



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CHESTERTON ELEMENTARY SCHOOL

2018-19

37-68338-6039374
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: Derige, Rudy

Contact Person: Derige, Rudy

Position: Principal

Telephone Number: 858-496-8070

Address: 7335 Wheatley St, Chesterton Elementary, San Diego, CA, 92111-5824,

E-mail Address: rderige@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: Chesterton Elementary
SITE CONTACT PERSON: R. Akoni Derige

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

PHONE: 858-496-8070 FAX: 858-571-5766 E-MAIL ADDRESS: rderige@sandi.net

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>04/02/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>04/02/18</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>04/02/18</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: Apr. 2nd, 2018

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.

R. Akoni Derige
Type/Print Name of School Principal


Signature of School Principal

04/06/18
Date

Tiffany McMann
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

04/06/18
Date

Kimic Lochtefeld
Type/Print Name of Area Superintendent


Signature of Area Superintendent

4-16-18
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**

Chesterton is located in the culturally diverse Linda Vista community. The majority of the 440 students live in Chesterton military housing. Through the SDUSD School Choice Enrollment Options, over 200 students living beyond Chesterton's school boundaries choose to attend Chesterton thus enriching the school's cultural diversity. 30% of our students are white, 27% are Hispanic, 16% are Vietnamese, 11% are African American, and remaining 16% are other Asians, Filipino, and Pacific Islander. The school currently serves a 20% GATE population, 65% Title I population and a 30% English learner population. Our plan focus is primarily on improving ELLs and students not or nearly meeting grade level standards by providing extended learning opportunities during or after school. To address the needs of our ELL and students who have not reach proficiency in Math and ELA, an Extra Support Substitute will provide push-in or pull-out support for 24 weeks, teachers provide after school support two days a week, and teachers have all students write in all grades and across the curriculum.

2017-2018 is 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 2018-2019 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

The vision for Chesterton Elementary School is to have a quality neighborhood school whose culture is grounded in a decision making process around what is best for ALL children. All classroom environments at Chesterton are welcoming, inviting, and clutter free. Social environments that nurture positive social and emotional competence of students, so they are able to recognize and manage emotions, solve problems effectively, and establish and maintain positive relationships with others. Academic environments that are Common Core Ready where teachers have the skills and abilities to facilitate rigorous learning and students are learning by doing, engaged in high-cognitive tasks that include critical thinking and problem solving, which ultimately fosters independence. A vision that is achievable in partnership with parents and the school community to ensure all of our students will achieve their academic and personal greatest through a curriculum dedicated to excellence.

The current reality reveals all stakeholders are developing toward the ideal state. Systems and structures are in place for teachers to collaborate in grade-level PLC to discuss the curriculum demands and content that students need to know. The school's culture and social environment is developing. Teachers meet in Grade-level teams to engage in many opportunities to work together in their PLCs. Chesterton continues to strengthen in addressing needs for ALL children. Additionally, increasing parent involvement continues to be an on-going effort.

Most lessons are aligned to CCSS. Teachers are continually working on providing many opportunities for students to talk. Additional work in providing more opportunities for collaborative conversations is necessary in order to allow for students to engage in classroom activities that allow

them to be independent critical thinkers, meaning makers, and problem solvers. Moreover, continual use of data is essential to strategically guide instruction.

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 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.

We continue to build Agency in all learners by providing the conditions for independence.

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).

Looking ahead, we analyze our current reality to see what our equity challenge is at our school, so that we can ensure the implementation of beliefs and strategies that will guarantee and equitable educational experience at Chesterton for ALL learners.

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 support 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 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

- Review and Decide on categorical spending with Staff & Parents on January 29, 2018
- Review, Discuss, and Decide on categorical spending with SGT & SSC on February 2, 2018

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Karen Moss	Other School Personnel
Maria Auffenberg	Parent
Jessica Wells	Parent
Tiffany McMann	Parent
Amber Bowman	Parent
Yajaira Bish	Parent
Rudy Akoni Derige	Principal
Tracy King	Classroom Teacher
Michelle Cope	Classroom Teacher
Barbara Bourbeau	Classroom Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 70% (approx. 46 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 34 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 60% (approx. 12 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 9 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 3 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):

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 & Fountas and Pinnell achievement 9 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 83% (approx. 52 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 83% (approx. 38 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 67% (approx. 14 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 67% (approx. 10 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50 % (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50 % (approx. 3 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):

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 9 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 75% 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.

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 English Learner goal?
 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.
 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 June 2019, at least 70% (approx. 46 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 70% (approx. 33 5th graders) will meet or exceed level V in Fountas and Pinnel .

Closing the Gap SMART Goal
 Subgroup: English Learners students
 By June 2019, at least 65 % (approx. 13 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 65 % (approx. 10 5th graders) will meet or exceed level V in Fountas and Pinnel

Subgroup: Students with Disabilities
 By June 2019, at least 50% (approx. 4 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 50 % (approx. 3 5th graders) will meet or exceed level 44 in DRA.

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):
 Fountas and Pinnel
 DRA

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/F&P 4 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. 433 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 95% (approx. 411 families) will attend and participate in one or more afterschool academic events or parent meetings to increase the milestones necessary for meaningful graduation.

Targeted Population:

Teachers will select targeted students in grades K-5.

What data did you use to form these goals?

Attendance sheets

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

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference and other family friendly events.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

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 the McGraw-Hill WONDERS Program in English Language Arts, CCSS and California CCSS 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., Common Formative Assessments, Exit Slips, 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 ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on-site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level, and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by Tier II Intervention 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

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- The speech-language pathologist will provide push-in or pull-out supplemental small group instruction that support speech and language development for targeted students in need.

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
- 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.

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

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$2,328.90	\$2,328.90	0061-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Money set aside to pay for counselor salary. Any surplus will be used to pay for instructional materials such as composition books, binders, flair pens, and essential writing materials.

How will you monitor these strategies/activities?

- Review instructional schedules (Bell-to-Bell)
- Maximize support for student with IEPs

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

- Extra Sub time to release classroom teacher to provide interventions for students (Hispanic/ELLs/Students with IEPs) that are not meeting CCSS in grade-level for 3x a week
- Afterschool tutoring (each teacher takes 5 of their most neediest students for 1 hour 2x a week)

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

- Teacher Monitoring Conferences
- Cycles of continuous improvement through PLCs and ILTs

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

- ILT members and administrator meet once a month to plan school-wide instructional focus and district learning cycles

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- PLC grade-level leads disseminate information for ILT to differentiate at grade-level meetings

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$8,800.00	\$10,594.32	0061-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Tier II Interventions - Extra Support

How will you monitor these strategies/activities?

- Admin to facilitate ILT and PLC meetings
- Focused Instructional Walkthroughs
- Monitoring Meetings with PLCs and Individual teachers

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

- Counselor to provide extra support for students with social/emotional needs that interfere with learning
- Counselor to head and facilitate PBIS
- Guidance Assistant to provide EHMI (Play Therapy) for selected students

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2500	\$19,857.75	\$31,436.78	0061-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	provide social and emotional support for ALL students.

How will you monitor these strategies/activities?

- Look for patterns and trends with referrals
- Monitor common area policies
- Monitor student progress in PLAY program and individual behavior plans

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

Increased communication with parents and community through:

- Parent Coffees
- Parent Workshops
- Parent/Teacher Conference
- Back-to-School Night/Spring Open House
- SSC/SGT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Duplicating		\$457.54	\$457.54	0061-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Duplication of Parent Newsletters

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Inservice supplies		\$900.00	\$900.00	0061-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Specialty items for parent involvement, Content Specific Supplies, Light refreshments
Other Support Prsnl PARAS Hrly		\$160.00	\$205.46	0061-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	translation & Childcare

How will you monitor these strategies/activities?

- Sign-in Sheets
- Parent Surveys

Local Control Funding Formula Goals and Budget
<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:: <ul style="list-style-type: none"> - Release time for ILT members to plan Professional Development for PLCs to focus on EL and struggling students - Hire Extra Support Sub 3x a week for 27 weeks for intervention small group instruction - Extra Counseling Days to support students with social/emotional needs </p> <p>Identified Need:: Plan Professional Development for PLCs to focus on EL and struggling students, interventions for students not meeting grade-level standards, Counseling for socio/emotional support, and supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Target Group:: Focus on students not meeting grade-level Common Core State Standards</p> <p>Monitoring:: Data analysis by staff to verify that the students are meeting standards.</p> <p>Personnel Responsible:: Teachers, PLCs, ILT, and Administration</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: Release time for ILT members to plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Identified Need:: Plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Target Group:: Focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.</p> <p>Monitoring:: Data analysis by staff to verify that the students are meeting standards.</p> <p>Personnel Responsible:: ILT, PLCs, and Administration</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:

Release time for ILT members to plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.

Identified Need::

Plan Professional Development for PLCs to focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.

Target Group::

Focus on EL and struggling students and the supplemental supplies needed to implement the Common Core standards for these students.

Monitoring::

Data analysis by staff to verify that the students are meeting standards.

Personnel Responsible::

ILT, PLCs, and Administration

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.1500	\$11,914.65	\$18,862.07	0061-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	05, LCFF 1, LCFF 2	Provide social and emotional support for ALL students
Library Asst	0.2375	\$5,924.68	\$7,624.77	0061-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, LCFF 1, LCFF 2	provide extra support in library and computer lab for ALL students
Prof&Curriclm Dev Vist Tch		\$5,800.00	\$6,982.62	0061-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	2 days of PLC release time for each classroom teacher
Supplies		\$6,225.11	\$6,225.11	0061-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	purchase classroom materials such as composition books, flair pens, binders, and other classroom essential supplies
Non Clsrm Tch Hrly		\$3,700.00	\$4,454.43	0061-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	ELPAC Testing

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

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
Chesterton
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	221	65.2	199	71.4	176	68.8	3.6	-2.6	221	63.8	199	68.8	177	80.2	16.4	11.4
Female	109	69.7	92	81.5	82	78.0	8.3	-3.5	109	62.4	92	64.1	82	81.7	19.3	17.6
Male	112	60.7	107	62.6	94	60.6	-0.1	-2.0	112	65.2	107	72.9	95	78.9	13.7	6.0
African American	15	60.0	13	53.8	16	75.0	15.0	21.2	15	46.7	13	53.8	16	81.3	34.6	27.5
Asian	5	-	3	-	3	-	-	-	5	-	3	-	3	-	-	-
Filipino	10	100.0	4	-	1	-	-	-	10	100.0	4	-	1	-	-	-
Hispanic	41	53.7	47	63.8	40	65.0	11.3	1.2	41	51.2	47	59.6	40	77.5	26.3	17.9
Indochinese	54	75.9	52	71.2	45	68.9	-7.0	-2.3	54	72.2	52	75.0	45	88.9	16.7	13.9
Native American	2	-	1	-	3	-	-	-	2	-	1	-	3	-	-	-
Pacific Islander	2	-	3	-	0	-	-	-	2	-	3	-	0	-	-	-
White	68	57.4	54	75.9	45	64.4	7.0	-11.5	68	60.3	55	67.3	46	76.1	15.8	8.8
Multiracial	24	62.5	22	81.8	23	78.3	15.8	-3.5	24	66.7	21	76.2	23	73.9	7.2	-2.3
English Learner	48	41.7	26	26.9	19	26.3	-15.4	-0.6	48	37.5	26	34.6	19	68.4	30.9	33.8
English-Speaking	173	71.7	173	78.0	157	73.9	2.2	-4.1	173	71.1	173	74.0	158	81.6	10.5	7.6
Reclassified†	39	82.1	33	93.9	44	88.6	6.5	-5.3	39	79.5	33	87.9	44	93.2	13.7	5.3
Initially Eng. Speaking	134	68.7	140	74.3	113	68.1	-0.6	-6.2	134	68.7	140	70.7	114	77.2	8.5	6.5
Econ. Disadv.*	138	59.4	117	66.7	102	62.7	3.3	-4.0	138	59.4	116	62.9	102	75.5	16.1	12.6
Non-Econ. Disadv.	83	74.7	82	78.0	74	77.0	2.3	-1.0	83	71.1	83	77.1	75	86.7	15.6	9.6
Gifted	67	85.1	67	77.6	50	86.0	0.9	8.4	67	86.6	66	87.9	50	88.0	1.4	0.1
Not Gifted	154	56.5	132	68.2	126	61.9	5.4	-6.3	154	53.9	133	59.4	127	77.2	23.3	17.8
With Disabilities	21	14.3	16	12.5	19	26.3	12.0	13.8	21	14.3	16	18.8	19	36.8	22.5	18.0
WO Disabilities	200	70.5	183	76.5	157	73.9	3.4	-2.6	200	69.0	183	73.2	158	85.4	16.4	12.2
Homeless	1	-	2	-	4	-	-	-	1	-	2	-	4	-	-	-
Foster	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Military	107	64.5	98	75.5	72	75.0	10.5	-0.5	107	65.4	98	69.4	73	82.2	16.8	12.8

* 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
Chesterton
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	71	69.0	67	65.7	58	69.0	0.0	3.3	71	74.6	68	67.6	58	77.6	3.0	10.0
Female	33	72.7	29	75.9	27	85.2	12.5	9.3	33	78.8	29	62.1	27	85.2	6.4	23.1
Male	38	65.8	38	57.9	31	54.8	-11.0	-3.1	38	71.1	39	71.8	31	71.0	-0.1	-0.8
African American	4	-	3	-	7	-	-	-	4	-	3	-	7	-	-	-
Asian	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	13	76.9	18	72.2	18	66.7	-10.2	-5.5	13	76.9	18	61.1	18	72.2	-4.7	11.1
Indochinese	14	78.6	16	56.3	12	66.7	-11.9	10.4	14	71.4	16	56.3	12	91.7	20.3	35.4
Native American	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	26	61.5	19	68.4	11	63.6	2.1	-4.8	26	76.9	20	75.0	11	81.8	4.9	6.8
Multiracial	11	63.6	8	-	8	-	-	-	11	72.7	8	-	8	-	-	-
English Learner	19	63.2	12	33.3	13	38.5	-24.7	5.2	19	63.2	12	33.3	13	76.9	13.7	43.6
English-Speaking	52	71.2	55	72.7	45	77.8	6.6	5.1	52	78.8	56	75.0	45	77.8	-1.0	2.8
Reclassified†	0	-	0	-	12	100.0	-	-	0	-	0	-	12	100.0	-	-
Initially Eng. Speaking	52	71.2	55	72.7	33	69.7	-1.5	-3.0	52	78.8	56	75.0	33	69.7	-9.1	-5.3
Econ. Disadv.*	42	64.3	38	60.5	41	65.9	1.6	5.4	42	71.4	38	52.6	41	75.6	4.2	23.0
Non-Econ. Disadv.	29	75.9	29	72.4	17	76.5	0.6	4.1	29	79.3	30	86.7	17	82.4	3.1	-4.3
Gifted	18	94.4	22	68.2	17	88.2	-6.2	20.0	18	100.0	22	81.8	17	82.4	-17.6	0.6
Not Gifted	53	60.4	45	64.4	41	61.0	0.6	-3.4	53	66.0	46	60.9	41	75.6	9.6	14.7
With Disabilities	7	-	5	-	11	27.3	-	-	7	-	5	-	11	45.5	-	-
WO Disabilities	64	75.0	62	69.4	47	78.7	3.7	9.3	64	81.3	63	71.4	47	85.1	3.8	13.7
Homeless	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	41	68.3	39	69.2	21	76.2	7.9	7.0	41	78.0	40	75.0	21	81.0	3.0	6.0

* 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
Chesterton
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	74	58.1	68	79.4	58	60.3	2.2	-19.1	74	62.2	67	70.1	58	79.3	17.1	9.2
Female	35	65.7	32	90.6	25	64.0	-1.7	-26.6	35	60.0	32	65.6	25	76.0	16.0	10.4
Male	39	51.3	36	69.4	33	57.6	6.3	-11.8	39	64.1	35	74.3	33	81.8	17.7	7.5
African American	4	-	6	-	2	-	-	-	4	-	6	-	2	-	-	-
Asian	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Filipino	5	-	1	-	0	-	-	-	5	-	1	-	0	-	-	-
Hispanic	16	37.5	12	83.3	12	50.0	12.5	-33.3	16	31.3	12	83.3	12	66.7	35.4	-16.6
Indochinese	21	76.2	15	73.3	19	68.4	-7.8	-4.9	21	85.7	15	80.0	19	84.2	-1.5	4.2
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	21	38.1	23	82.6	18	55.6	17.5	-27.0	21	47.6	23	69.6	18	77.8	30.2	8.2
Multiracial	5	-	10	90.0	5	-	-	-	5	-	9	-	5	-	-	-
English Learner	14	28.6	5	-	4	-	-	-	14	35.7	5	-	4	-	-	-
English-Speaking	60	65.0	63	82.5	54	64.8	-0.2	-17.7	60	68.3	62	72.6	54	81.5	13.2	8.9
Reclassified†	16	81.3	12	100.0	17	76.5	-4.8	-23.5	16	87.5	12	91.7	17	88.2	0.7	-3.5
Initially Eng. Speaking	44	59.1	51	78.4	37	59.5	0.4	-18.9	44	61.4	50	68.0	37	78.4	17.0	10.4
Econ. Disadv.*	48	47.9	42	76.2	29	51.7	3.8	-24.5	48	58.3	41	65.9	29	69.0	10.7	3.1
Non-Econ. Disadv.	26	76.9	26	84.6	29	69.0	-7.9	-15.6	26	69.2	26	76.9	29	89.7	20.5	12.8
Gifted	22	72.7	18	77.8	16	75.0	2.3	-2.8	22	81.8	17	88.2	16	87.5	5.7	-0.7
Not Gifted	52	51.9	50	80.0	42	54.8	2.9	-25.2	52	53.8	50	64.0	42	76.2	22.4	12.2
With Disabilities	5	-	5	-	3	-	-	-	5	-	16	18.8	3	-	-	-
WO Disabilities	69	62.3	63	84.1	55	61.8	-0.5	-22.3	69	66.7	62	75.8	55	80.0	13.3	4.2
Homeless	0	-	1	-	4	-	-	-	0	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	34	55.9	32	81.3	30	66.7	10.8	-14.6	34	55.9	31	71.0	30	83.3	27.4	12.3

* 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
Chesterton
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	76	68.4	64	68.8	60	76.7	8.3	7.9	76	55.3	64	68.8	61	83.6	28.3	14.8
Female	41	70.7	31	77.4	30	83.3	12.6	5.9	41	51.2	31	64.5	30	83.3	32.1	18.8
Male	35	65.7	33	60.6	30	70.0	4.3	9.4	35	60.0	33	72.7	31	83.9	23.9	11.2
African American	7	-	4	-	7	-	-	-	7	-	4	-	7	-	-	-
Asian	4	-	1	-	1	-	-	-	4	-	1	-	1	-	-	-
Filipino	4	-	3	-	1	-	-	-	4	-	3	-	1	-	-	-
Hispanic	12	50.0	17	41.2	10	80.0	30.0	38.8	12	50.0	17	41.2	10	100.0	50.0	58.8
Indochinese	19	73.7	21	81.0	14	71.4	-2.3	-9.6	19	57.9	21	85.7	14	92.9	35.0	7.2
Native American	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
White	21	71.4	12	75.0	16	75.0	3.6	0.0	21	52.4	12	50.0	17	70.6	18.2	20.6
Multiracial	8	-	4	-	10	90.0	-	-	8	-	4	-	10	80.0	-	-
English Learner	15	26.7	9	-	2	-	-	-	15	6.7	9	-	2	-	-	-
English-Speaking	61	78.7	55	78.2	58	79.3	0.6	1.1	61	67.2	55	74.5	59	84.7	17.5	10.2
Reclassified†	23	82.6	21	90.5	15	93.3	10.7	2.8	23	73.9	21	85.7	15	93.3	19.4	7.6
Initially Eng. Speaking	38	76.3	34	70.6	43	74.4	-1.9	3.8	38	63.2	34	67.6	44	81.8	18.6	14.2
Econ. Disadv.*	48	66.7	37	62.2	32	68.8	2.1	6.6	48	50.0	37	70.3	32	81.3	31.3	11.0
Non-Econ. Disadv.	28	71.4	27	77.8	28	85.7	14.3	7.9	28	64.3	27	66.7	29	86.2	21.9	19.5
Gifted	27	88.9	27	85.2	17	94.1	5.2	8.9	27	81.5	27	92.6	17	94.1	12.6	1.5
Not Gifted	49	57.1	37	56.8	43	69.8	12.7	13.0	49	40.8	37	51.4	44	79.5	38.7	28.1
With Disabilities	9	-	16	12.5	5	-	-	-	9	-	6	-	19	36.8	-	-
WO Disabilities	67	74.6	58	75.9	55	81.8	7.2	5.9	67	59.7	58	72.4	56	91.1	31.4	18.7
Homeless	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	32	68.8	27	77.8	21	85.7	16.9	7.9	32	59.4	27	59.3	22	81.8	22.4	22.5

* 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.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

San Diego City Schools
CHESTERTON ELEMENTARY SCHOOL
TITLE I PARENT INVOLVEMENT POLICY
2018-2019

- In the fall, an annual meeting will be held to share with parents the Title I program and its requirements.
- Chesterton Elementary School will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups when available. 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.
- 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 decision-making for improvement of the program.
- The school wide parent newsletter is sent home informing parents/community of all meetings of interest. For special meetings, every effort is made to insure that targeted language groups receive notices in their language. The school newsletter is used to advertise parent meetings and training sessions offered at Chesterton Elementary School, the District Advisory Council's Harold J. Ballard Parent Center, Parent University, and throughout the district. Every attempt is made to contact parents in the language of the parents.
- During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given 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.

April, 2018

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO CITY SCHOOLS HOME/SCHOOL COMPACT

Chesterton Elementary School and the parents of the students participating in activities, services and programs funded by Title I, part A of the Elementary and Second 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 2018-2019.

School Responsibilities

Chesterton Elementary School 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, encourage and support all students.
 - We provide an enriching academic program based on standards.
 - We provide timely feedback on student work.
 - We provide a safe and positive atmosphere for learning consistent with our site Code of Conduct.
 - We seek out and provide additional resources, such as individual instruction, small group instruction, tutoring, etc., to meet students' special academic needs.
 - We advocate for our students' non-academic needs.
 - We provide after school programs focused on giving extra support in reading when available.

2. Parent/Teacher Conferences
 - For all: November 12-16, 2018
 - For those in need: March 20-22, 2019

3. Reports on student progress
 - Report Cards: No later than November 9, 2018
March 15, 2019

 - For those in need: Written reports or verbal contacts regarding behavior, completion of class work, etc. is done in various forms when deemed necessary.

4. Reasonable access to staff/school
 - We provide a welcoming environment for students, families and community members.
 - Staff members may be contacted by telephone or by e-mail.
 - We invite all stakeholders to actively participate in site decision making by participating on the School Site Council (SSC), Governance Team, PTA, needs surveys, etc.
 - A monthly newsletter, the "Chesterton Express" is printed and distributed monthly.

- The Chesterton website (www.sandi.net/chesterton) is available to all.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
- Parents and family members are invited to volunteer by assisting during class field trips, special classroom activities as well as assist with class work. (Volunteers must be cleared through San Diego Unified School District’s volunteer guidelines prior to participating.)
 - We provide the opportunity for parents to volunteer during “Teachers Troopers” on Tuesday mornings at 8:00 a.m.
 - Parents have the right to visit their child’s classroom to observe and assist with activities. The time and date of the visitation must be arranged in advance.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount/type of television my child watches.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Attending scheduled parent/teacher conferences and Open House.
- 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, Parent Teacher Association (PTA) or other school advisory groups.

Student Responsibilities

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

- Doing my homework every day and asking for help when I need it.
- Reading as specified by the classroom teacher every day outside of school time.
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

April 6, 2018

APPENDIX D

TITLE I/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
Chesterton Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 5,800.00
		1210	Counselor	School Counselor	0.1500	\$ 11,914.65
		1957	Non Clsrm Tchr Hrly			\$ 3,700.00
		2231	Other Support Prsnl PARAS	Library Asst	0.2375	\$ 5,924.68
		3000	Employee Benefits			\$ 10,584.56
		4301	Supplies			\$ 6,225.11
	09800 Total				0.3875	\$ 44,149.00
	30100	1192	Prof&Curriclm Dev Vist Tchr			\$ 8,800.00
		1210	Counselor	School Counselor	0.2500	\$ 19,857.75
		3000	Employee Benefits			\$ 13,373.35
		4301	Supplies			\$ 2,328.90
	30100 Total				0.2500	\$ 44,360.00
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 160.00
		3000	Employee Benefits			\$ 45.46
		4304	Inservice supplies			\$ 900.00
		5721	Interprogram Svcs/Duplicating			\$ 457.54
	30103 Total					\$ 1,563.00

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Chesterton Elementary School
TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Chesterton Elementary School maximizes instructional time by ensuring that all students’ teachers are adhering to clearly defined instructional schedules. All teachers work closely with their respective pacing guidelines for core academic subjects – this work is defined collaboratively during our Professional Learning Community (PLC) process. Teachers collectively & collaboratively developed clear assessment systems for both ELA & Math which included both formative and summative assessment plans. Teachers meet in PLCs on a monthly basis to analyze and discuss student data – this information is used to inform effectiveness of instruction, track student progress, and make critical decisions regarding targeted student interventions.
CLOSING THE ACHIEVEMENT GAP	Chesterton Elementary School recognizes the importance of having clearly identified and articulated goals for improving student achievement. We have designated in a Response to Intervention (RTI) system whereby struggling students’ needs can be identified at an early stage in order to make specific plans to close the achievement gap. Chesterton School is supplementing these programs by investing Push-In/Pull Out teachers for small group instruction for grades K-3 and Extended Day Tutoring Instruction for grade 4 & 5. Chesterton pays close attention to our English Learner population (approximately 23% of our student population) in order to assist in the critical skill of acquiring academic language proficiency. Our students with disabilities receive all accommodations/modifications as specified by law in their Individualized Education Program (IEP). Our assessment process is clearly aligned to track student progress and maximize student achievement in core academic subjects.
PROFESSIONAL DEVELOPMENT	Chesterton Elementary School has put in place a collaborative and site decision making process for staff professional development utilizing the work and decisions made by the Instructional Leadership Team, Grade Level Professional Learning Communities, School Site Council and Site Governance Team. In addition, classroom walk through

	<p>and support by Area 3 Green Team provides for effective and timely professional development opportunities for all of our teachers. English Language Arts & Mathematics are key core academic subjects that are kept in the forefront of our professional development. PLCs are implemented on a monthly basis in order for teachers to work collaboratively with one another around specific teacher strategies designed to promote student growth and engagement. Data is identified, disseminated, analyzed, and planned around with regard to making sure that its impact reflects what we are learning as professionals. Teachers have had collaborative input with regard to the types of professional developments that they would like to engage in. Chesterton Elementary School has been making a committed effort to focus on technology-infused lessons for our students to better prepare them for a 21st century globalized learning environment. One of our primary goals has been to help to bridge the “digital literacy gap” which presently exists in our schools. Lastly, teachers access district, county and statewide professional development opportunities to further their learning and share their learning with each other.</p>
GRADUATION/PROMOTION	<p>The graduation/promotion rate is monitored in the 3rd and 5th grade levels as indicated by our Single Plan for Student Achievement. Clearly written and defined goals are articulated within our accountability plan and data is consistently gathered and analyzed on an ongoing basis to ensure that our students’ trajectory is towards successful graduation and promotion.</p>
PARENT ENGAGEMENT	<p>Chesterton Elementary School has made the area of Parent Engagement in our school a top priority. We have been fully engaged in strengthening the relationships between home and school through our newsletters, School Messenger, Peach Jar, Coffee with Parents, and community activities sponsored by our Parent Teacher Association. Parents and community members are fully involved in decision making processes here at Chesterton through the Site Governance Team, School Site Council, English Learner Acquisition Committee, and Parent Teacher Association. In addition, the welcoming and open-door policy instituted throughout the school by all staff, allows parents to fully engage in a positive and welcome school culture and climate.</p>