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 2: Mathematics

Mathematics SMART Goal:
* By 07/21/2015, 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):

Progress and Growth Monitoring:

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Normal Heights Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 3: English Learner

English Learner SMART Goal:
* By 07/21/2015, 45% of Normal Heights Elementary English Learner, 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:

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Normal Heights Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**
* By 07/21/2015, 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
- [x] Interim Assessments
- [ ] End-Of-Course Exams

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 07/21/2014, 50% of Normal Heights Elementary Parents/Guardians will achieve attendance at 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):
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### Area 6: Additional Site Identified Area (Optional)

**Additional Site Identified SMART Goal:**

**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:**

**Title 1 Arts Grant (Award Sites ONLY):**

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SPSA Template Revised 3/11/2015
## Core Program: Resources Aligned to Area Goals

**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)
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

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<th>Area Goal(s)</th>
<th>Rationale</th>
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**Supplemental Supports**

Please provide a DETAILED description of the activity or strategy and the targeted students.
### WORKBOOK INDEX/CONTENTS

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</table>

### APPROVALS

**PRINCIPAL / DEPARTMENT HEAD:**

- Print Name Above
- Signature
- Date

**HR OFFICER:**

- Print Name Above
- Signature
- Date

**BUDGET ANALYST:**

- Print Name Above
- Signature
- Date

**SCHOOL SITE COUNCIL:**

- Print Name Above
- Signature
- Date

**AREA SUPERINTENDENT:**

- Print Name Above
- Signature
- Date

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