

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **FLETCHER ELEMENTARY SCHOOL**

2018-19

37-68338-6039564
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: Camacho, Gina

Contact Person: Camacho, Gina

Position: Principal

Telephone Number: 858-496-8100

Address: 7666 Bobolink Way, Fletcher Elementary, San Diego, CA, 92123-3701,

E-mail Address: gcamacho-mcgrath@sandi.net

The following items are included:

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

Board Approval: *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: Fletcher Elementary
SITE CONTACT PERSON: Gina Camacho McGrath
PHONE: (858) 496-8100 FAX: (858) 496-8045

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

E-MAIL ADDRESS: gcamachomcgrath@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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Other (list): <u>SSC</u> | Date of presentation: <u>4-3-18</u> |

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: 4-3-18

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.

Gina Camacho McGrath
Type/Print Name of School Principal

Ryh Benson
Type/Print Name of SSC Chairperson

Kimie Lochtefeld
Type/Print Name of Area Superintendent

Gina Camacho McGrath
Signature of School Principal

[Signature]
Signature of SSC Chairperson

[Signature]
Signature of Area Superintendent

4-3-18
Date

4/3/18
Date

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

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 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the fall/spring of 2017-18 school year 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

Preparing global thinkers for their future and society's future by challenging their thinking and vision of a better tomorrow.

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.

Professional Learning Communities (PLCs) and grade level teams 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

Staff and community met with the Principal to discuss priorities for the site on a variety of levels. Ideas were discussed that can be worked into PTA goals, Business Partnership goals and into our site goals for continued academic and social improvement of our children and the community in which we live.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Michaelann Carroll	Classroom Teacher
Kyle Benson	Classroom Teacher
Robyn Logan	Classroom Teacher
Irma Baez	Other School Personnel
Sasha Fox	Parent
Catrina Limas-Gloria	Parent
Chakameh Hajd Abba	Parent
Roberta Caravantes	Parent
Jonelle La Fond	Parent
Gina Camacho McGrath	Principal

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 75% (approx. 21, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 24, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 80% (approx. 4, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 4, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 70% (approx. 7, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 3, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 80% (approx. 12, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 7, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 1, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 1, 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):

DRA/WRAP

End of Unit tests

Exit slips

Running records

Anecdotal notes

SBAC

CELDT

ELPAC

On Demand assessments

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 other assessment achievement 5 times per year. Analysis will inform subsequent instruction. Teachers to also complete monthly monitoring reports and will also use this data as discussion and planning points.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 70% (approx. 20, 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 85% (approx. 25, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: African American students
 By June 2019, 90% (approx. 4, 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 90% (approx. 4, 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 80% (approx. 12, 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 2, 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 80% (approx. 12, 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 85% (approx. 8, 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 50% (approx. 1, 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 50% (approx. 1, 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):
 Daily exit slips
 End of module assessments
 SBAC
 Formative site assessments

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 5 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.

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 80% (approx. 22, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 90% (approx. 27, 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):

Current progress on Lucy Calking writing prompts.

District On Demand Writing

DRA2

Various reading cumulative assessments

Grade level assessments and data

RtI group data

IEP progress notes/assessments

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

Teachers, Educational Specialists and counselor will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 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. 190 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% (approx. 150 families) will attend conferences, IEP's, parent meetings, school wide/classroom events to increase the milestones necessary for meaningful graduation.

Targeted Population:

Our second language families and parents of students in grades 4 & 5 tend to be the least represented at school events and functions.

What data did you use to form these goals?

Event sign in sheets, Parent Teacher conference schedules and sign in sheets, returned documents and surveys, membership on committees, representation at meetings.

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

Teachers, SST team, Administration, Counselor will meet ongoing to analyze student progress using site developed criteria. Families are contacted on an ongoing basis based on progress.

Administration will identify specific audience and track attendance. Letters will be developed to update families on attendance matters and sent home periodically

Classrooms use a variety of parent notification tools to keep in contact with families on a daily basis.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction - predominantly the Lucy Calkins units.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT/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, math and science 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 and math
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

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

Continued time for professional development for teachers to maximize planning and efficiency in the classroom. Team meeting and planning with streamline instruction, supports and services for our children allowing them maximum learning time in the classroom. Constant analysis of lesson pacing in the classroom and best use of instructional time will be paramount. Utilization of SSC purchased materials that have built in self-adjusting assessments to monitor individual student progress as well as create classroom goals. The supplemental materials also has built in RTI level 2 and 3 components to the program.

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

How will you monitor these strategies/activities?

- Agendas
- Mini SMART goals that will be monitored and analyzed as a team
- Attendance at meetings
- Classroom observations that will indicate if new learning and adherence to team game plan is evident.
- Site wide assessments

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

Upper grade teachers have developed a subject specific rotation (departmentalization) to help mitigate the achievement gap. Highly qualified teachers in each learning area to maximize growth and progress with all children. Strategic focus on children for in class support and small group instruction. This allows for even smaller group rotation and fluidity of individuals in groups. Teachers to utilize supplemental materials purchased through previous Title 1 expenditures.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$18,636.00	\$18,636.00	0105-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05, LCFF 1, LCFF 2	Monies to be utilized for supplies and materials to enhance and supplement the curriculum.

How will you monitor these strategies/activities?

- Agendas
- Mini SMART goals

Attendance at meetings
Classroom observations
Site wide assessments

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

Fletcher will continue to hold team level planning meetings as well as vertical teaming. All teams will meet bi-monthly (at the minimum) to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged children.

Site professional development will mirror and/or extend upon current District offered trainings as well as be tailored to our unique needs and differentiated learning. It will focus on multiple areas including, but not limited to math, ELA, writing and Special Education

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$4,909.00	\$5,909.94	0105-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	01, 02, 03, LCFF 2, LCFF 3	Allows the staff to attend site and district created staff professional development. Staff will be able to enhance their current teaching methodologies and to give students a more complete and rigorous classroom experience. Also allows for ILT and 1:1 monitoring meetings as needed with teachers.

How will you monitor these strategies/activities?

Agendas
classroom observations
Data discussed
PLC, ILT
Teacher monitoring meetings

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

Fletcher will continue to utilize our counseling allocation to support children on a variety of levels including classroom lessons, social groups, individual and peer sessions to grow and enhance a child's social and emotional growth and regulation teaching them strategies to be productive and positive members of their learning community and community at large.

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

How will you monitor these strategies/activities?

-Phone calls and emails home
-SARB letters

Fletcher Elementary

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-Counselor interventions such as individual and group meetings
 -Student Study Team meeting with teachers, parents and support staff

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

Fletcher will have multiple opportunities for parents to participate in various onsite events designed for families. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading and math strategies, assessment information and tips on connecting home and school.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$772.00	\$772.00	0105-30103-00-4304-1000-1110-01000-0000	Title I Parent Involvement	01, 02, 05	Monies from this account will be put towards in service materials for parents, communications, speakers or presentations to parents. Monies will also be put towards an academic home/school newsletter.

How will you monitor these strategies/activities?

- Sign-in sheets from principal / parent meetings
- Communication through School Messenger, Peachjar, paper flyers and the school website
- PTA meetings
- SSC meetings
- Open door policy to meet with parents and community members about individual concerns

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:: Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Identified Need:: These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Target Group:: Focus on EL and struggling students.</p> <p>Monitoring:: Teams will create assessments, analyze data, plan instruction, and plan interventions</p> <p>Personnel Responsible:: Staff 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:: Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Identified Need:: These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Target Group:: Focus on EL and struggling students.</p> <p>Monitoring:: Teams will create assessments, analyze data, plan instruction, and plan interventions</p> <p>Personnel Responsible:: Staff and administration</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 and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.

Identified Need::
 These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.

Target Group::
 Focus on EL and struggling students.

Monitoring::
 Teams will create assessments, analyze data, plan instruction, and plan interventions

Personnel Responsible::
 Staff and administration

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$2,900.00	\$3,491.31	0105-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	These funds will be allocated towards staff participating in Trauma Informed Care training and PLTW training. It will allow teachers to be released to attend these trainings and bring skills and knowledge back to the site to train others.
Supplies		\$10,550.69	\$10,550.69	0105-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	Funds will be put towards materials and supplies for PLTW, science and language arts. It will give the teachers multiple styles of learning (online, print, digital) to enhance and expand the current classroom curriculum. We will be specifically targeting our English Language learners and our children not meeting grade level standards.

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
Fletcher
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	123	44.7	106	50.0	94	48.9	4.2	-1.1	122	45.9	109	53.2	94	62.8	16.9	9.6
Female	55	50.9	45	55.6	48	58.3	7.4	2.7	54	42.6	46	47.8	48	60.4	17.8	12.6
Male	68	39.7	61	45.9	46	39.1	-0.6	-6.8	68	48.5	63	57.1	46	65.2	16.7	8.1
African American	20	25.0	19	31.6	13	30.8	5.8	-0.8	21	38.1	18	22.2	13	46.2	8.1	24.0
Asian	2	-	3	-	1	-	-	-	2	-	3	-	1	-	-	-
Filipino	8	-	5	-	3	-	-	-	8	-	5	-	3	-	-	-
Hispanic	33	39.4	29	41.4	23	43.5	4.1	2.1	33	30.3	31	35.5	23	43.5	13.2	8.0
Indochinese	11	36.4	10	40.0	11	36.4	0.0	-3.6	10	60.0	10	80.0	11	72.7	12.7	-7.3
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
White	32	56.3	28	64.3	34	61.8	5.5	-2.5	31	54.8	30	66.7	34	76.5	21.7	9.8
Multiracial	16	50.0	11	72.7	7	-	-	-	16	43.8	11	81.8	7	-	-	-
English Learner	26	30.8	15	13.3	12	25.0	-5.8	11.7	26	34.6	16	43.8	12	33.3	-1.3	-10.5
English-Speaking	97	48.5	91	56.0	82	52.4	3.9	-3.6	96	49.0	93	54.8	82	67.1	18.1	12.3
Reclassified†	10	100.0	3	-	13	69.2	-30.8	-	10	90.0	3	-	13	84.6	-5.4	-
Initially Eng. Speaking	87	42.5	88	54.5	69	49.3	6.8	-5.2	86	44.2	90	53.3	69	63.8	19.6	10.5
Econ. Disadv.*	81	44.4	71	47.9	57	49.1	4.7	1.2	82	42.7	70	48.6	57	63.2	20.5	14.6
Non-Econ. Disadv.	42	45.2	35	54.3	37	48.6	3.4	-5.7	40	52.5	39	61.5	37	62.2	9.7	0.7
Gifted	32	71.9	28	75.0	18	72.2	0.3	-2.8	32	62.5	28	75.0	18	83.3	20.8	8.3
Not Gifted	91	35.2	78	41.0	76	43.4	8.2	2.4	90	40.0	81	45.7	76	57.9	17.9	12.2
With Disabilities	14	0.0	10	20.0	6	-	-	-	14	14.3	12	8.3	6	-	-	-
WO Disabilities	109	50.5	96	53.1	88	50.0	-0.5	-3.1	108	50.0	97	58.8	88	64.8	14.8	6.0
Homeless	7	-	5	-	3	-	-	-	7	-	5	-	3	-	-	-
Foster	2	-	5	-	1	-	-	-	2	-	5	-	1	-	-	-
Military	8	-	5	-	0	-	-	-	8	-	5	-	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
Fletcher
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	40	25.0	35	57.1	31	51.6	26.6	-5.5	39	38.5	36	61.1	31	64.5	26.0	3.4
Female	16	31.3	16	75.0	17	52.9	21.6	-22.1	15	40.0	16	62.5	17	58.8	18.8	-3.7
Male	24	20.8	19	42.1	14	50.0	29.2	7.9	24	37.5	20	60.0	14	71.4	33.9	11.4
African American	6	-	6	-	3	-	-	-	7	-	6	-	3	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	3	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
Hispanic	12	25.0	11	45.5	6	-	-	-	12	16.7	11	36.4	6	-	-	-
Indochinese	7	-	2	-	4	-	-	-	6	-	2	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
White	8	-	12	75.0	14	64.3	-	-10.7	7	-	13	84.6	14	64.3	-	-20.3
Multiracial	2	-	3	-	2	-	-	-	2	-	3	-	2	-	-	-
English Learner	15	20.0	0	-	4	-	-	-	15	33.3	1	-	4	-	-	-
English-Speaking	25	28.0	35	57.1	27	51.9	23.9	-5.2	24	41.7	35	60.0	27	70.4	28.7	10.4
Reclassified†	1	-	0	-	4	-	-	-	1	-	0	-	4	-	-	-
Initially Eng. Speaking	24	25.0	35	57.1	23	43.5	18.5	-13.6	23	39.1	35	60.0	23	65.2	26.1	5.2
Econ. Disadv.*	26	30.8	24	58.3	20	50.0	19.2	-8.3	27	40.7	24	58.3	20	65.0	24.3	6.7
Non-Econ. Disadv.	14	14.3	11	54.5	11	54.5	40.2	0.0	12	33.3	12	66.7	11	63.6	30.3	-3.1
Gifted	8	-	9	-	6	-	-	-	8	-	9	-	6	-	-	-
Not Gifted	32	15.6	26	50.0	25	44.0	28.4	-6.0	31	32.3	27	48.1	25	64.0	31.7	15.9
With Disabilities	4	-	10	20.0	6	-	-	-	4	-	12	8.3	6	-	-	-
WO Disabilities	36	27.8	34	58.8	30	53.3	25.5	-5.5	35	40.0	35	62.9	30	66.7	26.7	3.8
Homeless	0	-	3	-	2	-	-	-	0	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	-	-	1	-	2	-	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
Fletcher
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	46	50.0	35	34.3	32	62.5	12.5	28.2	46	50.0	36	38.9	32	71.9	21.9	33.0
Female	20	55.0	15	33.3	18	72.2	17.2	38.9	20	40.0	16	37.5	18	66.7	26.7	29.2
Male	26	46.2	20	35.0	14	50.0	3.8	15.0	26	57.7	20	40.0	14	78.6	20.9	38.6
African American	9	-	6	-	7	-	-	-	9	-	5	-	7	-	-	-
Asian	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Filipino	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-
Hispanic	13	46.2	8	-	8	-	-	-	13	23.1	10	10.0	8	-	-	-
Indochinese	3	-	5	-	2	-	-	-	3	-	5	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	13	61.5	8	-	12	66.7	5.2	-	13	69.2	8	-	12	91.7	22.5	-
Multiracial	7	-	2	-	3	-	-	-	7	-	2	-	3	-	-	-
English Learner	8	-	12	16.7	1	-	-	-	8	-	12	33.3	1	-	-	-
English-Speaking	38	55.3	23	43.5	31	61.3	6.0	17.8	38	55.3	24	41.7	31	71.0	15.7	29.3
Reclassified†	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Initially Eng. Speaking	36	52.8	22	40.9	29	58.6	5.8	17.7	36	52.8	23	39.1	29	69.0	16.2	29.9
Econ. Disadv.*	32	43.8	20	35.0	20	65.0	21.2	30.0	32	43.8	19	36.8	20	75.0	31.2	38.2
Non-Econ. Disadv.	14	64.3	15	33.3	12	58.3	-6.0	25.0	14	64.3	17	41.2	12	66.7	2.4	25.5
Gifted	12	75.0	6	-	7	-	-	-	12	58.3	6	-	7	-	-	-
Not Gifted	34	41.2	29	27.6	25	60.0	18.8	32.4	34	47.1	30	36.7	25	64.0	16.9	27.3
With Disabilities	6	-	3	-	6	-	-	-	6	-	12	8.3	6	-	-	-
WO Disabilities	40	57.5	32	34.4	31	64.5	7.0	30.1	40	55.0	32	43.8	31	74.2	19.2	30.4
Homeless	4	-	5	-	1	-	-	-	4	-	5	-	1	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	5	-	0	-	0	-	-	-	5	-	0	-	0	-	-	-

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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
Fletcher
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	37	59.5	36	58.3	31	32.3	-27.2	-26.0	37	48.6	37	59.5	31	51.6	3.0	-7.9
Female	19	63.2	14	57.1	13	46.2	-17.0	-10.9	19	47.4	14	42.9	13	53.8	6.4	10.9
Male	18	55.6	22	59.1	18	22.2	-33.4	-36.9	18	50.0	23	69.6	18	50.0	0.0	-19.6
African American	5	-	7	-	3	-	-	-	5	-	7	-	3	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	4	-	1	-	2	-	-	-	4	-	1	-	2	-	-	-
Hispanic	8	-	10	60.0	9	-	-	-	8	-	10	60.0	9	-	-	-
Indochinese	1	-	3	-	5	-	-	-	1	-	3	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	11	72.7	8	-	8	-	-	-	11	45.5	9	-	8	-	-	-
Multiracial	7	-	6	-	2	-	-	-	7	-	6	-	2	-	-	-
English Learner	3	-	3	-	7	-	-	-	3	-	3	-	7	-	-	-
English-Speaking	34	55.9	33	63.6	24	41.7	-14.2	-21.9	34	47.1	34	58.8	24	58.3	11.2	-0.5
Reclassified†	7	-	2	-	7	-	-	-	7	-	2	-	7	-	-	-
Initially Eng. Speaking	27	44.4	31	61.3	17	41.2	-3.2	-20.1	27	37.0	32	56.3	17	52.9	15.9	-3.4
Econ. Disadv.*	23	60.9	27	48.1	17	29.4	-31.5	-18.7	23	43.5	27	48.1	17	47.1	3.6	-1.0
Non-Econ. Disadv.	14	57.1	9	-	14	35.7	-21.4	-	14	57.1	10	90.0	14	57.1	0.0	-32.9
Gifted	12	75.0	13	76.9	5	-	-	-	12	66.7	13	69.2	5	-	-	-
Not Gifted	25	52.0	23	47.8	26	26.9	-25.1	-20.9	25	40.0	24	54.2	26	46.2	6.2	-8.0
With Disabilities	4	-	6	-	4	-	-	-	4	-	7	-	4	-	-	-
WO Disabilities	33	66.7	30	66.7	27	29.6	-37.1	-37.1	33	54.5	30	70.0	27	51.9	-2.6	-18.1
Homeless	3	-	2	-	3	-	-	-	3	-	2	-	3	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	3	-	0	-	-	-	2	-	3	-	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.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

FLETCHER ELEMENTARY
TITLE I PARENT INVOLVEMENT POLICY

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

Fletcher distributes the Title I parental involvement policy to all students at the beginning of each school year. In addition to the distribution of the policy, Fletcher also holds a meeting, with 2 different optional times to accommodate parent availability, in the fall of every school year to share the programs requirements. Some of the topics that are covered are:

- Improving communication between the school and home
- Academic improvement
- Parent Conferences and other opportunities to engage with the teachers
- Invitation to be part of SSC committee
- Providing information regarding District resources and site resources for improving academic improvement
- Discussion of our site goals as they pertain to the District 20/20 Vision
- How we are providing a Quality Neighborhood school and soliciting ideas on how to improve

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Fletcher, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Meetings are advertised by sending home flyers with important upcoming dates, school marquee, site website and other media outlets for Fletcher and/or automated phone calls via School Messenger.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and/or evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This is done through our SSC, SGT and PTA meetings. We also hold an informal meeting in the Spring to review and begin planning for the following school year
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers have conferences with parents twice a year to review curriculum used, provide information on student progress and review proficiency levels.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. There are several events throughout the school year in which the principal updates and/or discusses and invites parents to attend upcoming school events and or district updates. (Events such as Back to School night, fall and spring open house and standouts assemblies.

School-Parent Compact

Fletcher Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.
- Fletcher has developed this policy with input from our stakeholders on, but not limited to, SSC, PTA and parents participating in outreach meetings and activities.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During our Back to School Night the Principals holds a workshop on understanding the rigors of the grade level demands discusses power points and offers strategies that will help keep them updated as to their child's progress. Teachers also discuss progress and achievement with parent during parent teacher conferences as well as through Gradelink.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. A monthly newsletter (Home and School Connection) is sent home to all parents. This letter discusses how to engage with their child around curriculum areas as well as offers strategies on how to be a better advocate for their child at school.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Again, through the monthly newsletter of Home and School Connection it supports families on how to work together with the school for success.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Flyers for additional training opportunities of meetings/resources/etc. are posted in Fletcher's Parent Room.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
Information is shared and posted in our Parent Room and office.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Fletcher Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX C

HOME/SCHOOL COMPACT

**San Diego Unified School District
Fletcher Elementary**

2018-2019 Home/School Compact

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

This Home/School Compact is in effect during the school year 2018-2019.

School Responsibilities

Fletcher 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:

- All certificated staff receives bi-monthly professional development training on site.
- All certificated staff attends district professional development as aligned with grade level and state standards.

2. Hold parent-teacher conferences (at least annually in elementary school) during which this compact will be discussed as it relates to the individual child's achievement. At this time you will receive a report on your child's progress.

Parent Conference Dates (All days early release with 12:00 dismissal):

- November 7th, 13th – 16th, 2018
- March 8th – 22nd, 2019

Reporting Periods: (approximately)

- November 2nd, 2018 - 1st Reporting Period
- February 22nd, 2019 - 2nd Reporting Period
- June 11th, 2019 - Final Reporting Period

3. Provide parents reasonable access to staff.

- Individual conferences with parents of all children are scheduled at the end of the first and second semester.
- Fletcher School welcomes conferences with parents as a means of promoting child growth. Conferences can be arranged by contacting your child's teacher by telephone or note at least one or two days in advance so a conference time may be confirmed.
- Teachers may also contact parents for special conferences.

4. Provide parents opportunities to volunteer (TB clearance required) * see footer

- Parents are encouraged to join the Fletcher PTA, membership dollars help support many endeavors at the school.
- Join a committee
- Volunteer for School wide events
- Attend monthly meetings
- Help in the classrooms
- Volunteer for Student Standout Assemblies
- Help during field trips.

Parent Responsibilities

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

- Monitoring attendance. *We ask that you try to schedule appointments after school hours or on Wednesday's to ensure that students are getting optimal learning time.*
- Making sure that homework is completed and reviewed thoroughly and signed by the parent(s).
- Monitoring the amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC) 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.

- Do my homework every day and ask for help when I need it. This will include reviewing it with my parent(s).
- Read at least 30 minutes every day outside of school time.
- Give my parent(s), or the adult who is responsible for my welfare, all notices and information that I receive from school every day.

I have discussed the contents of the Home/School Compact in its entirety and will do everything possible to abide by its contents for the benefit of my son/daughter.

Parent/Guardian Signature

Student's Name

Room #

Student's Signature

Date

Teacher's Signature

Date

Principal's Signature

Date

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Fletcher Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr	\$ 2,900.00
		3000	Employee Benefits	\$ 591.31
		4301	Supplies	\$ 10,550.69
	09800 Total			\$ 14,042.00
	30100	1192	Prof&Curriclm Dev Vist Tchr	\$ 4,909.00
		3000	Employee Benefits	\$ 1,000.94
		4301	Supplies	\$ 18,636.00
	30100 Total			\$ 24,545.94
	30103	4304	Inservice supplies	\$ 772.00
	30103 Total			\$ 772.00

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Fletcher Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Creation of additional minimum days and utilization of STEM Soccer program to allow planning time and collaboration time for teachers which enhances instruction and a student centered approach. Use of EEB grant to support PD in site and district wide focus
CLOSING THE ACHIEVEMENT GAP	In depth monthly monitoring of our at risk students continues to provide focus on what is needed in teacher planning and learning. This monitoring requires teachers to think about pertinent next steps, celebrate growth, analyze data and look for trends to incorporate into their planning
PROFESSIONAL DEVELOPMENT	Planning and professional development is done school wide and via grade groups. When possible the Educational Specialist attends so we can keep a lens on our neediest and at risk students. Alignment with our site in addition to our cluster and district needs will continue to be our focus
GRADUATION/PROMOTION	Staff continues to monitor absences and work with families to create goals for timely arrival and striving for better attendance. Site teams (incl. nurse, counselor, teachers, etc.) to continue to work with identified families to keep them on track. Continue providing RtI services and ensure adequate supports are provided
PARENT ENGAGEMENT	PTA continues to work with site to provide additional opportunities for families to support their child's school. More parent/family events are being designed for next year (curricular themed nights/events) and will hopefully increase attendance and involvement. Rates for parent involvement are continuing to increase and site would like trend to continue