

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **JERABEK ELEMENTARY SCHOOL**

2018-19

37-68338-6099071

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: Joiner, Kristie

Contact Person: Joiner, Kristie

Position: Principal

Telephone Number: 858-578-5330

Address: 10050 Avenida Magnifica, Jerabek Elementary, San Diego, CA, 92131-1426,

E-mail Address: kjoiner@sandi.net

The following items are included:

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

SITE CONTACT PERSON: Kristie Joiner

PHONE: 858-578-5330 FAX: 858-578-7367

E-MAIL ADDRESS: kjoiner@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:

- English Learner Advisory Committee (ELAC) Date of presentation: 10/5/17
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 10/5/17
- Site Governance Team (SGT) Date of presentation: 10/5/17
- 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: 1/4/18

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.

Kristie Joiner
Type/Print Name of School Principal

Kristie J. Joiner
Signature of School Principal

4/6/18
Date

Heather Chell
Type/Print Name of SSC Chairperson

Heather Chell
Signature of SSC Chairperson

4/6/18
Date

MONIKA HAZEL
Type/Print Name of Area Superintendent

Monika Hazel
Signature of Area Superintendent

5.31.18
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 to Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD and Jerabek Elementary School have proactively implemented CCSS as well as the full implementation of the annual State of California accountability assessment known as (CAASPP) California Assessment of Student Performance and Progress. The collaborative work towards the revision of this document began at the first school Site Governance Team and School Site Council meetings in October. The principal provides SBB and SPSA documents to committee members well in advance to seek member feedback from school leadership teams. Leadership Teams had four months to submit feedback and discuss ideas for consideration and recommendation.

SCHOOL VISION AND REALITY

Mission/Vision: Jerabek Elementary School will prepare students for the 21st Century and beyond by engaging all students in meaningful learning experiences that meet the highest educational and ethical standards in a caring, respectful, collaborative environment focused on the development of the whole child. All decision making is grounded in the best interest of “all” children supported through partnerships with parents, community and families. Most important, that all adult constituents of our school’s community take responsibility to contribute to a positive, respectful school culture that is focused on students at all times.

Current Reality: Jerabek Elementary School has a history of high achievement with a highly involved parent community and an experienced staff who are dedicated to providing quality, differentiated instruction in an environment of high expectations. The entire staff works hard and provides a high quality educational experience that focuses on the development of the whole child. The staff sustains an unwavering belief and commitment to professional, respectful conduct that drives all decision making. The Jerabek staff will continue to be unrelenting in our pursuit to maintain a child-centered educational experience.

The Jerabek community and staff have been through many administrators in recent history but have had stability for the past four years. This dynamic has caused a new commitment to the relentless insistence of a child-centered and respectful culture. The staff works collectively to establish an environment of trust and security that is focused on their passion for teaching and the love for their students. Our staff is also working on reestablishing a strong sense of team and the development of trust in their working relationships with school administration. Through professional development and collaboration, staff continues to work on all aspects of servicing the needs of our students. This includes the development of progressive instructional strategies and differentiation, along with a commitment to our parents with regards to communication in all aspects of student education.

Under stable leadership for the past four years, the entire staff sustains a high level, professional efficacy and sustains an unwavering resolve to continue to provide a stellar education to all students. Most importantly, it is collective commitment to protect the student centered environment that serves the interest of ALL students and one that is focused on the development of the whole child.

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 Development: Professional learning is a top priority for Jerabek Elementary. The investment in people, not programs, is what propels student achievement. This belief is imbedded in every decision at our school. Research sites, “teachers who receive well-designed professional development, an average of 49 hours spread over six to 12 months... can increase student achievement”. Knowledge and skills attained through high-level professional development enhances our ability to deliver relevant, up-to-date and prolific strategies to our students. At Jerabek we recognize universal high expectations for all staff and students which require ambitious, progressive delivery of curriculum, instruction, assessment, and leadership practices to support this culture. The importance of professional learning is embedded into our daily practice through inquiry and collaboration. We partner with our school’s foundation to garner support for contributions to provide professional development opportunities for staff in order to improve academic outcomes for our students. We accomplish this through collaboration and a persistent focus on the importance of this imperative.

The SDUSD’s professional development learning cycles are broken down into four areas. Each learning cycle the goal is to build student capacity through practices and implementation of professional development. Also, the analysis and use of student data to inform next steps is done so through the lens of SDUSD’s learning cycle focus. It is also 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". 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 society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

LCFF Community and Staff Engagement: Opportunities for collaboration input and recommendations are provided to staff and community over a three month period. In October, the principal presents the SPSA at the school year’s initial October School Site Council and School Governance Team meetings. Copies and supporting materials are provided to all to record feedback and suggestions. An email via “School Messenger” is sent to all

parents to give them an opportunity to contribute their thoughts if they cannot attend an SGT/SSC meeting to give input in person. In January, input is collected and compiled to inform the principal in the building of the next year's SPSA (final product) and Budget. Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

LCFF Community and Staff Engagement: Opportunities for collaboration input and recommendations are provided to staff and community over a three month period. In October, the principal presents the SPSA at the school year's initial October School Site Council and School Governance Team meetings. Copies and supporting materials are provided to all to record feedback and suggestions. An email via "School Messenger" is sent to all parents and contains a feedback form so that those who cannot attend one of the six meetings, will have the opportunity to give input. In January, input is collected and compiled to inform the principal in the building of the next year's SPSA (final product).

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Kristie Joiner	Principal
Heather Chell	Teacher
Melalee Trovato	Teacher
Gail Hawley	Teacher
Melissa McChesney	Parent
Kori Smyth	Parent
Ginger Stephens	Parent
Courtney O'Rourke	Parent
Laura Stephens	Parent
Jennifer Toledo	Other

SINGLE PLAN FOR STUDENT ACHIEVEMENT**Area 1: English/Language Arts****English/Language Arts SMART Goal:**

By June 2019, 79 % (approx. 75 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 79 % (approx. 79 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

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

Subgroup: Students with Disabilities

By June 2019, 48 % (approx. 4.8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 48 % (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

CAASPP

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 2 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 78 % (approx. 74 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 78 % (approx. 79 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

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

Subgroup: Students with Disabilities

By June 2019, 46 % (approx. 4.6 3rd graders) will meet or exceed standards in Math on the SBAC exam.

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

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

CAASPP

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 2 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

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

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

Other Assessments (Please Specify):

CELDT

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

Teachers will meet by grade level/department to analyze end of unit assessments 2 times per year. Analysis will inform subsequent instruction.

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

By June 2019, at least 87% (approx. 83 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 87% (approx. 88 5th graders) will meet or exceed level 44 in DRA.

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

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

Other Assessments (Please Specify):

CAASPP

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 2 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. 642 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 40 % (approx. 256 families) will attend writer's workshop learning celebrations in the Lucy Calkins writing curriculum.

These take place during school and are done in individual classrooms. Writing is also highlighted at the annual Open House Event.

Targeted Population:

Jerabek staff has been working hard to unite under changes in leadership and develop effect systems within each grade level/classroom to effectively communicate with parents. These areas include but are not limited to; classroom web pages, classroom newsletters, parent conferences, room parent communications, personal conversations before and after school, written communication regarding events and social media which includes the school web page. Writing is a focus at Jerabek. The school's foundation has partnered with our school and paid for teachers to attend Columbia University's Teacher College for professional development in the Lucy Calkins writing curriculum.

What data did you use to form these goals?:

Attendance

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

Teachers and counselors will meet 1 per year to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

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

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- 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 Lucy Calkins 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 when needed.
- All English learners will be assessed using ELPAC
- Speech and Language Pathologist may provide model lessons when needed 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, attendance clerk, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts as determined by the teacher.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students as needed.
- 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)

- 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):

The principal will work this year with staff on maximizing instructional time through a focus on the following areas:

1. **Allocated time.** The total time for teacher instruction and student learning
2. **Instructional time.** The time teachers are actively teaching
3. **Engaged time.** The time students are involved in a task
4. **Academic learning time.** The time teachers can prove that students learned the content or mastered the skill

The work in this area will include the examination and maximizing of daily schedules for all subject areas.

How will you monitor these strategies/activities?:

Classroom walkthroughs, grade level PLC's, peer observation, professional development and trimester monitoring conversations with teachers, Instructional Leadership Team collaboration, examination of assessment data in collaboration with ILT and support staff.

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

At Jerabek Elementary there is not an achievement gap as we are a high performing school with most students at or above grade level. However, administration and staff will be working a plan to serve students who are not meeting grade level expectations. Through Response to Intervention and maximizing remedial instruction for these students, the staff will formulate a coherent and explicit system to address the needs of these students. This system will include explicit strategies for teachers and support staff to reduce the number of referrals to special education of students.

How will you monitor these strategies/activities?:

Principal, classroom teachers, ILT and support staff

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

Professional development will mirror and be aligned with district professional development:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November)- How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November-February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February-April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April-June) -How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals.

Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

How will you monitor these strategies/activities?:

Classroom walkthroughs, grade level PLC's, peer observation, professional development and trimester monitoring conversations with teachers, Instructional Leadership Team collaboration, examination of assessment data in collaboration with ILT.

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

Jerabek is a high performing school that meets and exceeds graduation/promotion rates. However, it is our reality that in our high performing environment that we have an exceptional number of students that manifest stress and anxiety that can affect their potential for personal excellence as students. The school will also work to develop a mentoring program for students to vest and connect students with exceptional emotional needs (who do not qualify for special education support) to caring staff. Also, the school's counselor will assist teachers and school administration in dealing with the social/emotional supports for students. The counselor will deploy appropriate strategies to work with students.

How will you monitor these strategies/activities?:

Classroom walkthroughs, grade level PLC's, peer observation, professional development and trimester monitoring conversations with teachers, Instructional Leadership Team collaboration, examination of assessment data in collaboration with ILT and support staff.

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

Jerabek Elementary School has a strong relationship with highly involved parents in all areas of our school. Parent engagement activities include daily opportunities to volunteer at school for events and activities that support our school which also include volunteering in the classroom. Jerabek facilitates the opportunity for parents to participate in formalized groups such as School Site Council and School Governance Teams which provide opportunities for collaborative input on the instructional program at our school.

How will you monitor these strategies/activities?:

Classroom walkthroughs, grade level PLC's, peer observation, professional development and trimester monitoring conversations with teachers, Instructional Leadership Team collaboration, examination of assessment data in collaboration with ILT. Jerabek SSC, SGT and School's Foundation.

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:: Students identified under this funding will be provide support by their respective teacher. Identified students are monitored by staff and administration as to their academic progress throughout the year.</p> <p>Identified Need:: Students identified under this funding source at all grade levels who are not meeting grade level standards. These students would benefit from in-class small, targeted, instructional groups along provided for by their respective teachers.</p> <p>Target Group:: Students identified under this funding who are not meeting grade level standards will be provided Tier I and Tier I interventions in the classroom. This may also include a referral to the school counselor when determined, in collaboration, by the teacher and principal.</p> <p>Monitoring:: DRA Scores and results of site-developed assessments</p> <p>Personnel Responsible:: Principal, classroom teachers and ILT</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:: The principal will work this year with staff on maximizing instructional time through a focus on the following areas:</p> <ol style="list-style-type: none"> 1. Allocated time. The total time for teacher instruction and student learning 2. Instructional time. The time teachers are actively teaching 3. Engaged time. The time students are involved in a task 4. Academic learning time. The time teachers can prove that students learned the content or mastered the skill <p>The work in this area will include the examination and maximizing of daily schedules for all subject areas.</p> <p>Identified Need::</p> <p>Target Group:: All students</p> <p>Monitoring:: Classroom walkthroughs, grade level PLC's, peer observation, professional development and trimester monitoring conversations with teachers, Instructional Leadership Team collaboration, examination of assessment data in collaboration with ILT and support staff.</p> <p>Personnel Responsible:: Administrator</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:

Professional development will mirror and be aligned with district professional development:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Cycle 4 (April-June) -How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals.

Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Target Group::

All teachers and students

Monitoring::

Classroom walkthroughs, grade level PLC's, peer observation, professional development and trimester monitoring conversations with teachers, Instructional Leadership Team collaboration, examination of assessment data in collaboration with ILT

Personnel Responsible::

Administrator

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$4,697.45	\$4,697.45	0156-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Purchase manipulative, regalia, and reading books: Provide students with the opportunity to use manipulatives and other instructional regalia to help students make instructional connections. As well provide students with copies of books at their grade level.
Classroom Teacher Hrly		\$3,500.00	\$4,213.65	0156-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Tutoring for students in need of additional support in order to meet grade level standards.

Jerabek Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Retired NonClsm Tchr Hrly	\$1,000.00	\$1,203.90	0156-09800-00- 1986-3160-0000- 01000-0000	LCFF Intervention Support	LCFF 1	ELPAC testing and tutoring

APPENDICES

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

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

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
Jerabek
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	249	88.4	298	88.3	299	87.3	-1.1	-1.0	283	81.3	298	88.9	301	89.4	8.1	0.5
Female	119	93.3	150	90.7	144	91.7	-1.6	1.0	136	77.9	150	88.7	145	88.3	10.4	-0.4
Male	130	83.8	148	85.8	155	83.2	-0.6	-2.6	147	84.4	148	89.2	156	90.4	6.0	1.2
African American	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-
Asian	13	92.3	16	100.0	20	80.0	-12.3	-20.0	14	92.9	17	100.0	22	90.9	-2.0	-9.1
Filipino	4	-	5	-	3	-	-	-	6	-	5	-	3	-	-	-
Hispanic	29	79.3	32	81.3	30	83.3	4.0	2.0	29	75.9	32	84.4	30	96.7	20.8	12.3
Indochinese	6	-	2	-	3	-	-	-	6	-	2	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	169	89.3	212	88.7	211	89.1	-0.2	0.4	197	79.2	211	89.6	211	89.1	9.9	-0.5
Multiracial	25	92.0	28	89.3	30	83.3	-8.7	-6.0	28	92.9	28	85.7	30	80.0	-12.9	-5.7
English Learner	5	-	2	-	3	-	-	-	5	-	3	-	5	-	-	-
English-Speaking	244	88.9	296	88.9	296	87.5	-1.4	-1.4	278	81.3	295	89.5	296	89.5	8.2	0.0
Reclassified†	4	-	11	100.0	12	91.7	-	-8.3	6	-	11	90.9	12	91.7	-	0.8
Initially Eng. Speaking	240	88.8	285	88.4	284	87.3	-1.5	-1.1	272	81.3	284	89.4	284	89.4	8.1	0.0
Econ. Disadv.*	13	69.2	28	71.4	23	82.6	13.4	11.2	17	58.8	27	74.1	23	82.6	23.8	8.5
Non-Econ. Disadv.	236	89.4	270	90.0	276	87.7	-1.7	-2.3	266	82.7	271	90.4	278	89.9	7.2	-0.5
Gifted	127	96.1	151	94.7	138	94.2	-1.9	-0.5	141	94.3	151	98.7	138	97.1	2.8	-1.6
Not Gifted	122	80.3	147	81.6	161	81.4	1.1	-0.2	142	68.3	147	78.9	163	82.8	14.5	3.9
With Disabilities	19	63.2	28	46.4	33	54.5	-8.7	8.1	20	75.0	28	71.4	33	57.6	-17.4	-13.8
WO Disabilities	230	90.4	270	92.6	266	91.4	1.0	-1.2	263	81.7	270	90.7	268	93.3	11.6	2.6
Homeless	1	-	0	-	1	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	20	90.0	27	88.9	20	90.0	0.0	1.1	25	76.0	26	92.3	20	80.0	4.0	-12.3

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jerabek
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	92.2	103	85.4	105	90.5	-1.7	5.1	91	96.7	103	91.3	105	92.4	-4.3	1.1
Female	43	100.0	50	84.0	50	94.0	-6.0	10.0	43	95.3	50	94.0	50	88.0	-7.3	-6.0
Male	47	85.1	53	86.8	55	87.3	2.2	0.5	48	97.9	53	88.7	55	96.4	-1.5	7.7
African American	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Asian	5	-	5	-	8	-	-	-	5	-	5	-	8	-	-	-
Filipino	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Hispanic	6	-	14	85.7	7	-	-	-	6	-	14	92.9	7	-	-	-
Indochinese	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	62	93.5	74	86.5	76	89.5	-4.0	3.0	63	95.2	74	93.2	76	92.1	-3.1	-1.1
Multiracial	11	100.0	8	-	12	100.0	0.0	-	11	100.0	8	-	12	83.3	-16.7	-
English Learner	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
English-Speaking	87	93.1	101	87.1	104	90.4	-2.7	3.3	88	96.6	101	93.1	104	92.3	-4.3	-0.8
Reclassified†	0	-	4	-	5	-	-	-	0	-	4	-	5	-	-	-
Initially Eng. Speaking	87	93.1	97	86.6	99	89.9	-3.2	3.3	88	96.6	97	92.8	99	91.9	-4.7	-0.9
Econ. Disadv.*	5	-	11	72.7	7	-	-	-	5	-	11	81.8	7	-	-	-
Non-Econ. Disadv.	85	91.8	92	87.0	98	90.8	-1.0	3.8	86	96.5	92	92.4	98	93.9	-2.6	1.5
Gifted	41	92.7	53	96.2	31	100.0	7.3	3.8	42	100.0	53	100.0	31	100.0	0.0	0.0
Not Gifted	49	91.8	50	74.0	74	86.5	-5.3	12.5	49	93.9	50	82.0	74	89.2	-4.7	7.2
With Disabilities	6	-	13	30.8	10	50.0	-	19.2	7	-	13	69.2	10	60.0	-	-9.2
WO Disabilities	84	94.0	90	93.3	95	94.7	0.7	1.4	84	96.4	90	94.4	95	95.8	-0.6	1.4
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	11	100.0	7	-	5	-	-	-	11	100.0	7	-	5	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jerabek
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	67	80.6	95	88.4	108	83.3	2.7	-5.1	100	70.0	95	94.7	110	86.4	16.4	-8.3
Female	36	86.1	47	93.6	55	85.5	-0.6	-8.1	53	64.2	47	93.6	56	85.7	21.5	-7.9
Male	31	74.2	48	83.3	53	81.1	6.9	-2.2	47	76.6	48	95.8	54	87.0	10.4	-8.8
African American	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Asian	2	-	6	-	4	-	-	-	3	-	7	-	6	-	-	-
Filipino	0	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Hispanic	8	-	8	-	15	93.3	-	-	8	-	8	-	15	100.0	-	-
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	51	80.4	64	90.6	79	83.5	3.1	-7.1	78	69.2	63	95.2	79	86.1	16.9	-9.1
Multiracial	5	-	12	91.7	9	-	-	-	8	-	12	83.3	9	-	-	-
English Learner	1	-	0	-	0	-	-	-	1	-	1	-	2	-	-	-
English-Speaking Reclassified†	66	80.3	95	88.4	108	83.3	3.0	-5.1	99	69.7	94	94.7	108	87.0	17.3	-7.7
Initially Eng. Speaking	1	-	2	-	4	-	-	-	3	-	2	-	4	-	-	-
Econ. Disadv.*	4	-	9	-	10	80.0	-	-	8	-	8	-	10	80.0	-	-
Non-Econ. Disadv.	63	82.5	86	89.5	98	83.7	1.2	-5.8	92	71.7	87	95.4	100	87.0	15.3	-8.4
Gifted	24	91.7	43	90.7	53	92.5	0.8	1.8	37	91.9	43	100.0	53	96.2	4.3	-3.8
Not Gifted	43	74.4	52	86.5	55	74.5	0.1	-12.0	63	57.1	52	90.4	57	77.2	20.1	-13.2
With Disabilities	5	-	7	-	18	55.6	-	-	5	-	7	-	18	55.6	-	-
WO Disabilities	62	82.3	88	90.9	90	88.9	6.6	-2.0	95	69.5	88	95.5	92	92.4	22.9	-3.1
Homeless	1	-	0	-	1	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	12	83.3	6	-	-	-	10	60.0	11	90.9	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
Jerabek
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	92	90.2	100	91.0	86	88.4	-1.8	-2.6	92	78.3	100	81.0	86	89.5	11.2	8.5
Female	40	92.5	53	94.3	39	97.4	4.9	3.1	40	77.5	53	79.2	39	92.3	14.8	13.1
Male	52	88.5	47	87.2	47	80.9	-7.6	-6.3	52	78.8	47	83.0	47	87.2	8.4	4.2
African American	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Asian	6	-	5	-	8	-	-	-	6	-	5	-	8	-	-	-
Filipino	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
Hispanic	15	80.0	10	90.0	8	-	-	-	15	80.0	10	60.0	8	-	-	-
Indochinese	4	-	0	-	1	-	-	-	4	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	56	92.9	74	89.2	56	96.4	3.5	7.2	56	75.0	74	81.1	56	89.3	14.3	8.2
Multiracial	9	-	8	-	9	-	-	-	9	-	8	-	9	-	-	-
English Learner	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
English-Speaking	91	91.2	100	91.0	84	89.3	-1.9	-1.7	91	79.1	100	81.0	84	89.3	10.2	8.3
Reclassified†	3	-	5	-	3	-	-	-	3	-	5	-	3	-	-	-
Initially Eng. Speaking	88	90.9	95	90.5	81	88.9	-2.0	-1.6	88	78.4	95	81.1	81	88.9	10.5	7.8
Econ. Disadv.*	4	-	8	-	6	-	-	-	4	-	8	-	6	-	-	-
Non-Econ. Disadv.	88	92.0	92	93.5	80	88.8	-3.2	-4.7	88	80.7	92	83.7	80	88.8	8.1	5.1
Gifted	62	100.0	55	96.4	54	92.6	-7.4	-3.8	62	91.9	55	96.4	54	96.3	4.4	-0.1
Not Gifted	30	70.0	45	84.4	32	81.3	11.3	-3.1	30	50.0	45	62.2	32	78.1	28.1	15.9
With Disabilities	8	-	8	-	5	-	-	-	8	-	8	-	5	-	-	-
WO Disabilities	84	92.9	92	93.5	81	90.1	-2.8	-3.4	84	81.0	92	82.6	81	91.4	10.4	8.8
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	8	-	9	-	-	-	4	-	8	-	9	-	-	-

* 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
FOR NON-TITLE I SCHOOLS**



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

Jerabek Elementary School
**PARENT INVOLVEMENT POLICY
FOR A NON-TITLE I SCHOOL
2018-2019**

Jerabek Elementary School has developed a written parental involvement policy with input from parents and the School Site Council (SSC). Every year, the SSC reviews and approves the plan to make sure it is accurate and effective.

The School has distributed the Policy via School Messenger or by email to our parents. In addition, it will be added to our website and a copy will be available in the Front Office.

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

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Jerabek Elementary School, the following practices have been established:

- In conjunction with the SSC, the school convenes an annual, noticed meeting to inform parents of Jerabek requirements and their right to be involved in the Non-Title I program. Our Policy is also presented monthly via the Principal's Representative or at the monthly Foundation Board Meeting.
- The School offers meetings for teacher collaborations in the morning or after school. Various events are held in the evenings such as Back to School Night and Open House.
- The school involves parents in the planning, review, and improvement of the School's Non-Title I programs and the Policy.
 - Parents are provided with the opportunity to provide input for many of our programs through formalized groups like the Foundation, SSC, and Student Governance Team (SGT). Our parents are highly involved in all aspects of the school. We have about 35 parents on campus volunteering every day.
- The School provides parents with timely information about Non-Title I programs. Information about our programs is emailed out to parents in the school via School Messenger and sent through our Foundation's announcements. In addition, teachers share information using newsletters or their own webpages. Important announcements are sent home via phone call and posted on the main page of our website and the "News" section of our website.
- The school provides parents with an explanation of the school curriculum, the assessments used to measure student progress, and the proficiency levels students

are expected to meet. Teachers explain the curriculum to parents at Back to School Night. At parent conferences, teachers explain how their students are progressing in relation to Common Core proficiency levels. All parents attend at least one conference a year.

- The School provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents can attend our monthly SGT and SSC meetings.

School-Parent Compact

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

The School's responsibility's to provide a high-quality curriculum and instruction; the ways parents will be responsible for supporting their children's learning, and 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

The SSC developed the Home School Compact. It is reviewed and revised every year and then provided to parents.

Building Capacity for Involvement

The School engages parents in meaningful interactions by supporting a partnership among staff, parents, and the community with the goal of improving student academic achievement. To help reach these goals, the School has established the following practices.

- The School provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- With parent assistance, the School educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
-
- The School coordinates and integrates the parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. Parents participate in school events including volunteering in the classroom, attending special events, going on field trips, and attending family science night.
-
- The School distributes information related to School and parent programs, meetings, and other activities to parents in an understandable format and language.

- The School provides support for parental involvement activities requested by Jerabek parents whenever possible. Some of these suggestions are taken to the SGT or SSC and some are presented to the Foundation. Many of the programs and activities we offer at our School were originally suggested by parents.

Accessibility

The School provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in an understandable format. This includes telephone calls, emails, paper newsletters, flyers, announcements on the marquee, and announcements via the P.A. system, website notices, and a monthly posting in the Scripps Ranch Community Association Newsletter which is delivered to all residences in Scripps Ranch. When we have parents who do not understand English we provide translated material or we engage a translator for meetings.

APPENDIX C

HOME/SCHOOL COMPACT



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

JERABEK ELEMENTARY SCHOOL 2018-2019

HOME/SCHOOL COMPACT

Jerabek Elementary 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 school year 2018-2019.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The Jerabek Elementary 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:

The high quality curriculum resources used at Jerabek adheres and aligns to the required Common Core State Standards at all grade levels. Teachers employ appropriate and differentiated strategies to meet the diverse behavioral and academic needs of all children to support an effective learning environment within a community of high expectations.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Conferences for all children are scheduled in the fall and available in the spring. Teachers will meet with parents of students who are at-risk and/or through parent request.
3. Provide parents with frequent reports on their child's progress. Teachers adhere to the Common Core district required progress reporting periods that can include conferences. Teacher work to communicate student progress throughout the year through conferences, meeting requests (by parents), email, phone and in person. This collaboration is ongoing.
4. Provide parents reasonable access to staff. Parents needing communication or collaboration with staff are directed to contact the office. Office staff will forward any messages that have not already gone directly to the staff member.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent volunteering is a valued aspect of our educational program. Parents volunteers are coordinated through our Room Parent program (FFO). Parents can also speak to the teacher directly to volunteer in the class or at school. Parents who want to volunteer are required to fill out a volunteer packet with the office prior to doing so. Parents who are requesting to "observe" a classroom must make that arrangement with the principal. This request can take up to twenty-four hours from receipt of the request so to notify the teacher(s) involved in the observation.

PARENT RESPONSIBILITIES

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

- Ensuring students are in school every day of the year and at school on time each day
- Making sure that homework is completed.
- Communicating with my child's teacher as needed.
- Participating, as appropriate, in decisions relating to my child's education.
- Communicating and collaborating with school staff in a positive and respectful manner
- 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.
- When possible, serving 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.

Optional additional provisions

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement. Students are responsible for the following:

- ✓ Doing my homework every day and ask for help when I need it.
- ✓ Reading at least 20 minutes every day outside of school time.
- ✓ Giving to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- ✓ Treating myself and others with respect.
- ✓ Working in the classroom to develop and use my independent problem solving, creativity, critical thinking and effective communication.

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Jerabek Elementary	09800	1157	Classroom Teacher Hrly			\$ 3,500.00
		1986	Retired NonClsrm Tchr Hrly			\$ 1,000.00
		3000	Employee Benefits			\$ 917.55
		4301	Supplies			\$ 4,697.45
09800 Total						\$ 10,115.00

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Jerabek Elementary School
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	We need to look at how we use our instructional time and decide if there are ways we could make better use of our instructional time. We will continue to minimize extracurricular activities during the instructional day.
CLOSING THE ACHIEVEMENT GAP	We will continue to work on our RTI procedure with a goal of full implementation in the 2018-2019 school year.
PROFESSIONAL DEVELOPMENT	We will continue to use our PLC minimum days for professional development. We will continue to partner with our FFO on professional development opportunities. Staff will continue to commit themselves as lifelong learners and take advantage of learning opportunities the district offers – when possible.
GRADUATION/PROMOTION	We are closely monitoring DRA scores which are the basis of our graduation goal in the SPSA.
PARENT ENGAGEMENT	We will continue to partner with our parents and FFO to maximize the already phenomenal parent engagement at Jerabek. No additional activities needed in this area.