THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JONES ELEMENTARY SCHOOL

2018-19

37-68338-6039796
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: Buell, Allison
Contact Person: Buell, Allison
Position: Principal
Telephone Number: 858-496-8140
Address: 2751 Greyling Dr, Jones Elementary, San Diego, CA, 92123-2836,
E-mail Address: abuell@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

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: Jones Elementary

SITE CONTACT PERSON: Jenna Greif

PHONE: (858) 496-8140 FAX: _____   E-MAIL ADDRESS: jgreif@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: 9/14/17

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 9/14/17

☒ Site Governance Team (SGT)   Date of presentation: 9/14/17

☐ 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: 4-9-2018

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Allison Buell	_(signature)_	3/6/18
Type/Print Name of School Principal	Signature of School Principal	Date
Stormie Carson	_(signature)_	3/6/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kimie Lochtefeld	_(signature)_	4-16-18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, as a site we are developing meaningful assessments across grade levels.
The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
What is your personal vision for your school? My vision is that Jones will be a school where students are excited about learning and teachers are passionate about teaching in 21st century classrooms. In my vision Jones teachers will create learning opportunities for students that will allow them to be active and self-directed learners. Teachers will be **facilitators** of learning that truly put students first and make l**earning relevant**, **exciting**, and **engaging** for students.
Describe your ideal state for school culture. My ideal state for the school culture is that it would reflect collaboration at every level and among all stakeholders: principal, students, teachers, staff, parents, and community. The ideal culture would be one of respect, trust, continuous improvement, risk-taking, support, and encouragement. Our focus on Growth Mindset will be evident in the classrooms and community. Our school climate will reflect our belief that all children have limitless potential to learn and achieve.
Describe your ideal state for academic press. The ideal state of academic press for Jones is that **academic rigor would be the norm,** and classrooms would be places where **learning is relevant, exciting, and engaging. Academic rigor** would be evidenced by the creation of students who are involved in constructivist learning, critical thinking, problem-solving, active learning, and creativity. At Jones the expectation would be that all stakeholders would be willing and eager to learn about, and try on researched based *"***Best Practices.***"* In my vision **common formative assessments** will be regularly utilized to assess students, and the data will be used by teachers to inform instruction.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3:   1:24
Grade 4-5:   1:32.13

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students.   We hold high expectations with support for adult learning by providing multiple structures, specifically differentiated PD to better meet the needs of specific grade level teams in order to achieve school goals. With this understanding, professional development time is provided within the structure of Professional Learning Communities.   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.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward grade level standards. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups like the School Site Councils (SSCs) and the School Governance Team (SGT).

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

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

LCFF plan was discussed with the staff on January 23, 2018 and presented to the community for input at the SSC meeting on Thursday, February 5, 2018. Our school is committed to having all stakeholders including parents, staff and community members be involved in decision making when it comes to the LCFF budget process at our site. In order to engage in discussions and feedback, staff was invited to share their ideas at the Instructional Leadership Team, Grade Level Meetings, Staff Meetings, and School Site Council Meetings. It is through the voice of all stakeholders that our LCFF budget was developed at our site. The School Site Council took into account all of this feedback to determine the most effective means in which to spend our LCFF Funds. All stakeholders came to a consensus on how to spend LCFF dollars to best benefit students in the high need population.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Adam Lara	Parent
Javier Hayes	Parent
Christine Holstad	Classroom Teacher
Joseilyn Dungo	Classroom Teacher
Stormie Carson	Classroom Teacher
Kim Rongley	Parent
Yvette Arzate	Parent
Allison Buell	Principal
Jenna Greif	Other School Personnel
Tanya Marshall	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 80% (approx. 38, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 72% (approx. 36 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 78% (approx. 5, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 4, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 57% (approx. 4, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 73% (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):

DRA, Grade Level Assessments

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

Teachers will meet by grade level to analyze DRA 3 times per year. Analysis will inform subsequent instruction. Professional development time is provided within the structure of Professional Learning Communities (PLCs). PLCs analyze student data in order to monitor student progress toward these goals. Findings and progress are shared with parents and community via advisory groups like the School Site Council.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 76% (approx. 37, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 64% (approx. 30, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 80% (approx. 9, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 7, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 71% (approx. 5, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 70% (approx. 9, 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):

Grade level teachers will use exit slips and average end of unit assessments for every reporting period

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

Teachers will meet by grade level to analyze end of unit assessments 5 times per year. Analysis will inform subsequent instruction. Professional development time is provided within the structure of Professional Learning Communities (PLCs). PLCs analyze student data in order to monitor student progress toward these goals. Findings and progress are shared with parents and community via advisory groups like the School Site Council.

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):

Standards Based Assessments in specific content areas

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. Professional Development directly connected to "Best Practices" for teaching for Els will be brought into the learning around our school wide inquiry questions. 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?"

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 80% (approx. 39, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 87% (approx. 40, 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: English Learners students

By June 2019, at least 78% (approx. 5, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 4, 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 78% (approx. 5, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 73% (approx. 8, 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA

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

Teachers will meet by grade level/department to analyze DRA 3 times per year. Analysis will inform subsequent instruction. Professional development time is provided within the structure of Professional Learning Communities (PLCs). PLCs analyze student data in order to monitor student progress toward these goals. Findings and progress are shared with parents and community via advisory groups like the School Site Council.

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:

By June 2019, 100% (approx. 150 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 70% (approx. 105 families) will attend 1 training in the auditorium to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of Special Education and English language learner students are least represented at school TK – 5 events. These will be the targeted groups.

What data did you use to form these goals?

Attendance sign in sheets at Parent Activities over the past 12 months

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

The Culture Committee will meet five times per year to analyze student/family progress using site developed criteria. They will monitor student's parent attendance and contact parents by phone to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals. The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports. Principal 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 Standards Based Critical Concepts in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of FELD 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, teacher created assessments to monitor progress and adjust instruction based upon the needs of students, exit slips.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, and 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.

Strategic Support (Tier 2)

- Extended learning time (in Prime Time) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.

- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

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

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

How will you monitor these strategies/activities?

* Bell to bell instruction
* Regular classroom observations and feedback
* Professional Development
* Review common assessments, SBAC, CELDT data, and California Healthy Kids Survey with staff, ILT, SSC

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

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

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Regular Teacher	0.2000	$16,420.20	$19,946.44	0159-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Use school wide data to target in order to close the gap in literacy or math.

How will you monitor these strategies/activities?

* Bell to bell instruction
* Regular classroom observations and feedback
* Professional Development
* Review common assessments, SBAC, CELDT data, and California Healthy Kids Survey with staff, ILT, SSC

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

Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$1,259.00	$1,515.72	0159-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Support high quality Professional Learning Communities.

How will you monitor these strategies/activities?
*Attendance at cluster and site professional development
*Grade level team meetings/plc
*Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

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

How will you monitor these strategies/activities?
*Phone calls home
*SARB letters
*Counselor interventions such as individual and group meetings
*Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Duplicating		$250.00	$250.00	0159-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	To produce materials that inform and educate families.
Inservice supplies		$250.00	$250.00	0159-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	These funds are to purchase refreshments for school events that involve parents.
Supplies		$330.00	$330.00	0159-30103-00-4301-2495-1110-01000-0000	Title I Parent Involvement	05	These funds will be used for events that will promote parent involvement.
Other Support Prsnl OTBS Hrly		$100.00	$128.41	0159-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	For child care services to allow parent involvement.

How will you monitor these strategies/activities?
*Sign in sheets from principal/parent meetings
*Communication through School Messenger, E-Blast, flyers and the school website
*Foundation meetings
*SSC meetings

*ELAC meetings
*Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget
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?
Intervention Support Goal:: Support targeted students for push in/ pull out support focus on EL and struggling students. **Identified Need:**: Struggling EL student **Target Group:**: ELs and students at risk **Monitoring:**: Push in/ Pull out person keeps logs, records and assists teachers with grades **Personnel Responsible:**: Push in/Pull out staff to keep records and meets with Principal regularly to maintain access for all students
Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?
Classroom Support Goal:: Support targeted students for push in/ pull out support focus on EL students. Pull out Non Classroom hourly teacher support for students whi are at risk of not meeting grade level standards. **Identified Need:**: Struggling ELs and students at risk of not meeting grade level expectations **Target Group:**: ELs and students at risk **Monitoring:**: Push in/ Pull out person keeps logs, records and assists teachers with grades **Personnel Responsible:**: Push in/Pull out staff to keep records and meets with Principal regularly to maintain access for all students
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:

We are being responsive to our data and focusing on a mathematics inquiry. As professionals we are wondering how do we ensure our students can communicate their mathematical understanding for both practice standards and grade level content standards.

Identified Need::

Struggling ELs and students at risk

Target Group::

ELs and students at risk

Monitoring::

Weekly monitoring by staff

Personnel Responsible::

Principal and staff

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.3750	$10,679.25	$13,743.66	0159-09800-00-2404-3110-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To support the social/emotional needs of our students.
Prof&Curriclm Dev Vist Tchr		$5,321.00	$6,405.95	0159-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Support high quality Professional Learning Communities.
Non Clsrm Tchr Hrly		$2,076.00	$2,499.29	0159-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To assess and support English learners.
Supplies		$1,508.00	$1,508.00	0159-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Additional funding for supplies to create rich, engaging first instructional experiences for students.

APPENDICES

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

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

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

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jones
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	143	57.3	131	66.4	124	67.7	10.4	1.3		141	47.5	136	47.8	127	59.1	11.6	11.3
Female	71	63.4	63	76.2	62	72.6	9.2	-3.6		71	53.5	64	51.6	63	65.1	11.6	13.5
Male	72	51.4	68	57.4	62	62.9	11.5	5.5		70	41.4	72	44.4	64	53.1	11.7	8.7
African American	18	44.4	8	-	11	54.5	10.1	-		17	17.6	8	-	11	45.5	27.9	-
Asian	1	-	4	-	6	-	-	-		1	-	7	-	9	-	-	-
Filipino	3	-	5	-	3	-	-	-		3	-	5	-	3	-	-	-
Hispanic	31	38.7	37	51.4	35	51.4	12.7	0.0		31	41.9	37	27.0	35	42.9	1.0	15.9
Indochinese	6	-	7	-	4	-	-	-		6	-	7	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
White	61	72.1	50	76.0	43	74.4	2.3	-1.6		60	70.0	51	66.7	43	76.7	6.7	10.0
Multiracial	21	61.9	20	55.0	22	68.2	6.3	13.2		21	33.3	21	38.1	22	50.0	16.7	11.9
English Learner	20	20.0	12	0.0	10	20.0	0.0	20.0		20	5.0	15	0.0	13	15.4	10.4	15.4
English-Speaking	123	63.4	119	73.1	114	71.9	8.5	-1.2		121	54.5	121	53.7	114	64.0	9.5	10.3
Reclassified†	5	-	14	100.0	15	93.3	-	-6.7		5	-	14	71.4	15	73.3	-	1.9
Initially Eng. Speaking	118	61.9	105	69.5	99	68.7	6.8	-0.8		116	55.2	107	51.4	99	62.6	7.4	11.2
Econ. Disadv.*	68	48.5	55	58.2	55	58.2	9.7	0.0		68	38.2	56	35.7	57	52.6	14.4	16.9
Non-Econ. Disadv.	75	65.3	76	72.4	69	75.4	10.1	3.0		73	56.2	80	56.3	70	64.3	8.1	8.0
Gifted	44	81.8	43	90.7	36	86.1	4.3	-4.6		43	81.4	44	75.0	36	86.1	4.7	11.1
Not Gifted	99	46.5	88	54.5	88	60.2	13.7	5.7		98	32.7	92	34.8	91	48.4	15.7	13.6
With Disabilities	23	8.7	22	18.2	23	17.4	8.7	-0.8		22	9.1	23	8.7	23	13.0	3.9	4.3
WO Disabilities	120	66.7	109	76.1	101	79.2	12.5	3.1		119	54.6	113	55.8	104	69.2	14.6	13.4
Homeless	6	-	3	-	2	-	-	-		6	-	0	-	2	-	-	-
Foster	3	-	0	-	0	-	-	-		3	-	0	-	0	-	-	-
Military	36	52.8	30	60.0	15	53.3	0.5	-6.7		35	54.3	32	40.6	15	60.0	5.7	19.4

* 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
Jones
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	46	56.5	49	67.3	45	75.6	19.1	8.3		46	63.0	50	56.0	45	71.1	8.1	15.1
Female	23	60.9	22	81.8	22	72.7	11.8	-9.1		23	78.3	22	63.6	22	72.7	-5.6	9.1
Male	23	52.2	27	55.6	23	78.3	26.1	22.7		23	47.8	28	50.0	23	69.6	21.8	19.6
African American	2	-	2	-	3	-	-	-		2	-	2	-	3	-	-	-
Asian	1	-	3	-	2	-	-	-		1	-	4	-	2	-	-	-
Filipino	2	-	2	-	1	-	-	-		2	-	2	-	1	-	-	-
Hispanic	12	33.3	18	55.6	13	61.5	28.2	5.9		12	66.7	18	38.9	13	46.2	-20.5	7.3
Indochinese	1	-	2	-	2	-	-	-		1	-	2	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
White	23	69.6	16	75.0	15	80.0	10.4	5.0		23	73.9	16	68.8	15	86.7	12.8	17.9
Multiracial	4	-	6	-	9	-	-	-		4	-	6	-	9	-	-	-
English Learner	9	-	4	-	4	-	-	-		9	-	5	-	4	-	-	-
English-Speaking	37	64.9	45	73.3	41	78.0	13.1	4.7		37	75.7	45	62.2	41	73.2	-2.5	11.0
Reclassified†	1	-	6	-	3	-	-	-		1	-	6	-	3	-	-	-
Initially Eng. Speaking	36	63.9	39	69.2	38	76.3	12.4	7.1		36	75.0	39	56.4	38	71.1	-3.9	14.7
Econ. Disadv.*	23	43.5	23	52.2	23	69.6	26.1	17.4		23	52.2	23	34.8	23	65.2	13.0	30.4
Non-Econ. Disadv.	23	69.6	26	80.8	22	81.8	12.2	1.0		23	73.9	27	74.1	22	77.3	3.4	3.2
Gifted	13	84.6	15	93.3	15	93.3	8.7	0.0		13	100.0	15	86.7	15	93.3	-6.7	6.6
Not Gifted	33	45.5	34	55.9	30	66.7	21.2	10.8		33	48.5	35	42.9	30	60.0	11.5	17.1
With Disabilities	7	-	10	20.0	8	-	-	-		7	-	23	8.7	8	-	-	-
WO Disabilities	39	66.7	39	79.5	37	83.8	17.1	4.3		39	71.8	40	70.0	37	83.8	12.0	13.8
Homeless	1	-	3	-	1	-	-	-		1	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	8	-	8	-	4	-	-	-		8	-	8	-	4	-	-	-

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jones
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	57	56.1	33	75.8	46	60.9	4.8	-14.9		55	40.0	35	62.9	49	51.0	11.0	-11.9
Female	26	61.5	18	77.8	22	68.2	6.7	-9.6		26	50.0	18	72.2	23	56.5	6.5	-15.7
Male	31	51.6	15	73.3	24	54.2	2.6	-19.1		29	31.0	17	52.9	26	46.2	15.2	-6.7
African American	9	-	1	-	5	-	-	-		8	-	1	-	5	-	-	-
Asian	0	-	1	-	3	-	-	-		0	-	2	-	6	-	-	-
Filipino	1	-	2	-	1	-	-	-		1	-	2	-	1	-	-	-
Hispanic	10	40.0	6	-	17	47.1	7.1	-		10	30.0	6	-	17	47.1	17.1	-
Indochinese	5	-	0	-	2	-	-	-		5	-	0	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
White	20	75.0	17	82.4	13	61.5	-13.5	-20.9		19	73.7	18	83.3	13	53.8	-19.9	-29.5
Multiracial	11	54.5	6	-	5	-	-	-		11	18.2	6	-	5	-	-	-
English Learner	6	-	4	-	3	-	-	-		6	-	5	-	6	-	-	-
English-Speaking	51	60.8	29	86.2	43	65.1	4.3	-21.1		49	44.9	30	73.3	43	58.1	13.2	-15.2
Reclassified†	3	-	4	-	7	-	-	-		3	-	4	-	7	-	-	-
Initially Eng. Speaking	48	58.3	25	84.0	36	58.3	0.0	-25.7		46	45.7	26	76.9	36	50.0	4.3	-26.9
Econ. Disadv.*	24	45.8	13	69.2	22	50.0	4.2	-19.2		24	33.3	13	53.8	24	41.7	8.4	-12.1
Non-Econ. Disadv.	33	63.6	20	80.0	24	70.8	7.2	-9.2		31	45.2	22	68.2	25	60.0	14.8	-8.2
Gifted	19	78.9	9	-	12	75.0	-3.9	-		18	66.7	10	90.0	12	75.0	8.3	-15.0
Not Gifted	38	44.7	24	66.7	34	55.9	11.2	-10.8		37	27.0	25	52.0	37	43.2	16.2	-8.8
With Disabilities	9	-	4	-	10	10.0	-	-		8	-	4	-	10	10.0	-	-
WO Disabilities	48	64.6	29	82.8	36	75.0	10.4	-7.8		47	46.8	31	67.7	39	61.5	14.7	-6.2
Homeless	4	-	3	-	1	-	-	-		4	-	0	-	2	-	-	-
Foster	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Military	19	36.8	5	-	6	-	-	-		18	44.4	6	-	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
Jones
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	40	60.0	49	59.2	33	66.7	6.7	7.5	40	40.0	51	29.4	33	54.5	14.5	25.1
Female	22	68.2	23	69.6	18	77.8	9.6	8.2	22	31.8	24	25.0	18	66.7	34.9	41.7
Male	18	50.0	26	50.0	15	53.3	3.3	3.3	18	50.0	27	33.3	15	40.0	-10.0	6.7
African American	7	-	5	-	3	-	-	-	7	-	5	-	3	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	1	-	1	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	9	-	13	46.2	5	-	-	-	9	-	13	7.7	5	-	-	-
Indochinese	0	-	5	-	0	-	-	-	0	-	5	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	18	72.2	17	70.6	15	80.0	7.8	9.4	18	61.1	17	47.1	15	86.7	25.6	39.6
Multiracial	6	-	8	-	8	-	-	-	6	-	9	-	8	-	-	-
English Learner	5	-	4	-	3	-	-	-	5	-	5	-	3	-	-	-
English-Speaking	35	65.7	45	64.4	30	73.3	7.6	8.9	35	45.7	46	32.6	30	60.0	14.3	27.4
Reclassified†	1	-	4	-	5	-	-	-	1	-	4	-	5	-	-	-
Initially Eng. Speaking	34	64.7	41	61.0	25	72.0	7.3	11.0	34	47.1	42	31.0	25	68.0	20.9	37.0
Econ. Disadv.*	21	57.1	19	57.9	10	50.0	-7.1	-7.9	21	28.6	20	25.0	10	50.0	21.4	25.0
Non-Econ. Disadv.	19	63.2	30	60.0	23	73.9	10.7	13.9	19	52.6	31	32.3	23	56.5	3.9	24.2
Gifted	12	83.3	19	84.2	9	-	-	-	12	83.3	19	57.9	9	-	-	-
Not Gifted	28	50.0	30	43.3	24	58.3	8.3	15.0	28	21.4	32	12.5	24	41.7	20.3	29.2
With Disabilities	7	-	8	-	23	17.4	-	-	7	-	9	-	5	-	-	-
WO Disabilities	33	69.7	41	68.3	28	78.6	8.9	10.3	33	45.5	42	33.3	28	60.7	15.2	27.4
Homeless	1	-	1	-	2	-	-	-	1	-	0	-	2	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	9	-	17	47.1	5	-	-	-	9	-	18	22.2	5	-	-	-

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APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

Jones Elementary School

TITLE I PARENT INVOLVEMENT POLICY

2018-2019

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

Jones Elementary School has developed a Title I Parental Involvement Policy with input from Title I parents. Parental input was sought from the "School Site Council (SSC), and School Governance Team (SGT) and community to provide an organized, ongoing and timely way of involving parents and providing them a venue to have input in the school. The Title I Parent Involvement Policy and its requirements will be shared with in the fall semester.

Involvement of Parents in the Title I Program

The school involves parents of Title I students in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy.
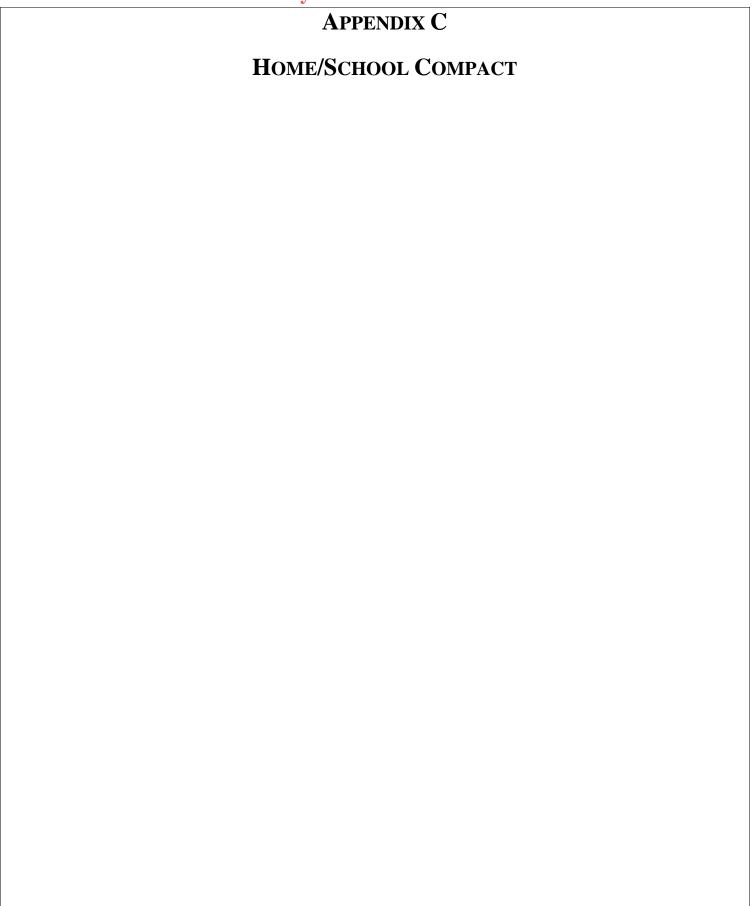
To involve parents in the Title I program at ***Jones Elementary School***, the following practices have been established:

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

- Parents will be notified of the Title 1 Parent Meeting in the fall via School Messenger and via email.

- Parental input will be sought from parent meetings such as School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

- Agenda items may be submitted to the office in writing 10 days prior to the scheduled meetings.

- Agendas will be posted on site no less than 72 hours prior to the meeting.

- Monthly PTA parent newsletter is sent home through Peachjar informing parents of current events at school.

- The school marquee, website, School Messenger, and parent bulletin boards in the office and breezeway will also contain information about meetings of interest.

- The school provides parents of Title I students with an explanation of the district curriculum, assessments used to measure student progress, and the proficiency levels students are expected to meet during Back-To-School Night/Curriculum Night, SSC Meetings, and Title I Parent Information Meetings

- For parents unable to attend the Back-To-School night held in September the teacher will plan to meet with them and/or send home the information.

- If requested by parents, the school will provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children and to have their concerns heard.

APPENDIX C

HOME/SCHOOL COMPACT

JONES ELEMENTARY
2018-2019

HOME/SCHOOL COMPACT

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

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

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The **John Paul Jones 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 principal will conduct monthly grade level meetings to provide instructional support and professional development.
   - The principal will work with the staff on a teaching and consulting basis to assist students to reach proficiency.
   - Teachers will implement the District Lintercay Units that are aligned to the Common Core standards and teach from those guide.
   - Teachers will use FOSS science kits and other resources to teach science and meet the state Common Core standards.
   - Teachers will implement a three-hour balanced literacy program daily, an average of two hours per week of science when they have the FOSS kits, and provide daily math instruction per the district guidelines.

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**.
   - Parent teacher conferences will be held the week of November 12th, 2018, the week of March 18th, 2018.

3. **Provide parents with frequent reports on their child's progress.**

- Teachers will communicate with parents via written progress reports per the district reporting schedule three times per year in Novemebr 2018, March 2019 and June 2019.
- Teacher will communicate with parents on an individual basis as needed: weekly, bi-monthly or monthly.

4. **Provide parents reasonable access to staff.**
   - Teachers are available to parents before and after school daily.
   - Teachers are available for appointments throughout the week and will accommodate parents as needed.
   - The principal has an open-door policy and invites parents to come in to visit and conference regarding any concerns they may have about our school or their child's education.
   - Teachers accept phone conferences and are available via email.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: (Parents who plan to volunteer must be screened according to the district volunteer policy.)**
   - Parents are always encouraged to volunteer in their child's classroom after they have been cleared by the district.
   - The school and PTA are always seeking room parents to assist the teacher daily or for special events.
   - Teachers send notices asking for assistance from parents to supervise and volunteer to attend their child's class field trip.
   - Parents are welcome to observe in their child's classroom, but need to make arrangments with the teacher prior to observing.
   - Parents are invited to participate on the SSC, recruited to join the PTA and informed of other opportunities to volunteer at school, special events or be a part of a governing body or committee.

PARENT RESPONSIBILITIES
We, as parents, will support our child's learning by:
- Ensuring timely and consistent attendance.
- Assiting and supervising the completion of homework and providing a quiet study space.
- Limiting the amount of television my child watches.
- Volunteering in my child's classroom and/or any events and committees at my child's school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Maintaing positive working relationships with my child's teacher and having frequent communication as necessary.
- Checking my child's backpack and promptly reading all communication from the school or the school district wither received by my child or by mail and responding as needed.

- Serving to the extent possible, on advisory groups such as, the School Site Council, the District Advisory Council, the Site Governance Team, or other school advisory groups.
- Attending Back-To-School night, Parent/Teacher conferences, Spring Showcase of Learning/Open House and other special school events.
- Ensure that office personal has up to date contact information.

Optional additional provisions

STUDENT RESPONSIBILITIES

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

- ✓ Come to school regulary on time and ready to learn.

- ✓ Follow the school rules and the rules of my classroom.

- ✓ Do my homework every day and ask for help when I need it.

- ✓ Read at least 20 minutes every day outside of school time.

- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Jones Elementary	**09800**	1192	**Prof&Curriclm Dev Vist Tchr**			$ 5,321.00
		1957	**Non Clsrm Tchr Hrly**			$ 2,076.00
		2404	**Guidance/Attendance Asst**	Guidance Asst	0.3750	$ 10,679.25
		3000	**Employee Benefits**			$ 4,572.65
		4301	**Supplies**			$ 1,508.00
	09800 Total				**0.3750**	**$ 24,156.90**
	30100	1107	**Classroom Teacher**	Regular Teacher	0.2000	$ 16,420.20
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 1,259.00
		3000	**Employee Benefits**			$ 3,782.96
	30100 Total				**0.2000**	**$ 21,462.16**
	30103	2282	**Other Support Prsnl OTBS Hrly**			$ 100.00
		3000	**Employee Benefits**			$ 28.41
		4301	**Supplies**			$ 330.00
		4304	**Inservice supplies**			$ 250.00
		5721	**Interprogram Svcs/Duplicating**			$ 250.00
	30103 Total					**$ 958.41**

![San Diego Unified School District logo]

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Jones Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The team agreed that we will continue our implementation of four significant classroom management processes also supports maximizing instruction time: (1) Well-organized room arrangements, (2) Effective rules and procedures (3) Efficient practiced transitions (4) Preparation and pacing. Jones school will continue to address work to ensure that we are maximizing instructional time by focusing on these areas both in Professional Learning Communities and Professional Development. We have also identified a need for pacing guides by grade level and content to implement with fidelity. There is an expressed need for common assessments to facilitate conversation around student progress. PLCs will continue to focus on student data and alignment of pacing/ standards.
CLOSING THE ACHIEVEMENT GAP	Subgroups targeted as needing improvement are English Language Learners, at risk EL learners, and special education students in math and ELA. Using data more effectively to inform instruction & assess students is needed & tier 2 response to interventions need to be implemented with fidelity. Classroom teachers will identify focal students and leverage the strategies and supports working for those students with other that could benefit. The school also sponsors parent workshops to give parents the skills and knowledge to support their children at home.
PROFESSIONAL DEVELOPMENT	Funds will be used for PLCs so that classroom teachers can collaborate with their grade level. Additionally, teachers will use PLC time to analyze data that will inform their instruction. They will also engage in new learning through videos on the district's RELY network and current research based articles. An instructional newsletter has been created to share professional learning across the campus.
GRADUATION/PROMOTION	By 06/11/2019 85 % of Jones Elementary Grade 03, Students will perform at level P level in DRA. DRA data will be collected triennially across the school. Conversations will begin in kindergarten and first grade to discuss early interventions to close the gap before third grade.
PARENT ENGAGEMENT	By 06/11/2019, 90 % of Jones Elementary Parents/Guardians will participate in at least in at least 3 school events as measured by level Attendance. We will communicate in multiple ways with Peachjar e-flyers, School Messengers, newsletters, Coffee with the Principal, and host multiple family events on a variety of days/times giving working families options for participation as well.