THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MARVIN ELEMENTARY SCHOOL

2018-19

37-68338-6039960
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: Sachdeva, Nathan
Contact Person: Sachdeva, Nathan
Position: Principal
Telephone Number: 619-583-1355
Address: 5720 Brunswick Ave, Marvin Elementary, San Diego, CA, 92120-1905,
E-mail Address: nsachdeva@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 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: **Marvin Elementary**

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

SITE CONTACT PERSON: **Nate Sachdeva**

PHONE: 619-583-1355   FAX: 619-582-7853   E-MAIL ADDRESS: **nsachdeva@sandi.net**

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

☐ **Title 1 Schoolwide Programs (SWP)**

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

<u>CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:</u>

☐ English Learner Advisory Committee (ELAC) Date of presentation: Date of presentation: _____

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

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☒ Site Governance Team (SGT)   Date of presentation: 4/2/18

☐ 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: ___4/2/18___

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.

Nate Sachdeva		5/9/18
Type/Print Name of School Principal	Signature of School Principal	Date
Dawnell Jensen		5/9/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Monika Hazel		5/9/18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date
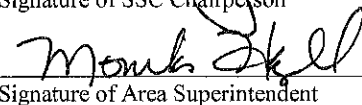
Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Marvin Elementary, a California Distinguished School, is nestled in Allied Gardens, a community of single-family dwellings. One third of our students attend through the Open Enrollment (CHOICE) Program. Our 19 permanent classrooms and six portable buildings house regular and special education classes. Our student population is diverse; in 2017-2018, the student population is comprised of 50% White students, 28% Students of Hispanic Origins, 2% Black or African American, 16% Multiracial, 1% Asian and 3% Indo-Chinese.

Staff and students focus on teaching and learning. All children receive a comprehensive education given by an experienced teacher. Several of our teachers were Marvin students. Teachers participate in regular professional development to increase their skills to challenge, encourage, and center instruction on the state standards and the needs of our students.

In order to ensure that all students are meeting the high expectations we have set, we regularly analyze assessment data. During this evaluation, we have noticed that one particular subgroup, Students with Disabilities, generally score lower than their non-disabled peers. During the 2017-18 school year, we have 25 identified students with disabilities as our target group.

Students with Disabilities are already receiving additional support via the Education Specialist and the Mod/Severe teacher. However, because of the marked gap between their achievements as compared to that of their non-disabled peers, we have determined that they need additional services. In 2018-2019, we will be providing classroom teachers with release time for collaboration, additional materials, and opportunities for Professional Development for the purposes of closing the gap between our Students with Disabilities and their non-disabled peers.

SCHOOL VISION AND REALITY
The mission of Marvin Elementary School is to give each student the opportunity to learn according to his/her ability and to create a school environment attentive to each student's academic, social, and emotional needs. Our Single Plan for Student Achievement fulfills this goal by supporting target groups, providing strategies to meet the Smart Goals, and emphasizing high expectations for all students. Marvin Elementary's School Site Council, with input from stakeholders, based on the 2018-2019 Single Plan for Student Achievement on a projected enrollment of 503 students.

We offer a rich, developmental Transitional Kindergarten program designed to ensure students are very well prepared to enter kindergarten. Students' progress at their readiness level. Our GATE (Gifted and Talented Education) and Seminar programs are designed to challenge our students academically as well as emotionally. Our science lab, staffed by a full-time science teacher, provides supplemental hands-on experiences for all students. The all-school science fair and other after-school programs such as Kiwanis Club, Heartlight, Chess, and Art offer additional instruction to our children.

Our very active Parent Teacher Foundation supports enrichment activities throughout the school. We offer many family events and volunteer opportunities, both in and out of the classroom. Marvin Elementary is a wonderful place to learn and grow. Our children learn to think critically and to set learning goals for themselves.

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 that high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our inquiry - "How do we commit to creating common learning opportunities for students, closely and deliberately assess their learning and collaborate to respond to students' individual needs?"

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. We meet in grade level teams and analyze our common assessments which include DRA, Lexile scores, KDS scores, and site created common assessments. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

*SSC filled out survey and submitted input
*Staff was also queried for input

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lisa Parra	Teacher
Nate Sachdeva	Principal
Nicole Boncuk	Teacher
Kelly Arce	Teacher
Dawnell Jensen	Parent/Chairperson
April Sawyer	Parent
Robin Calafata	Parent
Jen Swope	Parent
Brandi Friend	Other School Representative
Nicole Fling	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 85% (approx. 54 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 92% (approx. 67 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: African American students

By June 2019, 75% (approx. 3 African American students in grades 3-5) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 75% (approx. 6 English Learners in grades 3-5) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 80% (approx. 16 Hispanic/Latino 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 14 Hispanic/Latino 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 60% (approx. 7 students with disabilities in grades 3-5) 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):

Site-Created Assessments

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

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

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 90% (approx. 58 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 79% (approx. 58 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: African American students

By June 2019, 75% (approx. 3 African American students in grades 3-5) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 75% (approx. 6 English Learners in grades 3-5) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 80% (approx. 16 Hispanic/Latino 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 80% (approx. 14 Hispanic/Latino 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 65% (approx. 8 students with disabilities in grades 3-5) 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):

Site-Developed Assessment

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 three 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):

Site-Developed Assessments

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

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through our inquiry - "How do we commit to creating common learning opportunities for students, closely and deliberately assess their learning and collaborate to respond to students' individual needs?"

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. 51 3rd graders) will meet or exceed level 38 in DRA. By June 2019, at least 85% (approx. 62 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): Achieve 3000 Lexile data
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/Lexile data three 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. 503 families) will receive information regarding academic and citizenship progress of their children. By June 2019, at least 80% (approx. 402 families) will attend Parent/Teacher conferences to increase the milestones necessary for meaningful graduation.
Targeted Population: English Learner parents and parents of students in grades 3-5 are least represented at school events. **What data did you use to form these goals?**: Sign-in sheets from school activities; Check-in Computer in front office
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal? Teachers and counselors will meet three per year to analyze student progress using site developed criteria. Families are contacted two times per year 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, KDS assessments, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, school 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.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of KDS and other common 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.
- Cluster ELST will consult with teachers to provide supports for targeted English Learners.
- 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.

Intensive Intervention (Tier 3)
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Counselor and support mentors will provide monthly check in with at risk students.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

How will you monitor these strategies/activities?:
* Bell to bell instruction
* Regular classroom observations and feedback
* Review site created assessments, SBAC, ELPAC, DRA, Lexile, KDS data 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.

How will you monitor these strategies/activities?:
* Bell to bell instruction
* Regular classroom observations and feedback
* Review site created assessments, SBAC, ELPAC, KDS, and common assessment data 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.

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.

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. 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 new science curriculum.

How will you monitor these strategies/activities?:
*Sign in sheets from principal/parent meetings
*Communication through School Messenger, Peachjar, 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::

Supplies to support the intervention support, classroom interventions, online interventions, library access and professional development to support of ELs and struggling students.

Identified Need::

Support of ELs and struggling students in ELA and Math.

Target Group::

 ELs and struggling students in ELA and Math.

Monitoring::

logs to monitor the use of Supplies

Personnel Responsible::

ILT, SSC, and Principal

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::

Supplies to support the intervention support, classroom interventions and professional development to support of ELs and struggling students.

Identified Need::

Support of ELs and struggling students in ELA and Math.

Target Group::

 ELs and struggling students in ELA and Math.

Monitoring::

logs to monitor the use of Supplies

Personnel Responsible::

ILT, SSC, and Principal

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:

Supplies to support the intervention support, classroom interventions and professional development to support of ELs and struggling students.

Identified Need::

PD and PLC strategies to support of ELs and struggling students in ELA and Math.

Target Group::

Staff to provide services to ELs and struggling students in ELA and Math.

Monitoring::

Agenda and PLC/PD notes produced by staff

Personnel Responsible::

ILT, SSC, and Principal

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.0500	$1,247.30	$1,605.20	0197-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide additional student for students in the library. Assist students and staff in locating resource materials and leveled reading material for grade level instruction. Provide additional support to EL students.
Supplies		$2,643.69	$2,643.69	0197-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1	Instructional supplies (composition books, graph paper, lined paper, pencils, erasers, glue, tape, construction paper, chart paper, etc.) to support Common Core instruction and achievement of grade level standards
Interprogram Svcs/Duplicating		$1,000.00	$1,000.00	0197-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1	Duplicating costs are necessary to the overall instructional program in and for the instruction in all academic content areas; duplicating is also necessary for the dissemination of our parent information, calendars and handbooks.
Classroom Teacher Hrly		$100.00	$120.39	0197-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03	Teacher hourly to provide extended learning opportunities and plan interventions for struggling students and English learners.
Other Support Prsnl PARAS Hrly		$1,300.00	$1,669.33	0197-09800-00-2281-2420-0000-01000-0000	LCFF Intervention Support	03, LCFF 1	ELPAC testing for English Learners.

Prof&Curriclm DevHrlyClsrmTchr		$100.00	$120.39	0197-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1	Visiting teachers are essential for classroom teachers to be released from the classroom for professional development collaboration in order to lesson design, analyze student work and data and improve instructional strategies and techniques.
Software License		$12,000.00	$12,000.00	0197-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2, LCFF 3	Purchase software licenses in the areas of Reading and Math to offer targeted interventions for struggling students and EL's. 4/23 (after SBB closing $6000 plus cost of benefits for counselor was redirected from software budget in order to increase the District funded counselor by .05 FTE.
Counselor		$6000.00 plus benefits		0197-09800-00-1210-3110-0000-0100-00	LCFF Intervention Support	LCFF1	4/23 (after SBB closing $6000 plus cost of benefits for counselor was redirected from software budget in order to increase the District funded counselor by .05 FTE. School counselor to provide Social and Emotional support, group counseling, and individual counseling to increase attendance and student academic achievement.

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
Marvin
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	171	65.5	146	78.8	183	80.9	15.4	2.1		171	59.1	146	70.5	183	77.6	18.5	7.1	
Female	80	75.0	76	80.3	94	81.9	6.9	1.6		80	62.5	76	64.5	94	74.5	12.0	10.0	
Male	91	57.1	70	77.1	89	79.8	22.7	2.7		91	56.0	70	77.1	89	80.9	24.9	3.8	
African American	3	-	2	-	5	-	-	-		3	-	2	-	5	-	-	-	
Asian	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-	
Filipino	3	-	0	-	1	-	-	-		3	-	0	-	1	-	-	-	
Hispanic	48	60.4	54	77.8	57	73.7	13.3	-4.1		48	47.9	54	55.6	57	63.2	15.3	7.6	
Indochinese	5	-	8	-	7	-	-	-		5	-	8	-	7	-	-	-	
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-	
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-	
White	94	71.3	71	78.9	96	86.5	15.2	7.6		94	69.1	71	81.7	96	85.4	16.3	3.7	
Multiracial	18	44.4	11	81.8	16	87.5	43.1	5.7		18	33.3	11	54.5	16	81.3	48.0	26.8	
English Learner	10	60.0	6	-	8	-	-	-		10	60.0	6	-	8	-	-	-	
English-Speaking	161	65.8	140	80.7	175	81.7	15.9	1.0		161	59.0	140	70.7	175	78.3	19.3	7.6	
Reclassified†	8	-	8	-	13	76.9	-	-		8	-	8	-	13	76.9	-	-	
Initially Eng. Speaking	153	64.7	132	80.3	162	82.1	17.4	1.8		153	58.8	132	71.2	162	78.4	19.6	7.2	
Econ. Disadv.*	51	58.8	52	71.2	44	72.7	13.9	1.5		51	51.0	52	59.6	44	63.6	12.6	4.0	
Non-Econ. Disadv.	120	68.3	94	83.0	139	83.5	15.2	0.5		120	62.5	94	76.6	139	82.0	19.5	5.4	
Gifted	87	80.5	83	85.5	79	92.4	11.9	6.9		87	79.3	83	80.7	79	83.5	4.2	2.8	
Not Gifted	84	50.0	63	69.8	104	72.1	22.1	2.3		84	38.1	63	57.1	104	73.1	35.0	16.0	
With Disabilities	12	16.7	10	50.0	12	41.7	25.0	-8.3		12	16.7	10	50.0	12	50.0	33.3	0.0	
WO Disabilities	159	69.2	136	80.9	171	83.6	14.4	2.7		159	62.3	136	72.1	171	79.5	17.2	7.4	
Homeless	0	-	1	-	1	-	-	-		0	-	1	-	0	-	-	-	
Foster	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-	
Military	10	80.0	9	-	10	80.0	0.0	-		10	60.0	9	-	10	70.0	10.0	-	

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

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Marvin
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	61	72.1	48	72.9	76	80.3	8.2	7.4	61	68.9	48	77.1	76	86.8	17.9	9.7
Female	31	74.2	27	81.5	36	80.6	6.4	-0.9	31	77.4	27	74.1	36	77.8	0.4	3.7
Male	30	70.0	21	61.9	40	80.0	10.0	18.1	30	60.0	21	81.0	40	95.0	35.0	14.0
African American	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	22	63.6	17	70.6	20	75.0	11.4	4.4	22	50.0	17	64.7	20	75.0	25.0	10.3
Indochinese	1	-	4	-	2	-	-	-	1	-	4	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	33	78.8	23	78.3	41	80.5	1.7	2.2	33	81.8	23	87.0	41	92.7	10.9	5.7
Multiracial	3	-	3	-	10	90.0	-	-	3	-	3	-	10	80.0	-	-
English Learner	5	-	4	-	8	-	-	-	5	-	4	-	8	-	-	-
English-Speaking	56	71.4	44	77.3	68	82.4	11.0	5.1	56	67.9	44	77.3	68	89.7	21.8	12.4
Reclassified†	0	-	0	-	4	-	-	-	0	-	0	-	4	-	-	-
Initially Eng. Speaking	56	71.4	43	79.1	64	81.3	9.9	2.2	56	67.9	43	79.1	64	89.1	21.2	10.0
Econ. Disadv.*	19	68.4	16	56.3	17	70.6	2.2	14.3	19	52.6	16	62.5	17	70.6	18.0	8.1
Non-Econ. Disadv.	42	73.8	32	81.3	59	83.1	9.3	1.8	42	76.2	32	84.4	59	91.5	15.3	7.1
Gifted	37	83.8	26	80.8	17	94.1	10.3	13.3	37	83.8	26	88.5	17	100.0	16.2	11.5
Not Gifted	24	54.2	22	63.6	59	76.3	22.1	12.7	24	45.8	22	63.6	59	83.1	37.3	19.5
With Disabilities	5	-	4	-	4	-	-	-	5	-	4	-	4	-	-	-
WO Disabilities	56	76.8	44	77.3	72	81.9	5.1	4.6	56	73.2	44	79.5	72	88.9	15.7	9.4
Homeless	0	-	1	-	1	-	-	-	0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	4	-	-	-	3	-	5	-	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
Marvin
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	43	51.2	51	72.5	49	73.5	22.3	1.0		43	60.5	51	70.6	49	67.3	6.8	-3.3
Female	18	61.1	28	71.4	26	69.2	8.1	-2.2		18	55.6	28	71.4	26	61.5	5.9	-9.9
Male	25	44.0	23	73.9	23	78.3	34.3	4.4		25	64.0	23	69.6	23	73.9	9.9	4.3
African American	0	-	1	-	2	-	-	-		0	-	1	-	2	-	-	-
Asian	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	14	57.1	17	70.6	18	61.1	4.0	-9.5		14	57.1	17	52.9	18	61.1	4.0	8.2
Indochinese	2	-	1	-	4	-	-	-		2	-	1	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	23	47.8	29	72.4	21	90.5	42.7	18.1		23	65.2	29	79.3	21	71.4	6.2	-7.9
Multiracial	4	-	3	-	4	-	-	-		4	-	3	-	4	-	-	-
English Learner	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
English-Speaking	41	51.2	51	72.5	49	73.5	22.3	1.0		41	61.0	51	70.6	49	67.3	6.3	-3.3
Reclassified†	0	-	5	-	5	-	-	-		0	-	5	-	5	-	-	-
Initially Eng. Speaking	41	51.2	46	69.6	44	77.3	26.1	7.7		41	61.0	46	69.6	44	70.5	9.5	0.9
Econ. Disadv.*	14	50.0	19	63.2	12	58.3	8.3	-4.9		14	64.3	19	57.9	12	50.0	-14.3	-7.9
Non-Econ. Disadv.	29	51.7	32	78.1	37	78.4	26.7	0.3		29	58.6	32	78.1	37	73.0	14.4	-5.1
Gifted	22	72.7	31	80.6	26	84.6	11.9	4.0		22	77.3	31	77.4	26	73.1	-4.2	-4.3
Not Gifted	21	28.6	20	60.0	23	60.9	32.3	0.9		21	42.9	20	60.0	23	60.9	18.0	0.9
With Disabilities	3	-	2	-	5	-	-	-		3	-	2	-	5	-	-	-
WO Disabilities	40	55.0	49	73.5	44	77.3	22.3	3.8		40	65.0	49	71.4	44	70.5	5.5	-0.9
Homeless	0	-	1	-	1	-	-	-		0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	5	-	2	-	4	-	-	-		5	-	2	-	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
Marvin
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	67	68.7	47	91.5	58	87.9	19.2	-3.6		67	49.3	47	63.8	58	74.1	24.8	10.3
Female	31	83.9	21	90.5	32	93.8	9.9	3.3		31	51.6	21	42.9	32	81.3	29.7	38.4
Male	36	55.6	26	92.3	26	80.8	25.2	-11.5		36	47.2	26	80.8	26	65.4	18.2	-15.4
African American	1	-	0	-	2	-	-	-		1	-	0	-	2	-	-	-
Asian	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Filipino	3	-	0	-	0	-	-	-		3	-	0	-	0	-	-	-
Hispanic	12	58.3	20	90.0	19	84.2	25.9	-5.8		12	33.3	20	50.0	19	52.6	19.3	2.6
Indochinese	2	-	3	-	1	-	-	-		2	-	3	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	38	78.9	19	89.5	34	91.2	12.3	1.7		38	60.5	19	78.9	34	85.3	24.8	6.4
Multiracial	11	45.5	5	-	2	-	-	-		11	27.3	5	-	2	-	-	-
English Learner	3	-	2	-	0	-	-	-		3	-	2	-	0	-	-	-
English-Speaking	64	70.3	45	93.3	58	87.9	17.6	-5.4		64	50.0	45	64.4	58	74.1	24.1	9.7
Reclassified†	8	-	2	-	4	-	-	-		8	-	2	-	4	-	-	-
Initially Eng. Speaking	56	67.9	43	93.0	54	87.0	19.1	-6.0		56	48.2	43	65.1	54	72.2	24.0	7.1
Econ. Disadv.*	18	55.6	17	94.1	15	86.7	31.1	-7.4		18	38.9	17	58.8	15	66.7	27.8	7.9
Non-Econ. Disadv.	49	73.5	30	90.0	43	88.4	14.9	-1.6		49	53.1	30	66.7	43	76.7	23.6	10.0
Gifted	28	82.1	26	96.2	36	97.2	15.1	1.0		28	75.0	26	76.9	36	83.3	8.3	6.4
Not Gifted	39	59.0	21	85.7	22	72.7	13.7	-13.0		39	30.8	21	47.6	22	59.1	28.3	11.5
With Disabilities	4	-	4	-	3	-	-	-		4	-	4	-	3	-	-	-
WO Disabilities	63	71.4	43	93.0	55	90.9	19.5	-2.1		63	50.8	43	65.1	55	74.5	23.7	9.4
Homeless	0	-	1	-	1	-	-	-		0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	2	-	2	-	2	-	-	-		2	-	2	-	2	-	-	-

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

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

APPENDIX B

PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS

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

MARVIN ELEMENTARY
NON-TITLE I PARENT INVOLVEMENT POLICY

Marvin Elementary has developed a written Non-Title I parental involvement policy with input from Non-Title I parents at Back to School Night and Open House.

It has distributed the policy to parents of Non-Title I students.
A copy of the Parent Involvement Policy was placed in the teachers' mailbox for distribution to all parents.

The policy describes the means for carrying out the following Non-Title I 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 **Marvin Elementary** the following practices have been established:

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

- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening including parent meetings and coffee with the Principal.

- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy during SSC meetings.

- The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at Back to School Night in the fall.

- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. At the beginning of the school year, all parents are informed that they may contact their child's teacher to schedule an appointment to discuss their child's progress at school.

**The policy must be updated periodically to meet changing needs of parents and the school. *If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Non-Title I children.* [20 *USC* 6318 Section 1118(c) (3)

School-Parent Compact
Marvin Elementary distributes to parents of Non-Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's

Revised 02.24.15mdj

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 to provide high-quality curriculum and instruction

– The ways parents will be responsible for supporting their children's learning

– The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home School Compact was developed by the School Site Council and is reviewed and revised every year and then sent out to parents.

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

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *We host a Back to School and Curriculum Night in the fall, Cluster ELAC meetings throughout the school year, and two Parent/Teacher Conference opportunities each year to discuss content standards and how to improve achievement for children.*

- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement at *Back to School Night and Parent/Teacher conferences.*

- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at *staff meetings during the beginning of the school year.*

- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *We have a high level of parent participation in the classroom. Parents are invited to take an active part in their child's education and are invited to participate in special events, field trips and to volunteer in their child's classroom.*

- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. *Including our website, School Messenger and Principal's Chat meetings.*

- The school provides support for parental involvement activities requested by Non-Title I parents. *Parental involvement activities that are requested by parents are brought to staff and discussed during PTF meetings or SGT meetings and then presented during staff meetings.*

Accessibility

Marvin Elementary provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. *We utilize a variety of ways to distribute information including our website, School Messenger and fliers. Information is translated to meet the needs of parents.*

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified School District

MARVIN ELEMENTARY SCHOOL
5720 Brunswick Avenue. San Diego, CA   92120-1905

(619) 583-1355
Fax: (619) 582-7853

Nate Sachdeva
Principal

Marvin Elementary Home/School Compact

Each student should be helped to reach his/her highest potential for intellectual and social growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

Student Responsibilities:
1. Read or be read to, at least twenty minutes per day, five days per week.
2. Contributing to a positive learning environment on campus.
3. Come to class on time, prepared to work.
4. Complete all assignments to the best of my ability.
5. Show respect for people and property.
6. Spend time at home completing homework, reading, and studying. Ask for help when needed.
7. Respect the rights of others to learn without disruption.

Parent Responsibilities:
1. Monitor my child's television/computer use and homework completion.
2. Provide a regular time, place, and supervision for homework completion.
3. Attend at least one parent/guardian /teacher/student conference each year to discuss my child's school progress.
4. Participate in decisions related to the education of my child.
5. Read to my child daily for twenty minutes, five days per week.
6. Communicate the importance of education to my child.
7. Provide a caring environment, including adequate food and rest.
8. Help my child to meet his/her responsibilities and get my child to school on time each day.
9. Provide positive use of extracurricular time.

School Responsibilities:
1. Ensure that our school provides high-quality curriculum and instruction in a safe and supportive learning environment that enables all students to meet or exceed student performance standards.
2. Create a welcoming environment for students, families, and community members.
3. Provide for two-way communication between home and school in order for parents/guardians to have reasonable access for discussing matters relating to their son/daughter.
4. Schedule parent/guardian/teacher/student conferences.
5. Provide a safe and positive atmosphere for learning.
6. Explain and model assignments so that students have a clear understanding.
7. Provide instruction in a way that will motivate and encourage students.
8. Communicate to parents/guardians the importance of reading daily with your child.
9. Provide a process for on-going planning, reviewing, and improving school activities and programs.
10. Solicit feedback from students, families, and staff about school programs, policies, and activities; respond in a timely manner to such feedback.
11. Supply clear evaluations of student progress of students and parents.
12. Notify parents/Guardians of any problems and concerns in a timely manner.
13. Reinforce the partnership between parent/guardian, student and staff by recognizing outstanding practices of individuals and/or groups.

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Projected (Budget) Dollar Amount	Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Marvin Elementary	09800	1157	Classroom Teacher Hrly		100.00		$ 100.00
		1170	Prof&Curriclm DevHrlyClsrmTchr		100.00		$ 100.00
		2231	Other Support Prsnl PARAS	Library Asst	1,247.30	0.0500	$ 1,247.30
		2281	Other Support Prsnl PARAS Hrly		1,300.00		$ 1,300.00
		3000	Employee Benefits				$ 768.01
		4301	Supplies		2,643.69		$ 2,643.69
		5721	Interprogram Svcs/Duplicating		1,000.00		$ 1,000.00
		1210	Counselor (includes benefits)	Counselor	12,000.00	0.0500	$12,000.00
	09800 Total					0.0500	$19,159.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Marvin Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Our instructional time must be evaluated regularly, as schedules tend to get lax without consistent scrutiny. We must ardently protect instructional time, so practices that interfere with instruction (classroom interruptions, extended bathroom breaks, etc.) should be kept to a minimum. Attendance will also continue to be scrutinized.
CLOSING THE ACHIEVEMENT GAP	Though our EL group continues to do well in comparison to their EO peers, we must remain diligent in protecting their achievement and the resources already dedicated to it. Additionally, we feel the need to consider more and different Tier 2 and 3 interventions for our Students With Disability.
PROFESSIONAL DEVELOPMENT	We will focus our Professional Development on our Students With Disability and their needs. We will find additional resources and practices to continue to develop our practices. Classroom Teachers and Support Staff will work together to monitor progress for this particular group.
GRADUATION/PROMOTION	We will continue to focus attention on our Third Grade students by evaluating their performance on a variety of assessments (DRA, Benchmark, Site Created Materials). We will use this data to drive interventions as a means to promote success in school, both now and in the future.
PARENT ENGAGEMENT	Our PTF remains a strong asset to our campus, and their ability to encourage parent participation and involvement is tantamount. Parents are always encouraged to participate in every school activity, but the PTF can use their influence to both bring parents into the campus and involve them in their child's education.