



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT PENN ELEMENTARY SCHOOL

**2018-19**

37-68338-6077317  
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:** Gomez, Maria

**Contact Person:** Gomez, Maria

**Position:** Principal

**Telephone Number:** 619-430-1700

**Address:** 2797 Utica Dr, Penn Elementary, San Diego, CA, 92139-3843,

**E-mail Address:** mgomez1@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 City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Penn  
SITE CONTACT PERSON: Maria Gomez

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

PHONE: 619-430-1700 FAX: 619 430-1749 E-MAIL ADDRESS: mgomez1@sanidi.net

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- |  |                             |
|--|-----------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____ |

Other (list): ILT Date of presentation: 4/4/18

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/3/18

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

<u>Maria Gomez</u>	<u>Maria Gomez</u>	<u>4/6/18</u>
Type/Print Name of School Principal	Signature of School Principal	Date
<u>Kimberly S. Neese</u>	<u>[Signature]</u>	<u>04/06/18</u>
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
<u>Lamont Jackson</u>	<u>[Signature]</u>	<u>5/9/18</u>
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

**TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - 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

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The mission of Penn Elementary School is to educate all students in an integrated setting to become responsible, literate, thinking students who embrace learning. Our Single Plan for Student Achievement fulfills this goal by providing a culturally-relevant environment that emphasizes learning and high expectations for all students. With input from all of our stakeholders, the School Site Council based the 2018-19 Single Plan for Student Achievement on a projected enrollment of 415 students. Penn Elementary has identified the development of reading and math skills as areas in which our Single Plan for Student Achievement focuses resources to produce results. Based on previous years' scores and English Learner subgroup's needs we plan to provide supplemental support by placing special emphasis on additional support to our struggling subgroups which include English Learners and Special Education students. This position will assist in helping increase English language development and reading skills in English. In order to help our students stay on track and graduate we have also invested monies on intervention teacher.

**SCHOOL VISION AND REALITY**

The vision for Penn is to create a school where children are truly at the heart of all decisions. A place where everyone feels they are respected, loved, and inspired to do their best.

The ideal state for our school culture is to build a place where staff, students, parents, and community members truly feel they are part of our Penn family. The goal is to create a school which is warm, inviting, and welcoming that it is be a place everyone would love to work, visit, attend and want to learn.

In terms of our academic press at Penn, the goal is to have an academic learning environment where students and teachers are being stimulated to learn through different modalities. A place where collaboration and risk taking is the norm amongst our staff and students. A place where we are always aiming to achieve academic excellence, while meeting all of our students' diverse needs.

**CORE AND SUPPLEMENTAL SUPPORTS****TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

1,186-1,774 = 3 days per week

**COUNSELOR**

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

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

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

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

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

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

**SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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**

In order to include all stakeholders for Penn Elementary a survey was created and sent home to every family. Survey was based on 12 indicators of quality school. Parents were asked to add any items that they felt important to ensuring we met the indicators. Survey results were shared with SSC and used in the decision-making process for use of LCFF funds.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Barbara Fine	Parent
Bonnie Contreras	Parent
Yuneili Garcia	Parent
Belinda Diaz	Parent
Kimberly Weese	Parent
Maria Gomez	Principal
Lorraine Poveda	Classroom Teacher
Shauna Castillo	Classroom Teacher
Timothy Eaton	Classroom Teacher
Matt Schiller	Other School Personnel

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 70% (approx. 37- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 55 % (approx. 33- 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, 30% (approx. 6- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 11- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: SWD

By June 2019, 30% (approx. 3- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 6- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic

By June 2019, 50% (approx. 15 -3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 16- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: African American

By June 2019, 100% (approx. 3- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 5- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

Teachers will use frequent monitoring through formative and summative assessments such as DRA, end of unit test, anecdotal notes, to progress monitor student achievement towards grade level standards.

**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 F/P achievement 3 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 65 % (approx. 35 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 55% (approx. 33 - 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, 70% (approx. 15 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 11- 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: SWD  
 By June 2019, 30% (approx. 3- 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 40% (approx. 6- 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Hispanic  
 By June 2019, 60% (approx. 18 -3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 16- 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: African American  
 By June 2019, 100% (approx. 3- 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 100% (approx. 5- 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**  
 Teachers will use end of unit assessments to progress monitor student achievement towards grade level standards.

**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. Analysis will inform subsequent instruction.

**Area 3: English Learner**

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

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

By June 2019, at least 65% (approx. 32- 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 36 - 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

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

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/F&P 3 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. 400 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50% (approx. 200 families) will attend 3 trainings on high leverage instructional strategies to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Penn's targeted population is parents of English Language Learners. By July, 100% of parents of English language learners will participate in at least two school events to support their child's learning including such activities as parent conferences, Family Literacy, Math or Science nights, Family Friday events, ELAC, SSC or SGT meetings, parent trainings, Title I Parent Meetings as documented by sign in sheets and parent surveys.

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

parent sign-in sheets

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

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

Administration will identify specific audience and track attendance.

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

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD 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, Interim assessment, 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 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, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

***Strategic Support (Tier 2)***

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers 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.

## Penn Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**  
 The counselor will assist students with emotional needs and in the process also help improve attendance. Supplemental instructional materials and online supports will be provided to enhance student achievement

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$14,787.00	\$14,787.00	0235-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Classroom and intervention materials to support classroom instruction and learning.

**How will you monitor these strategies/activities?**  
 We will monitor attendance weekly by reporting out to staff the attendance percentages for the week. We will also use the monthly cluster attendance report. Number of student referrals and Student Study Team meeting request will help us determine if our preventative measures are taking hold.

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**  
 Daily small group instruction for targeted students and additional RTI with specialized teachers.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired NonClstrm Tchrrly		\$12,000.00	\$14,446.80	0235-30100-00-1986-3160-4760-01000-0000	Title I Basic Program	01, 03, 04	Intervention teachers to provide targeted support for struggling readers in 1st and 3rd grade.

**How will you monitor these strategies/activities?**  
 We have monitoring conferences with teachers in order to identify target groups. In addition parent conferences and small group instruction is provided to make all stakeholders involved in the process.

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**  
 Hiring Young Audiences to provide our students 3 hours of 3 different art disciplines monthly, will allow our teachers the release time to meet in their PLC and plan lessons around Math standards and new concepts.

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

**How will you monitor these strategies/activities?**  
 Collect collaboratively designed lessons from teachers during their PLC. The ability to collect both soft data while observing the lessons.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 Hire visiting teachers to work with intervention program for our struggling 1st and 3rd grade students to improve reading fluency.

## Penn Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.6000	\$47,658.60	\$68,426.29	0235-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05, LCFF 1, LCFF 2	Support student social and emotion needs. Support with attendance.

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

Pre and Post assessments. DRA and guided reading levels.

**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

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$300.00	\$300.00	0235-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Provide light refreshments for parent meetings.
Supplies		\$840.00	\$840.00	0235-30103-00-4301-2495-1110-01000-0000	Title I Parent Involvement	05	Provide supplies needed in parent room.
Other Support Prsnl PARAS Hrly		\$150.00	\$192.63	0235-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Babysitting for parent meetings.
Interprogram Svcs/Paper		\$500.00	\$500.00	0235-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Duplication of parent notifications.
Postage Expense		\$200.00	\$200.00	0235-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage for parent mailings.

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

Sign-in sheets for all the events. Keep track of parents that attend our trainings and track child's progress.

<b>Local Control Funding Formula Goals and Budget</b>
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Provide targeted small support (Tier 2) in Literacy to students in 1st and 3rd grade.</p> <p><b>Identified Need::</b> Students who are receiving this targeted intervention are falling behind in literacy and require additional assistance to approach their grade level classmates.</p> <p><b>Target Group::</b> Students who are considered below grade level according to district DRA standards and report card.</p> <p><b>Monitoring::</b> Data collection (running records and anecdotal notes from the F&amp;P intervention program).</p> <p><b>Personnel Responsible::</b> Teachers and Administrator</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Supplemental instructional materials and online supports will be provided to enhance student achievement.</p> <p><b>Identified Need::</b> Classrooms need additional materials that are common core aligned.</p> <p><b>Target Group::</b> All of my TK-5 classrooms.</p> <p><b>Monitoring::</b> Data collection from ongoing formative assessments, DRA &amp; Interim assessments</p> <p><b>Personnel Responsible:</b> Teachers and Administrator</p>
<p><b>Goal 3: Professional Development</b> 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?</p>
<p><b>Professional Development Goal:</b> Professional Development within the PLC collaborative model will provide teachers the time to analyze student work, design lessons around common core in literacy and math.</p>



**Identified Need::**  
To strengthen teacher's knowledge in designing common core lessons across all content areas and have the ability to respond to student need in a timely fashion.

**Target Group::**  
All students and teachers in TK -5.

**Monitoring::**  
Bi-weekly PLC agendas/reflections on collaboratively planned lessons followed by ongoing classroom observation and feedback.

**Personnel Responsible::**  
Teachers and Administrators

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	\$15,886.20	\$22,808.76	0235-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support student social emotional needs.
Supplies		\$19,013.00	\$19,013.00	0235-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom and intervention materials for students
Prof&Curriclm Dev Vist Tchr		\$4,600.00	\$5,537.94	0235-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Visiting teachers for VAPA
Classroom Teacher Hrly		\$4,153.00	\$4,999.80	0235-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Hourly pay for classroom teachers to tutor struggling students after school

## **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](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Penn**  
**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	181	49.2	178	56.7	179	58.1	8.9	1.4	180	35.0	180	43.3	179	50.3	15.3	7.0
Female	85	52.9	88	58.0	91	61.5	8.6	3.5	85	31.8	90	35.6	91	50.5	18.7	14.9
Male	96	45.8	90	55.6	88	54.5	8.7	-1.1	95	37.9	90	51.1	88	50.0	12.1	-1.1
African American	42	31.0	25	48.0	19	26.3	-4.7	-21.7	42	11.9	25	32.0	19	21.1	9.2	-10.9
Asian	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Filipino	39	66.7	38	68.4	43	67.4	0.7	-1.0	39	61.5	39	56.4	43	62.8	1.3	6.4
Hispanic	69	36.2	80	47.5	78	56.4	20.2	8.9	68	26.5	80	37.5	78	44.9	18.4	7.4
Indochinese	4	-	0	-	0	-	-	-	4	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	4	-	6	-	6	-	-	-	4	-	7	-	6	-	-	-
Multiracial	21	81.0	28	67.9	30	66.7	-14.3	-1.2	21	61.9	28	50.0	30	60.0	-1.9	10.0
English Learner	26	15.4	30	26.7	24	8.3	-7.1	-18.4	25	20.0	32	18.8	24	20.8	0.8	2.0
English-Speaking	155	54.8	148	62.8	155	65.8	11.0	3.0	155	37.4	148	48.6	155	54.8	17.4	6.2
Reclassified†	26	76.9	23	95.7	33	81.8	4.9	-13.9	26	65.4	23	69.6	33	66.7	1.3	-2.9
Initially Eng. Speaking	129	50.4	125	56.8	122	61.5	11.1	4.7	129	31.8	125	44.8	122	51.6	19.8	6.8
Econ. Disadv.*	147	44.9	142	50.0	135	51.1	6.2	1.1	147	32.0	143	37.8	135	43.0	11.0	5.2
Non-Econ. Disadv.	34	67.6	36	83.3	44	79.5	11.9	-3.8	33	48.5	37	64.9	44	72.7	24.2	7.8
Gifted	35	74.3	36	77.8	22	81.8	7.5	4.0	35	54.3	36	75.0	22	81.8	27.5	6.8
Not Gifted	146	43.2	142	51.4	157	54.8	11.6	3.4	145	30.3	144	35.4	157	45.9	15.6	10.5
With Disabilities	11	0.0	11	9.1	17	11.8	11.8	2.7	11	0.0	11	9.1	17	17.6	17.6	8.5
WO Disabilities	170	52.4	167	59.9	162	63.0	10.6	3.1	169	37.3	169	45.6	162	53.7	16.4	8.1
Homeless	6	-	5	-	4	-	-	-	6	-	6	-	4	-	-	-
Foster	1	-	0	-	1	-	-	-	1	-	0	-	0	-	-	-
Military	12	41.7	16	75.0	16	68.8	27.1	-6.2	12	33.3	16	62.5	16	62.5	29.2	0.0

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**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Penn**  
**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	62	59.7	60	60.0	50	64.0	4.3	4.0	61	52.5	61	52.5	50	64.0	11.5	11.5
Female	28	57.1	29	69.0	25	84.0	26.9	15.0	28	35.7	30	46.7	25	84.0	48.3	37.3
Male	34	61.8	31	51.6	25	44.0	-17.8	-7.6	33	66.7	31	58.1	25	44.0	-22.7	-14.1
African American	11	36.4	6	-	4	-	-	-	11	9.1	6	-	4	-	-	-
Asian	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Filipino	15	80.0	12	66.7	11	81.8	1.8	15.1	15	86.7	12	58.3	11	81.8	-4.9	23.5
Hispanic	24	41.7	33	54.5	24	58.3	16.6	3.8	23	39.1	33	54.5	24	58.3	19.2	3.8
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	3	-	1	-	-	-	2	-	4	-	1	-	-	-
Multiracial	9	-	6	-	8	-	-	-	9	-	6	-	8	-	-	-
English Learner	10	20.0	13	38.5	10	20.0	0.0	-18.5	9	-	14	28.6	10	30.0	-	1.4
English-Speaking	52	67.3	47	66.0	40	75.0	7.7	9.0	52	53.8	47	59.6	40	72.5	18.7	12.9
Reclassified†	7	-	6	-	4	-	-	-	7	-	6	-	4	-	-	-
Initially Eng. Speaking	45	62.2	41	61.0	36	72.2	10.0	11.2	45	46.7	41	56.1	36	69.4	22.7	13.3
Econ. Disadv.*	48	54.2	52	55.8	38	55.3	1.1	-0.5	48	45.8	53	47.2	38	55.3	9.5	8.1
Non-Econ. Disadv.	14	78.6	8	-	12	91.7	13.1	-	13	76.9	8	-	12	91.7	14.8	-
Gifted	13	76.9	8	-	3	-	-	-	13	76.9	8	-	3	-	-	-
Not Gifted	49	55.1	52	59.6	47	63.8	8.7	4.2	48	45.8	53	45.3	47	63.8	18.0	18.5
With Disabilities	3	-	11	9.1	17	11.8	-	2.7	3	-	11	9.1	17	17.6	-	8.5
WO Disabilities	59	62.7	57	63.2	45	71.1	8.4	7.9	58	55.2	58	55.2	45	71.1	15.9	15.9
Homeless	1	-	5	-	4	-	-	-	1	-	6	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	8	-	5	-	-	-	5	-	8	-	5	-	-	-

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**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Penn**  
**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	59	35.6	61	62.3	61	52.5	16.9	-9.8	59	22.0	62	48.4	61	49.2	27.2	0.8
Female	31	35.5	29	55.2	31	58.1	22.6	2.9	31	16.1	30	30.0	31	48.4	32.3	18.4
Male	28	35.7	32	68.8	30	46.7	11.0	-22.1	28	28.6	32	65.6	30	50.0	21.4	-15.6
African American	16	18.8	9	-	6	-	-	-	16	12.5	9	-	6	-	-	-
Asian	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Filipino	11	54.5	15	80.0	14	57.1	2.6	-22.9	11	36.4	16	68.8	14	64.3	27.9	-4.5
Hispanic	23	21.7	22	45.5	29	55.2	33.5	9.7	23	13.0	22	31.8	29	44.8	31.8	13.0
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	2	-	3	-	-	-	1	-	2	-	3	-	-	-
Multiracial	7	-	12	75.0	8	-	-	-	7	-	12	66.7	8	-	-	-
English Learner	10	20.0	9	-	8	-	-	-	10	10.0	10	20.0	8	-	-	-
English-Speaking	49	38.8	52	69.2	53	60.4	21.6	-8.8	49	24.5	52	53.8	53	54.7	30.2	0.9
Reclassified†	3	-	10	100.0	11	81.8	-	-18.2	3	-	10	80.0	11	72.7	-	-7.3
Initially Eng. Speaking	46	37.0	42	61.9	42	54.8	17.8	-7.1	46	21.7	42	47.6	42	50.0	28.3	2.4
Econ. Disadv.*	48	29.2	43	53.5	49	44.9	15.7	-8.6	48	18.8	43	44.2	49	40.8	22.0	-3.4
Non-Econ. Disadv.	11	63.6	18	83.3	12	83.3	19.7	0.0	11	36.4	19	57.9	12	83.3	46.9	25.4
Gifted	11	63.6	12	91.7	7	-	-	-	11	27.3	12	83.3	7	-	-	-
Not Gifted	48	29.2	49	55.1	54	48.1	18.9	-7.0	48	20.8	50	40.0	54	42.6	21.8	2.6
With Disabilities	5	-	6	-	17	11.8	-	-	5	-	6	-	5	-	-	-
WO Disabilities	54	38.9	55	67.3	56	57.1	18.2	-10.2	54	24.1	56	51.8	56	51.8	27.7	0.0
Homeless	1	-	5	-	3	-	-	-	1	-	6	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	4	-	5	-	-	-	5	-	4	-	5	-	-	-

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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**  
**Penn**  
**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	60	51.7	57	47.4	68	58.8	7.1	11.4	60	30.0	57	28.1	68	41.2	11.2	13.1
Female	26	69.2	30	50.0	35	48.6	-20.6	-1.4	26	46.2	30	30.0	35	28.6	-17.6	-1.4
Male	34	38.2	27	44.4	33	69.7	31.5	25.3	34	17.6	27	25.9	33	54.5	36.9	28.6
African American	15	40.0	10	40.0	9	-	-	-	15	13.3	10	30.0	9	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	13	61.5	11	54.5	18	66.7	5.2	12.2	13	53.8	11	36.4	18	50.0	-3.8	13.6
Hispanic	22	45.5	25	40.0	25	56.0	10.5	16.0	22	27.3	25	20.0	25	32.0	4.7	12.0
Indochinese	4	-	0	-	0	-	-	-	4	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Multiracial	5	-	10	60.0	14	71.4	-	11.4	5	-	10	30.0	14	57.1	-	27.1
English Learner	6	-	8	-	6	-	-	-	6	-	8	-	6	-	-	-
English-Speaking	54	57.4	49	53.1	62	64.5	7.1	11.4	54	33.3	49	32.7	62	43.5	10.2	10.8
Reclassified†	16	68.8	7	-	18	77.8	9.0	-	16	50.0	7	-	18	55.6	5.6	-
Initially Eng. Speaking	38	52.6	42	47.6	44	59.1	6.5	11.5	38	26.3	42	31.0	44	38.6	12.3	7.6
Econ. Disadv.*	51	51.0	47	40.4	48	54.2	3.2	13.8	51	31.4	47	21.3	48	35.4	4.0	14.1
Non-Econ. Disadv.	9	-	10	80.0	20	70.0	-	-10.0	9	-	10	60.0	20	55.0	-	-5.0
Gifted	11	81.8	16	75.0	12	83.3	1.5	8.3	11	54.5	16	56.3	12	75.0	20.5	18.7
Not Gifted	49	44.9	41	36.6	56	53.6	8.7	17.0	49	24.5	41	17.1	56	33.9	9.4	16.8
With Disabilities	3	-	11	9.1	7	-	-	-	3	-	11	9.1	7	-	-	-
WO Disabilities	57	54.4	55	49.1	61	62.3	7.9	13.2	57	31.6	55	29.1	61	42.6	11.0	13.5
Homeless	4	-	5	-	4	-	-	-	4	-	6	-	4	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	4	-	6	-	-	-	2	-	4	-	6	-	-	-

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**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**





## **William Penn Elementary PARENT INVOLVEMENT POLICY 2018 -2019**

In the fall and in the spring, a meeting will be held to share with parents the Title I Program and its requirements.

- **William Penn Elementary School** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:
  - Improving communication between the school and home
  - Discussing current student assessment data and student progress
  - Providing information about school and district resources for student academic improvement
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
  - Conferencing with teachers
  - Providing training programs to help parents support and work with their children at home and at school
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.
- Schoolwide parent notices are sent home informing parents/community of all meetings of interest. The Marquee is updated regularly with coming events. It is to remind parents of upcoming events. School posts notices and agendas of all parent meetings in the school bulletin board outside of the school office. The notices are used to advertise parent meetings and training sessions offered at **William Penn Elementary School**, the District Advisory Council's Harold J. Ballard Parent Center. Every attempt is made to contact parents in the language of the parents.
- During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the information is available in several languages.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



**Penn Elementary School** and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), 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**

**School Responsibilities**

**William Penn Elementary School will:**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable participating children to meet California's student academic achievement standards as follows:**

Penn Elementary School will provide high-quality curriculum and instruction by having qualified, well-trained teachers planning lessons based on state standards and students' needs. Staff works regularly and collaboratively in staff development opportunities to plan instruction that accelerates our students to proficient and advanced levels as measured by Common Core State Test. Teachers select appropriate materials and supports, plan effective lessons and provide supportive room environments to meet the needs of all students and accelerate all students' learning.

**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.**

Teachers/Staff are available to meet with parents daily and throughout the year. Formal Parent/Teacher Conferences dates for the 2018-2019 school year are: Nov. 26, 27, 29 and 30 2018 and, March 19, 21 and 22, 2019.

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

Formal report cards are given three times a year: November, March, and June. Report cards are handed to parents at Parent/Teacher Conferences or sent home with students. Teachers select individual methods for providing reports for students' progress. Many teachers send home weekly or daily academic/behavior progress reports.

#### **4. Provide parents reasonable access to staff.**

Staff/Teachers are generally available a half hour before and after school daily. Parents are encouraged to call, stop by or write notes to teachers to set up an appointment for a meeting. Teachers/Staff respond in an appropriate time frame to any parent's request for a meeting concerning their child. Teachers respond through oral and written communication to parents' request.

#### **5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**

Parents may volunteer, participate and/or observe classroom activities or other school activities by stopping by before or after school, calling or writing a note to teachers/staff to arrange for the meeting. Teacher/staff may request a 24 hour notice to observe in the classroom. At Parent Orientation, Open House, Parent/Teacher Conferences and other school events teachers/staff elicit parent involvement and provide sign-in sheets at these events. All volunteer programs must follow District Administrative Procedure No.4595 regarding school volunteers. T.B. tests, background check are required and provided free of charge by the district for parents to volunteer in classrooms.

#### **Parent Responsibilities**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notice from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, or other school advisory groups.
- Parents may request progress reports from school and teachers as needed.

#### **Student Responsibilities**

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

- Do my homework every day and ask for help when I need it.
- 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.
- Apply myself during class time to the best of my ability.

**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
Penn Elementary	09800	1157	Classroom Teacher Hrly			\$ 4,153.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 4,600.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
		3000	Employee Benefits			\$ 8,707.30
		4301	Supplies			\$ 19,013.00
	<b>09800 Total</b>				<b>0.2000</b>	<b>\$ 52,359.50</b>
	30100	1210	Counselor	School Counselor	0.6000	\$ 47,658.60
		1986	Retired NonClstrm Tchr Hrly			\$ 12,000.00
		3000	Employee Benefits			\$ 23,214.49
		4301	Supplies			\$ 14,787.00
	<b>30100 Total</b>				<b>0.6000</b>	<b>\$ 97,660.09</b>
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 150.00
		3000	Employee Benefits			\$ 42.63
		4301	Supplies			\$ 840.00
		4304	Inservice supplies			\$ 300.00
		5733	Interprogram Svcs/Paper			\$ 500.00
		5920	Postage Expense			\$ 200.00
	<b>30103 Total</b>					<b>\$ 2,032.63</b>

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

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Penn Elementary  
*TYPE OR PRINT*

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ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The majority of our surveys indicated that Penn Elementary is substantially and fully maximizing instructional time. There were however, a few that stated they were unclear. / The plan is to do better job of articulating to parents what when & how our students should be learning. Articulating to parents what instructional time should look like.
CLOSING THE ACHIEVEMENT GAP	Majority of surveys indicated that they felt we are “partially” closing the gap. / The school plans to provide more intervention supports up front for both Math & literacy. They felt we needed more supports for students who not only are falling behind in 1st & 3 but in the upper grades.
PROFESSIONAL DEVELOPMENT	Results ranged from substantial to fully. It is evident that we value professional development at Penn. In order to improve, we would like to differentiate more by area of need.
GRADUATION/PROMOTION	Due to the rating in this area, which were either left blank or rated minimal to partial, it is evident that we have not done a good job articulating our plan. Moving forward we will articulate to staff and parents what it means to be a proficient reader by 3 <sup>rd</sup> grade and the importance and impacts it has when students do not. Describe what our goals to ensure our student populations are on target.
PARENT ENGAGEMENT	This area continues to be rated the lowest (minimal/Partial). Historically, getting our parents to participate has been a challenge at Penn. We are committed to trying different approaches to reach out. Parent on SSC have suggested good ideas for getting parents into classrooms and interested in supporting our students academically.