



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **BENCHLEY/WEINBERGER ELEMENTARY SCHOOL**

2018-19

37-68338-6040299
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: Patton, Mariclaret

Contact Person: Patton, Mariclaret

Position: Principal

Telephone Number: 619-463-9271

Address: 6269 Twin Lake Dr, Benchley/Weinberger Elementary, San Diego, CA, 92119-3051,

E-mail Address: mpatton@sandi.net

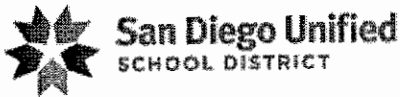
The following items are included:

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: BENCHLEY - WEINBERGER

SITE CONTACT PERSON: MARICLYRET PATTON

PHONE: 619.463.9271 FAX: 619.697.8617 E-MAIL ADDRESS: MPATTON@SANDI.NET

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

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 THE PRESENTATION TO SSC:

- | | |
|---|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/2017</u> |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>9/2017</u> |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>9/2017</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/24/17, 11/28/17, 1/30/18, 2/27/18, 4/24/18, 5/22/18</u> |
| <input type="checkbox"/> 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: 4/24/18

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.

Mariclyret Patton
Type/Print Name of School Principal

[Signature] 4/6/18
Signature of School Principal Date

CAROLYN HASSELBAR
Type/Print Name of SSC Chairperson

[Signature] 4/6/18
Signature of SSC Chairperson Date

Monika Hazel
Type/Print Name of Area Superintendent

[Signature] 4/11/18
Signature of Area Superintendent Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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

The mission of Benchley-Weinberger Elementary School is to educate all students in an integrated setting to become responsible, literate, thinking students who embrace their own learning and the learning of others. Our Single Plan for Student Achievement (SPSA) fulfills this goal by providing a culturally-relevant environment that emphasizes learning and high expectations for all students. The School Site Council at Benchley-Weinberger, with input from all of our stakeholders including the Instruction Leadership Team (ILT) based the SPSA on an enrollment of 565 students. Benchley-Weinberger has identified the development of writing strategies for ELA and strategies for multi-step problems in Math as the areas to focus resources to produce results. Our SPSA also places special emphasis on providing support from our Para Professionals and Resource Specialists for our students with disabilities to develop their reading and math skills. All the classroom teachers have, and continue to, participate in Professional Development and PLCs in those areas including; rigorous ELA and Math standards based instruction and Student Centered Coaching Cycles. The teachers will be using the book Choice Words to expand their strategies and language to increase engagement and opportunities for academic development throughout all content areas. Additionally, Choice Words provides strategies to promote equity in the classroom. Razz Kids, a web based computer reading comprehension program, has been funded by the school for all the students (K-5th). First in Math, along with district provided ST (spatial/temporal) math, two web based computer programs used to increase math proficiency has also been funded by the school for students (K- 5th). The programs can be accessed at school and home. Struggling students in Tier 2 are using the intervention materials Phonics for Reading Level 1, 2 or 3 (2nd and 3rd), PALs (K, 1st) and Rewards (4th, 5th). Monitoring of students through the Literacy/Math Benchmarks, Read Theory computer testing provides the data of which student are basic, below basic or far below basic. Site identified/developed Common Core grade-level standards will also be used. Additional support will be provided by the Educational Specialist and Resource Instructional Assistants and additional computer time at school using Razz Kids and First in Math. Additionally, teachers use various apps and Promethean i21 technology as an enrichment program to be accessed at school and at home to support both Math and English goals.

Our population has increased to 565 this school year. Benchley-Weinberger is a magnet school (Global and Media Arts Focus) with an increase in the number of students qualifying for Special Education Services thus, increasing our need to provide increased supports of strong foundational, and extension skills, in both in ELA and Mathematics.

SCHOOL VISION AND REALITY

“Cultivating communication to inspire 21st century imaginations” by providing a challenging, standards based, and equitable curriculum and teaching high level communication skills in a supportive learning environment. We will empower every student to become a successful, lifelong learner and effective communicator in the 21st century. We believe in educating the whole child, meeting them where they are, through an integrated learning experience. We believe in building an emotionally and relationally healthy learning community-- intellectual environments that not only produce technical competence, but caring, secure, actively literate, service-oriented human beings.

We are a "School with Heart."

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
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 and the 5 lever 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.

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.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Benchley-Weinberger is a collaborative community that includes ALL stakeholders including our students. Our efforts to grow in this light are as follows:

- Hold various input meetings including, but not limited to: PTA, Foundation, SSC, SGT, ELAC, GATE, Pastries/Pizza with Principal Patton (4 times a year town hall model), ASB...
- School Messenger Alerts/Invitations
- Community Stakeholder surveys
- Kindergarten Welcome Playdates (August)
- Back to School Night-Spirit Builder (September)
- Curriculum Night (September)
- Community Events
- Service Projects (Teddy Bear Drive, Panda Pages...)
- Teacher and Principal Open Door Policy
- PTA news letters
- Updated website
- High Principal visibility

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Cameron Bresnick	Other
Jennifer Farace	Parent
Kristin Dalrymple	Parent
Andrea Young	Parent
Felix Chu	Parent
Mariclaret Patton	Principal
Kathy Aufsesser	Teacher
Carolyn Hasselbar	Teacher
Janet Schroeder	Teacher
Dee Everson	Parent/Community Member

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 85% (approx. 70 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85% (approx. 68 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: Hispanic/Latino students

By June 2019, 90% (approx. 19-3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 90% (approx. 19- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 6-3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 5-5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Smarter Balanced Assessments

DRA/ARI

ELA/Math common formative assessments

On demand writing assessments

Read Theory

Lexile Framework

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement __10_ times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 85% (approx. 70 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 85% (approx. 68 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: Hispanic/Latino students

By June 2019, 90% (approx. 19 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 19% (approx. 19 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 6-3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 5-5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Formative and summative assessments

Exit Slips

End of Unit Exams

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 10 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):
 Formative and summative assessments
 Exit slips
 Benchmark exams

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
 Teachers will meet by grade level/department to analyze end of unit assessments 10 times per year. Analysis will inform subsequent instruction.

Empty space for additional notes or details.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 90% (approx. 74-3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 90% (approx. 78- 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 10 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 560 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 90% (approx. 504 families) will attend 3 trainings on one or more of the following: technology, literacy, growth mindset, and curriculum to increase the milestones necessary for meaningful graduation.

Targeted Population:

The parents of students receiving special education services are the targeted population

What data did you use to form these goals?:

Anecdotal Data i.e. sign in sheets, PTA and Foundation membership, surveys

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet at least twice per year to analyze student progress using site developed criteria. Families are contacted regularly and frequently based on progress. A school wide wrap around approach offers an open door policy to teachers and principal.

Administration will identify specific audience and track attendance.

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

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use a combination of the Lucy Calkins units of study in English Language Arts, ELA Framework and Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of ELD 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 and additional small group instruction.
- 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 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.
- Project Based Learning will be utilized to provide access to all content areas.
- All English learners will be assessed using CELDT.
- 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.
- Staff and community will provide multiple opportunities for students to demonstrate understanding in performance based assessments.
- Staff will provide multiple opportunities for students to participate in the performing and visual arts.
- 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 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 SAI services and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental, daily 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 student
- 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.
- Principal will push in to classrooms to provide additional small group instruction to student with the need for more intensive intervention.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

How will you monitor these strategies/activities?

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC
- * Student self-reflection through goal setting and self-monitoring
- * Student centered coaching cycles
- * School wide goal setting and monitoring by students and staff

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

How will you monitor these strategies/activities?

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Site professional development for the 2016-17 year will focus on multiple representation in mathematics, English Language Arts, and Social Studies.

How will you monitor these strategies/activities?:

- *Attendance at cluster and site professional development
- *Grade level team meetings/PLC
- *Continue monitoring of student progress by administration, ILT and teachers
- *Study and know every student socially/emotionally/academically, confer regularly during check-ins with target population

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

How will you monitor these strategies/activities?:

- *Phone calls home
- *SARB letters
- *Counselor interventions such as individual and group meetings
- *Student Study Team meeting with teachers, parents, support staff...etc
- *Parent trainings

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.

How will you monitor these strategies/activities?:

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast/Loma Lines, flyers and the school website
- *Foundation meetings
- *SSC meetings
- *ELAC meetings
- *Open door policy to meet with parents and community members about individual concerns

<p>Local Control Funding Formula Goals and Budget</p>
<p>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?</p>
<p>Intervention Support Goal:: Teachers, Counselor, Health Aid, Push in support and library access (funds permitting) to provide additional support to struggling students, at-risk of not meeting grade level standards. Support will be provided as part targeted support in the classroom using push in/pull out support as appropriate. Provide Health and emotional support to student to increase attendance that will help promote student achievement</p> <p>Identified Need:: Support will be provided as part of targeted support in the classroom through small groups and push in/pull out support as appropriate.</p> <p>Target Group:: Struggling students at-risk of not meeting grade level standards</p> <p>Monitoring:: Teachers and support providers will monitor struggling students, communicate with parents, and report to principal in regular monitoring meetings.</p> <p>Personnel Responsible:: Staff will collaborate at grade levels, in ILT, PLCs, Cluster PLCs, and with principal to provide supports and monitor progress.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Principal, teachers, Counselor, Health Aid, and Push in support (funds permitting) to provide additional support to struggling students, at-risk of not meeting grade level standards. Support will be provided as part targeted support in the classroom using push in/pull out support as appropriate. Provide Health and emotional support to student to increase attendance that will help promote student achievement</p> <p>Identified Need:: Support will be provided as part of targeted support in the classroom through small groups and push in/pull out support as appropriate.</p> <p>Target Group:: Struggling students at-risk of not meeting grade level standards.</p> <p>Monitoring:: Teachers and support providers will monitor struggling students, communicate with parents, and report to principal in regular monitoring meetings.</p> <p>Personnel Responsible:: Principal works with teaching staff, counselor, outside agencies, and volunteers to ensure academic, social, and emotional needs of students are met.</p>
<p>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</p>

and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Plan with 3 other principals to organize and facilitate 2 Cluster Wide PLC/PD trainings throughout the year to improve best practices and peer mentoring and collaboration, Co-facilitate 2 PLC/PD trainings throughout the year to improve the teacher’s instruction by collaborating and creating meaningful assessments, analyzing results, and including students in the process. Provide time for teachers to analyze student data during the PLC/PD.

Identified Need::
Students to become proficient writers as evidenced by an increase in their scaled scores in pre/post assessments, report card scores, and SBAC results.

Target Group::
Students with Disabilities
Hispanic Students

Monitoring::
Weekly monitoring by classroom teacher, Resource specialist, and monthly monitoring with principal

Personnel Responsible::
Classroom teacher, Resource Specialist, Push In Support Teacher, Principal, Para professionals

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.1750	\$4,365.55	\$11,762.48	0293-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide additional student for students in the library. Assist students and staff in locating resource materials and leveled reading material for grade level instruction. Provide additional support to EL students.
Supplies		\$4,778.52	\$4,778.52	0293-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies to assist the delivery of intervention and instruction for our ELL students and other struggling students in ELA

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. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

ACHIEVEMENT

APPENDIX A**DATA REPORTS**

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	252	71.8	261	75.5	286	76.2	4.4	0.7	252	69.4	263	71.1	285	74.7	5.3	3.6
Female	131	74.0	131	81.7	136	75.7	1.7	-6.0	131	65.6	130	72.3	135	71.1	5.5	-1.2
Male	121	69.4	130	69.2	150	76.7	7.3	7.5	121	73.6	133	69.9	150	78.0	4.4	8.1
African American	12	41.7	14	50.0	13	69.2	27.5	19.2	12	33.3	14	42.9	13	38.5	5.2	-4.4
Asian	3	-	5	-	7	-	-	-	3	-	5	-	7	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	65	69.2	68	69.1	69	69.6	0.4	0.5	65	66.2	71	64.8	69	69.6	3.4	4.8
Indochinese	12	83.3	11	81.8	15	80.0	-3.3	-1.8	12	83.3	11	81.8	15	86.7	3.4	4.9
Native American	3	-	1	-	0	-	-	-	3	-	1	-	0	-	-	-
Pacific Islander	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
White	132	72.7	140	80.0	158	77.2	4.5	-2.8	132	72.0	139	74.1	157	77.1	5.1	3.0
Multiracial	24	79.2	20	85.0	22	86.4	7.2	1.4	24	75.0	20	85.0	22	86.4	11.4	1.4
English Learner	10	30.0	7	-	5	-	-	-	10	40.0	10	40.0	5	-	-	-
English-Speaking	242	73.6	254	77.2	281	77.6	4.0	0.4	242	70.7	253	72.3	280	76.1	5.4	3.8
Reclassified†	17	82.4	14	92.9	20	80.0	-2.4	-12.9	17	64.7	14	85.7	20	90.0	25.3	4.3
Initially Eng. Speaking	225	72.9	240	76.3	261	77.4	4.5	1.1	225	71.1	239	71.5	260	75.0	3.9	3.5
Econ. Disadv.*	72	52.8	66	59.1	69	56.5	3.7	-2.6	72	58.3	66	54.5	68	55.9	-2.4	1.4
Non-Econ. Disadv.	180	79.4	195	81.0	217	82.5	3.1	1.5	180	73.9	197	76.6	217	80.6	6.7	4.0
Gifted	93	88.2	95	89.5	88	95.5	7.3	6.0	93	84.9	96	90.6	88	97.7	12.8	7.1
Not Gifted	159	62.3	166	67.5	198	67.7	5.4	0.2	159	60.4	167	59.9	197	64.5	4.1	4.6
With Disabilities	24	16.7	26	23.1	21	33.3	16.6	10.2	24	25.0	26	23.1	20	30.0	5.0	6.9
WO Disabilities	228	77.6	235	81.3	265	79.6	2.0	-1.7	228	74.1	237	76.4	265	78.1	4.0	1.7
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	4	-	-	-
Foster	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Military	6	-	6	-	7	-	-	-	6	-	6	-	7	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	85	64.7	87	77.0	102	77.5	12.8	0.5	85	68.2	87	80.5	102	81.4	13.2	0.9
Female	46	63.0	43	86.0	46	80.4	17.4	-5.6	46	63.0	43	81.4	46	76.1	13.1	-5.3
Male	39	66.7	44	68.2	56	75.0	8.3	6.8	39	74.4	44	79.5	56	85.7	11.3	6.2
African American	2	-	6	-	3	-	-	-	2	-	6	-	3	-	-	-
Asian	3	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	20	45.0	21	71.4	27	81.5	36.5	10.1	20	50.0	21	81.0	27	88.9	38.9	7.9
Indochinese	6	-	2	-	7	-	-	-	6	-	2	-	7	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	42	64.3	49	79.6	55	74.5	10.2	-5.1	42	71.4	49	81.6	55	81.8	10.4	0.2
Multiracial	11	63.6	6	-	8	-	-	-	11	63.6	6	-	8	-	-	-
English Learner	5	-	2	-	1	-	-	-	5	-	2	-	1	-	-	-
English-Speaking	80	65.0	85	78.8	101	78.2	13.2	-0.6	80	68.8	85	82.4	101	82.2	13.4	-0.2
Reclassified†	5	-	4	-	5	-	-	-	5	-	4	-	5	-	-	-
Initially Eng. Speaking	75	62.7	81	77.8	96	78.1	15.4	0.3	75	68.0	81	81.5	96	82.3	14.3	0.8
Econ. Disadv.*	29	44.8	16	62.5	19	63.2	18.4	0.7	29	55.2	16	75.0	19	57.9	2.7	-17.1
Non-Econ. Disadv.	56	75.0	71	80.3	83	80.7	5.7	0.4	56	75.0	71	81.7	83	86.7	11.7	5.0
Gifted	25	92.0	33	97.0	25	100.0	8.0	3.0	25	96.0	33	100.0	25	100.0	4.0	0.0
Not Gifted	60	53.3	54	64.8	77	70.1	16.8	5.3	60	56.7	54	68.5	77	75.3	18.6	6.8
With Disabilities	12	16.7	6	-	5	-	-	-	12	25.0	6	-	5	-	-	-
WO Disabilities	73	72.6	81	81.5	97	79.4	6.8	-2.1	73	75.3	81	85.2	97	83.5	8.2	-1.7
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	4	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	86	69.8	84	76.2	95	81.1	11.3	4.9	86	68.6	86	68.6	95	71.6	3.0	3.0
Female	41	73.2	45	80.0	42	83.3	10.1	3.3	41	70.7	44	65.9	42	71.4	0.7	5.5
Male	45	66.7	39	71.8	53	79.2	12.5	7.4	45	66.7	42	71.4	53	71.7	5.0	0.3
African American	5	-	2	-	7	-	-	-	5	-	2	-	7	-	-	-
Asian	0	-	3	-	2	-	-	-	0	-	3	-	2	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	24	75.0	20	50.0	20	80.0	5.0	30.0	24	75.0	23	47.8	20	65.0	-10.0	17.2
Indochinese	3	-	6	-	2	-	-	-	3	-	6	-	2	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
White	47	72.3	43	86.0	58	82.8	10.5	-3.2	47	70.2	42	73.8	58	77.6	7.4	3.8
Multiracial	6	-	9	-	5	-	-	-	6	-	9	-	5	-	-	-
English Learner	3	-	5	-	2	-	-	-	3	-	8	-	2	-	-	-
English-Speaking	83	72.3	79	79.7	93	82.8	10.5	3.1	83	69.9	78	70.5	93	73.1	3.2	2.6
Reclassified†	3	-	5	-	5	-	-	-	3	-	5	-	5	-	-	-
Initially Eng. Speaking	80	73.8	74	78.4	88	81.8	8.0	3.4	80	70.0	73	69.9	88	71.6	1.6	1.7
Econ. Disadv.*	22	45.5	27	59.3	23	60.9	15.4	1.6	22	50.0	27	51.9	23	60.9	10.9	9.0
Non-Econ. Disadv.	64	78.1	57	84.2	72	87.5	9.4	3.3	64	75.0	59	76.3	72	75.0	0.0	-1.3
Gifted	30	80.0	22	90.9	36	97.2	17.2	6.3	30	83.3	23	95.7	36	94.4	11.1	-1.3
Not Gifted	56	64.3	62	71.0	59	71.2	6.9	0.2	56	60.7	63	58.7	59	57.6	-3.1	-1.1
With Disabilities	8	-	10	20.0	5	-	-	-	8	-	10	20.0	5	-	-	-
WO Disabilities	78	75.6	74	83.8	90	83.3	7.7	-0.5	78	73.1	76	75.0	90	74.4	1.3	-0.6
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	2	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	0	-	3	-	-	-	2	-	0	-	3	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	81	81.5	90	73.3	89	69.7	-11.8	-3.6	81	71.6	90	64.4	88	70.5	-1.1	6.1
Female	44	86.4	43	79.1	48	64.6	-21.8	-14.5	44	63.6	43	69.8	47	66.0	2.4	-3.8
Male	37	75.7	47	68.1	41	75.6	-0.1	7.5	37	81.1	47	59.6	41	75.6	-5.5	16.0
African American	5	-	6	-	3	-	-	-	5	-	6	-	3	-	-	-
Asian	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	21	85.7	27	81.5	22	45.5	-40.2	-36.0	21	71.4	27	66.7	22	50.0	-21.4	-16.7
Indochinese	3	-	3	-	6	-	-	-	3	-	3	-	6	-	-	-
Native American	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	43	81.4	48	75.0	45	73.3	-8.1	-1.7	43	74.4	48	66.7	44	70.5	-3.9	3.8
Multiracial	7	-	5	-	9	-	-	-	7	-	5	-	9	-	-	-
English Learner	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
English-Speaking	79	83.5	90	73.3	87	71.3	-12.2	-2.0	79	73.4	90	64.4	86	72.1	-1.3	7.7
Reclassified†	9	-	5	-	10	70.0	-	-	9	-	5	-	10	90.0	-	-
Initially Eng. Speaking	70	82.9	85	72.9	77	71.4	-11.5	-1.5	70	75.7	85	63.5	76	69.7	-6.0	6.2
Econ. Disadv.*	21	71.4	23	56.5	27	48.1	-23.3	-8.4	21	71.4	23	43.5	26	50.0	-21.4	6.5
Non-Econ. Disadv.	60	85.0	67	79.1	62	79.0	-6.0	-0.1	60	71.7	67	71.6	62	79.0	7.3	7.4
Gifted	38	92.1	40	82.5	27	88.9	-3.2	6.4	38	78.9	40	80.0	27	100.0	21.1	20.0
Not Gifted	43	72.1	50	66.0	62	61.3	-10.8	-4.7	43	65.1	50	52.0	61	57.4	-7.7	5.4
With Disabilities	4	-	10	30.0	11	27.3	-	-2.7	4	-	10	30.0	10	30.0	-	0.0
WO Disabilities	77	84.4	80	78.8	78	75.6	-8.8	-3.2	77	74.0	80	68.8	78	75.6	1.6	6.8
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

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ACHIEVEMENT

APPENDIX B

**PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**



Benchley-Weinberger Elementary School
San Diego Unified School District
Financial Planning, Monitoring and Accountability Department

NON-TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Non-Title I program and its requirements. Benchley-Weinberger has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. It is distributed to all parents and families in our First Day Packets each year.

We developed this plan through a series of meetings and distributed the policy to parents of Non-Title I students. We developed the plan through a series of meetings including, but not limited to Student Site Council, PTA meetings, Foundation input, etc. as well as with the principal's open door policy and regular input from parents. The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Benchley-Weinberger, the following practices have been established:

The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program.

- Kindergarten Orientation
- Curriculum Night
- Fall Parent Meeting-Back to School Night September
- SSC/SGT Meetings

The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening.

- School Site Council (SSC),
- Benchley-Weinberger Foundation, Parent Teacher Association (PTA), and Henry Cluster meetings.
- Additional pertinent gatherings include Academics in Action Night in the spring, and Pastries/Pizza with Patton (mini-town hall meetings 4 times a year).

The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy.

- Monthly Foundation Meetings
- Monthly PTA Meetings
- Back to School Night
- School Messenger
- Flyers
- First Day Packet
- Family Handbook
- Open door policy to address questions and gather input

The school provides parents of Non-Title I students with timely information about Non-Title I programs.

- Surveys and School Messenger bulletins regularly distributed.
- Principal Open Door Policy to receive feedback (daily/weekly)
- Family Handbook
- Kindergarten Orientation
- Curriculum Night

The school provides parents of Non-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.

- Parent/Teacher Conferences
- Academics in Action Night
- Family Handbook
- Kindergarten Orientation
- Back to School Night
- Curriculum Night

If requested by parents of Non-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.

- Teacher Open Door Policy
- Principal Open Door Policy
- Conferences
- Back to School Night
- Curriculum Night
- Student Study Teams
- Individualized Education Program (IEP) meetings

School-Parent Compact

Benchley-Weinberger distributes to parents of Non-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 Non-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.

Building Capacity for Involvement

Benchley-Weinberger engages Non-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 Non-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.

- Academics in Action Night
- School Messenger
- Parent Teacher Conferences
- Website with numerous resources
- PTA Newsletter
- Up to date, comprehensive website

The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Academics in Action Night
- District training opportunities
- Everyone's A Reader Training
- Curriculum Night
- Parent Conference
- Rigorous academic support links on website

With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Grade Level Meetings
- Professional Development

The school coordinates and integrates the Non-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.

- Pastries with Patton (town hall meeting with principal 4 times a year)
- Monthly school-wide events that encourage parent involvement
- Purposeful recruiting activities for PTA and Foundation
- PTA Newsletter outlining trainings and resources

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

- Flyers in red folders
- PTA Newsletter
- Monthly Assemblies
- School Messenger

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

- School Messenger
- Recruiting
- Newsletters

- Banners
- Phone calls
- Volunteer Opportunities
- Monthly Assemblies

Accessibility

Benchley-Weinberger provides opportunities for the participation of all Non-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 that parents understand.

- Teacher Open Door Policy
- Principal Open Door Policy
- Conferences
- Back to School Night
- Curriculum Night
- Student Study Teams
- Individualized Education Program (IEP) meetings
- Parent Volunteers
- Parent Experts
- Everyone's a Reader Tutors
- Room Parents
- Parent Chaperones
- Community Volunteers
- Eagle Scout Projects
- Sign Language Interpreter
- Community service projects
- EL interpreter

ACHIEVEMENT

APPENDIX C

HOME/SCHOOL COMPACT



Benchley Weinberger Home School Compact

PARENT RESPONSIBILITIES

We, as B-W parents, will support our student's learning by:

- Monitoring my student's attendance
- Making sure that my student arrives to school on time
- Ensure that homework is completed and turned in on time
- Checking student planner or red folder on a daily basis
- Monitoring the amount of television my student watches
- Promoting positive use of my student's extracurricular time
- Staying informed about my student's education and communicating with the school by promptly reading all notices from B-W or SDUSD either received by my student or by mail and responding as appropriate
- Visiting the B-W website and individual classroom websites for up to date information regarding B-W at: <http://www.sandi.net/bw/>
- Serving and/or attending to the extent as possible, on advisory groups or committees such as School Site Council, Foundation, PTA
- Attending school events/functions to know more about my students' educational experience such as Curriculum Night, Parent Conferences and Open House
- Participating in decisions related to my student's education
- Volunteering, when available, at B-W
- Trusting that the Staff with Heart has the best intentions for your child.
- Support your teacher by maintaining a united front with him/her
- Maintaining a "United Front" with school staff

STUDENT RESPONSIBILITIES

We, as B-W students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Attend school on a regular basis
- Arrive to school on time
- Be accountable for my learning and take part in the learning process (lean in)
- Participate in class by asking questions, listening to others, and offering your ideas and opinions
- Do my homework every day and ask for help when I need it
- Use student planner on a daily basis (5th grade)
- Read at least 30 minutes every day outside of school time
- Attend after school assistance / tutoring as often as needed
- Be a responsible citizen to my school and community
- Ask questions every day
- Follow the School with Heart Contract and be a student with heart.

ACHIEVEMENT

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Benchley/Weinberger Elementary	09800	2231	Other Support Prsnl PARAS	Library Asst	0.1750	\$ 4,365.55
		3000	Employee Benefits			\$ 7,396.93
		4301	Supplies			\$ 4,778.52
09800 Total					0.1750	\$ 16,541.00

ACHIEVEMENT

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Benchley-Weinberger Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Substantial to full implementation of common core, district adopted programs in ELA and Math daily. Substantial implementation of implementation of comprehensive assessments. Full implantation of principal monitoring on a regular basis.
CLOSING THE ACHIEVEMENT GAP	Substantial to full implementation of articulated goals, measurable goals, EL support, students with disabilities receiving accommodations per their IEPs, providing multiple and varied opportunities for students to gain access to content. Assessments aligned with academic expectations.
PROFESSIONAL DEVELOPMENT	Substantial use of data to inform PD and to drive instructional needs. Articulated and measurable goals for PD are substantially implemented including PD planned and executed with 2 other schools in the cluster 3 times a year. On site monthly PD is substantially implemented based upon data and student needs. Area Principal Meeting held at B-W once/year.
GRADUATION/PROMOTION	Promotion goals and expectations and substantially articulated and implemented to students promote to middle school. Evidence and data is clearly linked to the core to celebrate student learning and for students to promote. Staff is substantially focused on support students and the variability of all learners in order for them to meet promotion goals.
PARENT ENGAGEMENT	Clearly articulated goals are fully implemented. Families and community members are substantially involved in school decisions. School provides meaningful activities that support students' learning, family relations ships, and inclusion.