



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT HICKMAN ELEMENTARY SCHOOL

**2018-19**

37-68338-6089023  
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:** Pace, Tobie

**Contact Person:** Pace, Tobie

**Position:** Principal

**Telephone Number:** 858-271-5210

**Address:** 10850 Montongo St, Hickman Elementary, San Diego, CA, 92126-2629,

**E-mail Address:** tpace@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: Hickman Elementary

SITE CONTACT PERSON: Aimee Herron

PHONE: 858-271-5210

FAX: 858-566-9010

E-MAIL ADDRESS: aherron@sandi.net

**DUE: April 6, 2018 (Traditional)**

**May 2, 2018 (year Round)**

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

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

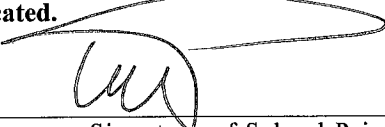
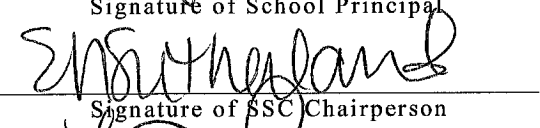
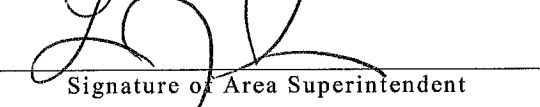
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |   |                                      |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                       | Date of presentation: <u>4/23/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC)          | Date of presentation: <u>n/a</u>     |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>4/23/18</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                                      | Date of presentation: <u>4/23/18</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: 5/21/18

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.

<p>Tobie Pace Type/Print Name of School Principal</p>	 <p>Signature of School Principal</p>	<p><u>5/21/18</u> Date</p>
<p>Nina Sutherland Type/Print Name of SSC Chairperson</p>	 <p>Signature of SSC Chairperson</p>	<p><u>5/21/18</u> Date</p>
<p>Lamont Jackson Type/Print Name of Area Superintendent</p>	 <p>Signature of Area Superintendent</p>	<p><u>5.30.18</u> Date</p>

**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**

Hickman's vision is to create a supportive learning environment where all students are successful in their academic, social, and emotional life which empowers them to communicate, think critically, collaborate, and be creative to meet the challenges of 21st century learning. We strive to create leadership opportunities for all of our diverse students. Students at Hickman speak over 27 different languages. Through providing quality instruction that meets each child at their individual level, students will grow to celebrate their unique learning style and embrace lifelong learning as a foundational skill for success. Students, teachers, parents and community members will shift to a growth mindset that celebrates the struggle of the unknown and values the learning process as an integral component of learning. LIVE. LEARN. LEAD. TOGETHER!

**SCHOOL VISION AND REALITY**

Our current reality is that we are building a collaborative, 21st century learning culture from the ground up. Teachers, staff, students, parents and community members are celebrating and reflecting on what has "worked" in the past and exploring action items to guide Hickman into the 21st Century. We have established three areas of growth. Curriculum and instruction, Culture and Environment, and Communication. We plan to target these areas throughout the next year to continue to improve the learning environment for all students. We continue to implement weekly "intervention day" to support the individual needs of students who need additional support in academics, social emotional areas, and any other area of deficit. Our school mission statement is "LIVE, LEARN, LEAD, TOGETHER."

**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. We have a veteran staff who is continually reflecting and growing as professional educators. Hickman's ongoing professional development first begins with creating a safe, rigorous, learning environment for all. We are continuing into our Level 2 training as a "Leader in Me" school. We are implementing Stephen Covey's 7 Habits in all areas of our school community.

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. We continue to focus on student engagement and how educators call align our instruction to meet the needs of all learners. Our monthly Professional Development sessions include a strong focus on deepening our understanding and implementation of engagement, assessment, co-teaching and overall best practices for professional educators.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Each grade level meets weekly to analyze student work and grow collaborate to meet the needs of all students. 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**

Throughout ongoing SSC meetings, staff meetings, coffee with the principal and family Fridays, we continuously involve all key stake holders in the process of co-creating a vision for Hickman Elementary. Over the past year we have solidified this vision and purpose through our mission statement: "LIVE, LEARN, LEAD TOGETHER." As we continue our Leader in Me program Hickman, we will dive deeper into "Aligning Academics". We are looking to continue cross grade level collaboration and vertical alignment of curriculum and instruction. Throughout the school year students and staff will set learning goals, behavior goals, and academic goals. We will monitor these goals monthly and celebrate the growth in each area.

Staff will continue our 4 action teams that lead us in all of our decision making. These four action teams are comprised of teachers, staff, students and parents. They include: Student Learning, Professional Learning, School Environment, and School Events. Through this focus we will always return to our inquiry question of: "How do we create a quality learning environment for our diverse population."



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 80% (approx. 59 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 90% (approx. 55 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students- No African American 3rd/5th Graders at Hickman

By June 2019, 0% (approx.0 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 0% (approx. 0 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 70 % (approx. 23 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

No EL in 5th Grade

By June 2019, 0 % (approx. 0 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70 % (approx. 9 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 90 % (approx. 14 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 10 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 8 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):**

Achieve 3000

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

Teachers will meet by grade level/department to analyze DRA and SRI achievement 4 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 75 % (approx. 57 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 75% (approx. 46 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students 0 African American Students in 3/5

By June 2019, 0% (approx. 0 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 0 % (approx. 0 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 70 % (approx. 23 3rd graders) will meet or exceed standards in Math on the SBAC exam.

No EL's in 5th Grade

By June 2019, 0 % (approx. 0 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 75% approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 75% (approx. 12 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 10 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50 % (approx. 8 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):**

Ongoing informal assessments and interim 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 4 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).

Empty text area for additional information or comments.

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

June 2019, at least 80% (approx. 51 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 55 5<sup>th</sup> 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):**

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

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI \_\_\_ 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. 427 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 90% (approx. 385 families attend one family Friday and principal coffee as measured by sign in sheets to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of Grades TK-5 students are the target population, since we want to include all families in our activities.

**What data did you use to form these goals?**

Data collected at Parent Coffees, NEST Meetings, Parent Universities, ELAC meetings, Parent conferences, Halloween Bash, Science Nights, Family Game Night, Dr. Seuss Reading Across America, Promotion, Young Authors Club.

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

Teachers and counselors will meet 4 times per year to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance.

**Area 6: Additional Site Identified Area (Optional)****Additional Site Identified SMART Goal:****Closing the Gap SMART Goal:**

Increased student attendance.

**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):**

We will run monthly reports to monitor attendance.

We will celebrate individual and classroom attendance on a monthly basis through positive incentives.

**Progress and Growth Monitoring:**

Monthly attendance printouts.

Positive incentives.

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

- All teachers will teach grade level common core standards and begin to integrate Next Generation Science Standards into the classroom on a daily basis. Instruction will be differentiated to meet the individual learning level of the child in each classroom.
- Every English Learner will receive 30 minutes of CELDT instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and 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.
- Speech and Language Pathologist will provide model lessons to improve student use of academic language and participation during collaborative conversations.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site, Mira Mesa Cluster professional development, and district professional development to strengthen literacy instruction

*Strategic Support (Tier 2)*

- Weekly RTI "intervention" day will be implemented to monitor and support students who need academic and/or social emotional support in order to make appropriate progress in the academic setting.
- 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, online communication (class dojo, blooms, etc.) home visit to discuss the progress of their at risk student. This is logged by teacher
  - Educational specialists 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 and supported by specialists.

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- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

### *Intensive Intervention (Tier 3)*

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

Hickman is targeting literacy instruction to promote literate, critical thinking, collaborative students who are prepared for middle school and beyond. K-1 teachers have focused on the students in those two grade levels and participated in an intensive learning cycle. This year we are continuing that work with a focus on those same students who are now one year older. We are specifically deepening 1st and 2nd grade teacher understanding of quality literacy instruction that is differentiated to meet the needs of those same students who have now progressed a year in school. We will be utilizing the Educator Effectiveness Grant to provide release time are focused on engaging all learners in daily, leveled guided reading to increase reading independence.

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

#### **How will you monitor these strategies/activities?**

We will monitor the growth of literacy in our students by analyzing DRA data for all students 3 times a year.

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

We will support early literacy in all of our students by double dipping students in small group instruction. We will utilize Pull out/Push in teachers to reinforce basic literacy skills in the general education classroom. In addition, we will offer teachers an opportunity to implement a targeted tutoring class after school to scaffold learning in ELA/Math/ELD.

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

#### **How will you monitor these strategies/activities?**

We will utilize our district interim tests as well as DRA scores 3 times a year to make teachable groups for both push in and tutoring classes.

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**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**  
 In learning cycle 1, our school has focused on creating a safe and effective school culture wherein diversity is embraced and leadership is nurtured. The Leader in Me will be the tool we use to create a positive school culture that empowers students, staff and community members to find their leadership and learning voice.

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

**How will you monitor these strategies/activities?**  
 In order to monitor the implementation of the Leader in Me program we will conduct surveys to gather baseline data as well as track progress along the way. We will hold monthly parent forums to gather feedback. In addition, we will create a “Lighthouse” team of teachers who will support this implementation process.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 We will hold “leadership assemblies” as a school to celebrate skills. We will conduct the school climate survey with our 5<sup>th</sup> graders to gather data on their overall experience at Hickman. We will partner as teachers and staff to implement the 7 habits of Happy Kids in all we do.

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

**How will you monitor these strategies/activities?**  
 In order to monitor the implementation of the Leader in Me program we will conduct surveys to gather baseline data as well as track progress along the way. We will hold monthly parent forums to gather feedback. In addition, we will create a “Lighthouse” team of teachers who will support this implementation process.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 The Leader in Me has a strong parent involvement component. We will utilize the parent coffees, ELAC meetings and Parent University meetings to unify parents with our vision of leadership for young learners.

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

**How will you monitor these strategies/activities?**  
 We will monitor this implementation through sign in sheets and surveys.



<b>Local Control Funding Formula Goals and Budget</b>
<p><b>Goal 1: Intervention Supports</b> 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><b>Intervention Support Goal::</b> Individualized software (Achieve 3000) for ELA will be provided for Grades 2-5. Students in primary grades who need additional Tier 2 support will participate in double dipping small group instruction to close the gap for students who have disabilities and students who are english language learners. We will hold bi-monthly "intervention days" to track progress of our students who are at risk. We will create synergy meetings wherein general education teachers, education specialists and administration will collaborate to create a plan to close that gap. We will also target early intervention by delivering explicit reading instruction to all kinder students utilizing "learning dynamics" which puts 23 books into the hands of all of our kindergarten students.</p> <p><b>Identified Need::</b> There are many students struggling with the common core standards and online learning. These specific software programs and curriculum is designed to guide students in a format similar to CAASPP while informing teachers of students instructional level. In addition, primary learners are targeting literacy at an early stage to build literate students who are critical thinkers.</p> <p><b>Target Group::</b> Students gradesTK-5 who are not meeting grade level standards as measured by interim assessments and teacher assessments.</p> <p><b>Monitoring::</b> These programs have daily, weekly and monthly monitoring sheets. The grade level teams will print them out and adjust instruction accordingly on a monthly basis.</p> <p><b>Personnel Responsible::</b> Principal, ILT/Lighthouse Team, Classroom teacher</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> To increase access to common core curriculum students will need basic supplies. All teachers make copies and order supplies that directly affect student learning.</p> <p><b>Identified Need::</b> All students need basic curriculum to support learning in literacy and mathematics.</p> <p><b>Target Group::</b> All students in the general education classroom.</p> <p><b>Monitoring::</b></p>

Teachers will monitor creativity and ongoing learning monthly through PLC's and conversations regarding each unit of study. Additional monitoring is conducted through the evaluation and observation process of the principal.

**Personnel Responsible:**

Principal, ILT, Classroom teacher

**Goal 3: Professional Development**

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

**Professional Development Goal:**

Professional development is a strong predictor of student growth. Teachers will be involved in 2-4 full day trainings to learn the "Leader in Me" curriculum and implement a diverse learning culture that maximizes participation for all students, staff members, parents and community. By building a culture of leaders here at Hickman, we will increase overall student ownership in the learning environment. Teachers will also participate in weekly PLC's to guide and monitor student learning for target students.

**Identified Need:**

Teachers need ongoing time to collaborate and guide instruction as well as specific training from the Leader in Me organization.

**Target Group:**

All students, staff, parents and community members.

**Monitoring:**

Monitoring of progress is done through monthly staff meetings, PLC's, ILT share outs, and regularly scheduled intervention days.

**Personnel Responsible:**

Principal, ILT, Classroom teacher

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Contracted Svcs Less Than \$25K		\$4,000.00	\$4,000.00	0201-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Leader in Me contract for Year 2 coaching support.
Supplies		\$13,452.00	\$13,452.00	0201-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Materials such as graph paper, pencils, pens, crayons
Prof&Curriclm Dev Vist Tchr		\$7,418.00	\$8,930.53	0201-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2, LCFF 3	Teacher PLC release time so that we can meet as grade level teams to collaborate on instruction.
Software License		\$6,700.00	\$6,700.00	0201-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Software such as Achieve 3000

## **APPENDICES**

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

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. 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](http://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  
Hickman  
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	275	70.5	207	70.0	191	74.9	4.4	4.9	275	61.1	207	63.8	194	69.1	8.0	5.3
Female	141	73.8	94	74.5	91	76.9	3.1	2.4	141	58.9	94	57.4	92	68.5	9.6	11.1
Male	134	67.2	113	66.4	100	73.0	5.8	6.6	134	63.4	113	69.0	102	69.6	6.2	0.6
African American	16	75.0	8	-	6	-	-	-	15	33.3	8	-	6	-	-	-
Asian	20	80.0	17	82.4	16	75.0	-5.0	-7.4	20	75.0	17	82.4	19	84.2	9.2	1.8
Filipino	57	73.7	42	85.7	40	82.5	8.8	-3.2	59	62.7	42	71.4	40	65.0	2.3	-6.4
Hispanic	57	59.6	40	62.5	36	63.9	4.3	1.4	57	50.9	40	55.0	36	52.8	1.9	-2.2
Indochinese	36	77.8	27	70.4	30	73.3	-4.5	2.9	36	77.8	27	70.4	30	76.7	-1.1	6.3
Native American	1	-	2	-	3	-	-	-	1	-	2	-	3	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	39	71.8	29	72.4	26	84.6	12.8	12.2	38	65.8	29	58.6	26	80.8	15.0	22.2
Multiracial	49	67.3	42	61.9	34	85.3	18.0	23.4	49	57.1	42	64.3	34	79.4	22.3	15.1
English Learner	42	35.7	32	37.5	25	20.0	-15.7	-17.5	44	38.6	32	31.3	27	33.3	-5.3	2.0
English-Speaking	233	76.8	175	76.0	166	83.1	6.3	7.1	231	65.4	175	69.7	167	74.9	9.5	5.2
Reclassified†	60	91.7	41	92.7	46	93.5	1.8	0.8	60	78.3	41	82.9	46	82.6	4.3	-0.3
Initially Eng. Speaking	173	71.7	134	70.9	120	79.2	7.5	8.3	171	60.8	134	65.7	121	71.9	11.1	6.2
Econ. Disadv.*	131	61.1	108	65.7	86	69.8	8.7	4.1	130	53.1	108	56.5	88	59.1	6.0	2.6
Non-Econ. Disadv.	144	79.2	99	74.7	105	79.0	-0.2	4.3	145	68.3	99	71.7	106	77.4	9.1	5.7
Gifted	76	93.4	75	84.0	66	92.4	-1.0	8.4	76	86.8	75	86.7	66	92.4	5.6	5.7
Not Gifted	199	61.8	132	62.1	125	65.6	3.8	3.5	199	51.3	132	50.8	128	57.0	5.7	6.2
With Disabilities	21	33.3	24	16.7	26	15.4	-17.9	-1.3	21	28.6	24	12.5	26	15.4	-13.2	2.9
WO Disabilities	254	73.6	183	77.0	165	84.2	10.6	7.2	254	63.8	183	70.5	168	77.4	13.6	6.9
Homeless	5	-	3	-	5	-	-	-	5	-	3	-	5	-	-	-
Foster	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Military	17	64.7	12	83.3	11	100.0	35.3	16.7	17	52.9	12	66.7	11	63.6	10.7	-3.1

\* 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**  
**Hickman**  
**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	90	65.6	65	50.8	73	67.1	1.5	16.3	91	53.8	65	44.6	75	64.0	10.2	19.4
Female	48	66.7	29	58.6	35	62.9	-3.8	4.3	49	49.0	29	41.4	36	58.3	9.3	16.9
Male	42	64.3	36	44.4	38	71.1	6.8	26.7	42	59.5	36	47.2	39	69.2	9.7	22.0
African American	6	-	1	-	4	-	-	-	6	-	1	-	4	-	-	-
Asian	6	-	6	-	8	-	-	-	6	-	6	-	10	70.0	-	-
Filipino	16	50.0	12	66.7	16	81.3	31.3	14.6	16	68.8	12	58.3	16	56.3	-12.5	-2.0
Hispanic	18	55.6	11	45.5	12	50.0	-5.6	4.5	19	42.1	11	45.5	12	50.0	7.9	4.5
Indochinese	13	69.2	10	50.0	12	58.3	-10.9	8.3	13	53.8	10	50.0	12	58.3	4.5	8.3
Native American	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	13	84.6	11	45.5	9	-	-	-	13	69.2	11	27.3	9	-	-	-
Multiracial	18	72.2	12	50.0	11	81.8	9.6	31.8	18	50.0	12	33.3	11	90.9	40.9	57.6
English Learner	24	37.5	14	14.3	17	23.5	-14.0	9.2	25	36.0	14	7.1	18	27.8	-8.2	20.7
English-Speaking	66	75.8	51	60.8	56	80.4	4.6	19.6	66	60.6	51	54.9	57	75.4	14.8	20.5
Reclassified†	6	-	7	-	14	100.0	-	-	6	-	7	-	14	85.7	-	-
Initially Eng. Speaking	60	73.3	44	54.5	42	73.8	0.5	19.3	60	56.7	44	47.7	43	72.1	15.4	24.4
Econ. Disadv.*	38	52.6	35	48.6	30	63.3	10.7	14.7	38	44.7	35	37.1	31	54.8	10.1	17.7
Non-Econ. Disadv.	52	75.0	30	53.3	43	69.8	-5.2	16.5	53	60.4	30	53.3	44	70.5	10.1	17.2
Gifted	25	88.0	21	71.4	24	91.7	3.7	20.3	25	76.0	21	71.4	24	95.8	19.8	24.4
Not Gifted	65	56.9	44	40.9	49	55.1	-1.8	14.2	66	45.5	44	31.8	51	49.0	3.5	17.2
With Disabilities	9	-	24	16.7	6	-	-	-	9	-	24	12.5	6	-	-	-
WO Disabilities	81	70.4	54	61.1	67	71.6	1.2	10.5	82	58.5	54	53.7	69	66.7	8.2	13.0
Homeless	2	-	3	-	5	-	-	-	2	-	3	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	7	-	6	-	-	-	6	-	7	-	6	-	-	-

\* 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**  
**Hickman**  
**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	89	66.3	68	76.5	57	70.2	3.9	-6.3	88	59.1	68	69.1	58	72.4	13.3	3.3
Female	43	65.1	35	77.1	26	76.9	11.8	-0.2	42	52.4	35	62.9	26	80.8	28.4	17.9
Male	46	67.4	33	75.8	31	64.5	-2.9	-11.3	46	65.2	33	75.8	32	65.6	0.4	-10.2
African American	3	-	4	-	0	-	-	-	2	-	4	-	0	-	-	-
Asian	7	-	5	-	3	-	-	-	7	-	5	-	4	-	-	-
Filipino	20	80.0	12	100.0	12	91.7	11.7	-8.3	22	54.5	12	75.0	12	66.7	12.2	-8.3
Hispanic	16	43.8	15	66.7	9	-	-	-	15	46.7	15	53.3	9	-	-	-
Indochinese	8	-	9	-	10	70.0	-	-	8	-	9	-	10	100.0	-	-
Native American	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	16	56.3	9	-	11	72.7	16.4	-	15	60.0	9	-	11	72.7	12.7	-
Multiracial	19	63.2	14	57.1	10	70.0	6.8	12.9	19	57.9	14	71.4	10	80.0	22.1	8.6
English Learner	14	35.7	11	63.6	6	-	-	-	15	46.7	11	54.5	7	-	-	-
English-Speaking	75	72.0	57	78.9	51	76.5	4.5	-2.4	73	61.6	57	71.9	51	74.5	12.9	2.6
Reclassified†	17	94.1	12	91.7	11	90.9	-3.2	-0.8	17	76.5	12	75.0	11	90.9	14.4	15.9
Initially Eng. Speaking	58	65.5	45	75.6	40	72.5	7.0	-3.1	56	57.1	45	71.1	40	70.0	12.9	-1.1
Econ. Disadv.*	44	56.8	35	68.6	28	64.3	7.5	-4.3	43	51.2	35	57.1	29	62.1	10.9	5.0
Non-Econ. Disadv.	45	75.6	33	84.8	29	75.9	0.3	-8.9	45	66.7	33	81.8	29	82.8	16.1	1.0
Gifted	23	91.3	22	90.9	19	84.2	-7.1	-6.7	23	91.3	22	90.9	19	89.5	-1.8	-1.4
Not Gifted	66	57.6	46	69.6	38	63.2	5.6	-6.4	65	47.7	46	58.7	39	64.1	16.4	5.4
With Disabilities	6	-	8	-	26	15.4	-	-	6	-	8	-	12	8.3	-	-
WO Disabilities	83	68.7	60	83.3	45	88.9	20.2	5.6	82	62.2	60	76.7	46	89.1	26.9	12.4
Homeless	2	-	1	-	5	-	-	-	2	-	1	-	5	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	6	-	3	-	3	-	-	-	6	-	3	-	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**  
**Hickman**  
**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	96	79.2	74	81.1	61	88.5	9.3	7.4	96	69.8	74	75.7	61	72.1	2.3	-3.6
Female	50	88.0	30	86.7	30	93.3	5.3	6.6	50	74.0	30	66.7	30	70.0	-4.0	3.3
Male	46	69.6	44	77.3	31	83.9	14.3	6.6	46	65.2	44	81.8	31	74.2	9.0	-7.6
African American	7	-	3	-	2	-	-	-	7	-	3	-	2	-	-	-
Asian	7	-	6	-	5	-	-	-	7	-	6	-	5	-	-	-
Filipino	21	85.7	18	88.9	12	75.0	-10.7	-13.9	21	66.7	18	77.8	12	75.0	8.3	-2.8
Hispanic	23	73.9	14	71.4	15	86.7	12.8	15.3	23	60.9	14	64.3	15	60.0	-0.9	-4.3
Indochinese	15	80.0	8	-	8	-	-	-	15	93.3	8	-	8	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	10	80.0	9	-	6	-	-	-	10	70.0	9	-	6	-	-	-
Multiracial	12	66.7	16	75.0	13	100.0	33.3	25.0	12	66.7	16	81.3	13	69.2	2.5	-12.1
English Learner	4	-	7	-	2	-	-	-	4	-	7	-	2	-	-	-
English-Speaking	92	81.5	67	85.1	59	91.5	10.0	6.4	92	71.7	67	79.1	59	74.6	2.9	-4.5
Reclassified†	37	89.2	22	90.9	21	90.5	1.3	-0.4	37	75.7	22	81.8	21	76.2	0.5	-5.6
Initially Eng. Speaking	55	76.4	45	82.2	38	92.1	15.7	9.9	55	69.1	45	77.8	38	73.7	4.6	-4.1
Econ. Disadv.*	49	71.4	38	78.9	28	82.1	10.7	3.2	49	61.2	38	73.7	28	60.7	-0.5	-13.0
Non-Econ. Disadv.	47	87.2	36	83.3	33	93.9	6.7	10.6	47	78.7	36	77.8	33	81.8	3.1	4.0
Gifted	28	100.0	32	87.5	23	100.0	0.0	12.5	28	92.9	32	93.8	23	91.3	-1.6	-2.5
Not Gifted	68	70.6	42	76.2	38	81.6	11.0	5.4	68	60.3	42	61.9	38	60.5	0.2	-1.4
With Disabilities	6	-	5	-	8	-	-	-	6	-	5	-	8	-	-	-
WO Disabilities	90	81.1	69	84.1	53	96.2	15.1	12.1	90	70.0	69	78.3	53	81.1	11.1	2.8
Homeless	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	2	-	2	-	-	-	5	-	2	-	2	-	-	-

\* 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**

**PARENT INVOLVEMENT POLICY**

**HICKMAN ELEMENTARY**  
**TITLE I PARENT INVOLVEMENT POLICY**

Title I schools are required to hold an annual Title I Parent Involvement meeting. In the Fall of 2018 the annual Title I Parent Involvement meeting will be held during October.

**Hickman Elementary** will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Among other types of meetings, Hickman will hold the following:

- Kindergarten/New Student Orientation for parents
- Principal/Parent Coffees
- Family Friday's
- Parent University classes or other workshops, sponsored by the Ballard Center
- Student Leadership Assemblies (parents will receive invitations when their students receive an award)
- Monthly open SSC meetings including ELAC
- Periodic Gifted and Talented Education (GATE) parent meetings
- Parent Report Card Conferences
- Open Houses
- Response to Intervention Team meetings (Meetings scheduled around individual students to ensure the strongest academic support possible)

Hickman values strong communication between the school and home. Hickman has an open door policy.

- Office hours are from 7:30 a.m. - 3:00 p.m. daily. All visitors are required to check in at the office. Appointments are readily made to accommodate the need for conversations between parents and staff members.
- School Messenger calls are made to parents to inform them about meetings, activities, and events at Hickman.
- Discussing current student assessment data and student progress occurs in both our Instructional Leadership Team (ILT) and School Site Council Meetings (SSC). SSC meetings are open to the public and agendas are posted 72 hours in advance of the meeting.

OVER

**HICKMAN ELEMENTARY**  
**TITLE I PARENT INVOLVEMENT POLICY**

- Hickman welcomes a variety of volunteer opportunities for parents. This includes helping in classrooms, the office, and chaperoning on field trips.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities will be discussed at least annually in an SSC meeting.
- 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, reviewing, and decision-making for improvement of the program.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Office and the Testing Unit. An explanation of the information is available in several languages.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



## **HICKMAN ELEMENTARY SCHOOL** **HOME-SCHOOL COMPACT**

Hickman Elementary and the parents of the students participating in activities, services, and programs, agree that this compact outlines how the parents, staff, and the students will share responsibility for improved student academic achievement. This compact also outlines the means by which the staff and parents will build and develop a partnership which will help children achieve California's high standards. *This Home/School Compact is in effect during the 2018-2019 school year.*

### **STUDENT COMMITMENTS**

#### **Academic:**

1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand that I am expected to learn, complete all assignments to the best of my ability, and get help when I need it.

#### **Citizenship:**

3. I will follow school rules and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements ("put-downs").
7. I will respect the property of the school, community and others.

#### **Home:**

8. Every day, I will spend time reading (including reading for fun), studying, and completing homework.

### **TEACHER COMMITMENTS**

#### **Teaching and Learning:**

1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work.
4. I will provide a safe and positive atmosphere for learning.
5. I will advocate for my students' non-academic needs.

**OVER**

**HICKMAN ELEMENTARY SCHOOL  
HOME-SCHOOL COMPACT**

**School:**

6. I will help to create a welcoming environment for students, families, and community members.
7. I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
8. I will communicate with parents through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
9. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.
10. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

**PARENT/GUARDIAN COMMITMENTS**

**School Support:**

1. I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.

**School Communications and Involvement:**

7. I will contact teachers/counselors about concerns or problems in a timely manner.
8. I will attend a minimum of one parent-teacher conference a year.
9. I will be available to teachers and will return teacher calls in a timely manner.

**Home Learning:**

10. I will provide a regular time, place, and supervision for homework completion.
11. I will read to my child or ensure that my child reads daily just for pleasure.
12. I will limit my child's television viewing time and encourage positive use of out-of-school time.

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*Through this Compact, I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve district academic and citizenship standards.*

*School Administrator:* \_\_\_\_\_  
Principal Date

*Parent:* \_\_\_\_\_  
Date

*Student* \_\_\_\_\_  
Date

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Hickman Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr	\$ 7,418.00
		3000	Employee Benefits	\$ 1,512.53
		4301	Supplies	\$ 13,452.00
		5841	Software License	\$ 6,700.00
		5853	Contracted Svcs Less Than \$25K	\$ 4,000.00
	<b>09800 Total</b>			<b>\$ 33,082.53</b>



**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Hickman Elementary

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Teachers continue to maximize instructional time at Hickman. This year we have implemented grade level schedules to ensure equitable instruction is taking place for all students on campus. In addition, we have weekly PLC's for all students.
CLOSING THE ACHIEVEMENT GAP	Hickman continues to increase the rigor of instruction through ongoing analysis of data and reflection on best practices. Teachers each choose two students to focus on with targeted instruction to close the achievement gap.
PROFESSIONAL DEVELOPMENT	Teachers participate in monthly Professional Development designed and lead by our site ILT (Instructional Leadership Team.) Teachers are also provided release time to explore other schools implementing "The Leader in Me." We are now a Leader in Me year 2 school. Teachers also participated in the "Leader In Me" training and are implementing the "7 Habits" in the classroom.
GRADUATION/PROMOTION	Hickman continues to begin with the end in mind. Our focus from TK-5 <sup>th</sup> grade is to provide quality, research based instruction that is differentiated to show growth for each child.
PARENT ENGAGEMENT	This year our monthly parent coffees grew by 25 people monthly as evidenced by parent sign in. We also designed Family Fridays to encourage parent involvement with their child's learning on a monthly basis. Our parent organization grew in participation to creating an enriching school environment.