

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT DEWEY ELEMENTARY SCHOOL

**2014-16**

37-68338-6039481

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:** McMillin, Tanya

**Contact Person:** McMillin, Tanya

**Position:** Principal

**Telephone Number:**

**Address:** 3251 Rosecrans St, Dewey Elementary, San Diego, CA, 92110-4835,

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

**The following items are included:**

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**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.*



RECEIVED APR 08 2015

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Dewey Elementary School

**DUE March 13, 2015**

SITE CONTACT PERSON: Tanya McMillin

PHONE: 619-430-1800

FAX: 619-430-1849

E-MAIL ADDRESS: tmcmillin@sandi.net

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

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1  Y2  Y3  Y4  Y5  Y5+

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 PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC) 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: 3/12/15
- 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: 3/12/15

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.

Tanya McMillin  
Type/Print Name of School Principal

*Tanya McMillin*  
Signature of School Principal

3/13/15  
Date

Terri Crago  
Type/Print Name of SSC Chairperson

*Terri Crago*  
Signature of SSC Chairperson

3/13/15  
Date

Kimie Lochtefeld  
Type/Print Name of Area Superintendent

*Kimie Lochtefeld*  
Signature of Area Superintendent

4-7-15  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

## TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
  - B. Home/School Compact
  - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
  - D. 2014-15 SPSA Addendum
  - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

Dewey Elementary would include an environment that is always about students first, welcoming and warm with all people smiling and greeting each other while moving through campus. The school culture will project acceptance, curiosity, fun, happiness, and excitement about learning all in one place. The culture of Dewey school would value being well-rounded with opportunities for all types of learners to shine. We would offer music, art, PE, library access, technology, and other enriching extracurricular and academic activities. I envision students as active learners that are curious about the world who are motivated to ask questions, discuss deeply, and research topics and content standards that interest them, with the classroom environment and the teacher as supports for that learning. Teachers will provide opportunities for intellectual struggle, increase student talk, implement math concepts w/ concepts guides, continue to plan and implement Common Core State Standard district units. Teachers also will make it explicit that students need to own their learning and become much more active and responsible in the learning process. The classrooms will become the third teacher to support collaborative learning in a variety of ways and spaces. Use of technology as a resource for information and also for extended practice and enrichment will be available to all students. The goal would be a happy, curious child that loves to come to school and teachers that are excited and invigorated to help the students increase their knowledge and wonder.

**CORE AND SUPPLEMENTAL SUPPORTS**

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

**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

**HEALTH TECHNICIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1

**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. The cycles are:

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

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

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

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

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

**PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

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.

**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.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Rebecca DuBois	Parent
Nicholas DuBois	Parent
Candyce Kettler	Parent
Laureel Butler	Parent
Terri Crago	Other (Co-Chair)
Madelyn Murphy-Cristal	Teacher
Tanya McMillin	Principal
Melanie Billingsley	Teacher
Kim Smith	Teacher
Nasheka Dossman	Parent

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**  
 \* By 06/30/2016, 70 % of Dewey Elementary Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

**Closing the Gap SMART Goal:**  
 \* By 06/30/2016, 50 % of Dewey Elementary English Learner, Students, Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts  
 \* By 06/30/2016, 60 % of Dewey Elementary Hispanic or Latino, Students, Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA, WRAP, District Benchmarks/Interims, SBAC

**Progress and Growth Monitoring:**

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

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  
**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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



**Area 2: Mathematics**

**Mathematics SMART Goal:**

\* By 06/30/2016, 80 % of Dewey Elementary Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

**Closing the Gap SMART Goal:**

\* By 06/30/2016, 75 % of Dewey Elementary English Learner, Students, Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

\* By 06/30/2016, 75 % of Dewey Elementary Hispanic or Latino, Students, Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

End of Concepts Assessments, District Benchmarks/Interims, SBAC

**Progress and Growth Monitoring:**

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

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

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

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

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

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

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/30/2016, 75 % of Dewey Elementary English Learners Enrolled in School 3 years or More will improve performance from their current level of overall proficiency to one level of proficiency higher as measured in California English Language Development Test

**Closing the Gap SMART Goal:**

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

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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

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

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

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

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

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 06/30/2016, 80 % of Dewey Elementary Grade 03 will improve performance from their current level of independent reading to level 38 in DRA

**Closing the Gap SMART Goal:**  
 \* By 06/30/2016, 75 % of Dewey Elementary English Learner, Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA  
 \* By 06/30/2016, 75 % of Dewey Elementary Hispanic or Latino, Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA, WRAP, District Benchmarks/Interims, SBAC

**Progress and Growth Monitoring:**

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

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  
**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

\* By 06/30/2016, 75 % of Dewey Elementary Parents/Guardians will improve performance from their current level of attendance at school functions to attending a minimum of two school events during the year in an effort to increase involvement in Parent and Community Engagement

**Targeted Population:**

New military families to the area due to transient Military population

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

Research shows that there is a direct correlation of student achievement to parent involvement, especially with students at risk of not meeting grade level standards. Our goals were based on research and sign in sheets from various school events.

**Progress and Growth Monitoring:**

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

**BUDGET: Resources Aligned to Area Goals**

**Core Program:** Edit the core program for your site

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, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers to support student understanding.

All English learners will be assessed using CELDT.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling in small groups.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time through Primetime 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 with IEP.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts as able to fund.

Retired Teacher push in/ pull out will provide a Double Dose of daily guided reading for targeted students.

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.

## Dewey Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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 consultation support for their teachers  
 Counselor and Military Family Life Counselor ( if funding permits from by DoDEA) will provide monthly check in with at risk students  
 Speech and language pathologist will provide supplemental support to English learners with language needs if IEP is present.  
 Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need as per SST process.

### SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst	0.1870	\$5,272.47	0085-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	to assist struggling students and families with attendance , social emotional , and academic skills
Short Term Leave Visiting Tchr	-	\$2,000.00	0085-30100-00-1162-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	to pay visiting teachers for covering a classroom so teachers can assess students to plan instruction or attend professional development opportunities
Prof&Curriclm Dev Vist Tchr	-	\$5,330.00	0085-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 3	10% Title I set aside to pay visiting teachers for covering a classroom so teachers can meet in PLCs to plan instruction or attend professional development opportunities
Inservice supplies	-	\$100.00	0085-30100-00-4304-2495-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 2, LCFF 3	to supplement the implementation of Common Core State Standards beyond the textbooks for meetings or parent education events
Retired Clsrm Teacher Hrly	-	\$21,599.00	0085-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1	to bring in retired teachers to strategically and systematically target struggling students for a concentrated amount of time for RtI Tier II support
Supplies	-	\$6,000.00	0085-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	to supplement the implementation of Common Core State Standards beyond the textbooks
Classroom Teacher Hrly	-	\$1,000.00	0085-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 3	10% Title I set aside to pay teachers for attending professional development opportunities outside of work hours as well as planning time
Interprogram Svcs/Paper	-	\$2,000.00	0085-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	to supplement the implementation of Common Core State Standards beyond the textbooks- text access for each child
Interprogram Svcs/Duplicating	-	\$1,000.00	0085-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	to supplement the implementation of Common Core State Standards beyond the textbooks- access to text for all and concept guides for math
Classroom PARAS Hrly	-	\$500.00	0085-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 2, LCFF 3	to pay paraprofessionals for professional development opportunities outside of work hours to support the implementation if Common Core State Standards
Special Ed Tech Clsrm Hrly	-	\$200.00	0085-30100-00-2154-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 2, LCFF 3	to pay paraprofessionals for professional development opportunities outside of work hours to support the implementation if Common Core State Standards

## Dewey Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Software Purchase	-	\$500.00	0085-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	to supplement the implementation of Common Core State Standards beyond the textbooks and provide access at home for struggling learners
Interprogram Svcs/Duplicating	-	\$300.00	0085-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	used for parent handbooks, Title I parent Involvement Policy, Home School Compact
Other Nonclsrn PARAS Hrly	-	\$710.00	0085-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	childcare for parent education or involvement meetings
Inservice supplies	-	\$200.00	0085-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	materials for parent education opportunities
Supplies	-	\$2,000.00	0085-30106-00-4301-1000-4760-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04, LCFF 1, LCFF 2	to supplement the implementation of Common Core State Standards beyond the textbooks
Retired Clsrn Teacher Hrly	-	\$3,405.00	0085-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 03, 04, LCFF 1	to bring in retired teachers to strategically and systematically target struggling students for a concentrated amount of time for RTI Tier II support

Local Control Funding Formula Goals
<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 assist struggling students and families with attendance , social emotional , and academic skills Provide community resources to students and families as well as health education to support struggling students</p> <p><b>Identified Need:</b> Work with struggling students and families with attendance , social emotional , and academic skills</p> <p><b>Target Group:</b> Struggling students and families with attendance , social emotional , and academic skills</p> <p><b>Monitoring:</b> Weekly attendance records</p> <p><b>Personnel Responsible:</b> Principal, Double Dose Teachers, and Classroom Teachers</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> Provide assist struggling students and families with attendance , social emotional , and academic skills Provide community resources to students and families as well as health education to support struggling students</p> <p><b>Identified Need:</b> Work with struggling students and families with attendance , social emotional , and academic skills</p> <p><b>Target Group:</b> Struggling students and families with attendance , social emotional , and academic skills</p> <p><b>Monitoring:</b> Weekly attendance records</p> <p><b>Personnel Responsible:</b> Principal, Classroom Teaches</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>



<b>Professional Development Goal:</b> Provide assist struggling students and families with attendance , social emotional , and academic skills
<b>Identified Need::</b> Work with struggling students and families with attendance , social emotional , and academic skills
<b>Target Group::</b> Struggling students and families with attendance , social emotional , and academic skills
<b>Monitoring::</b> Weekly attendance records
<b>Personnel Responsible:</b> District Leadership and Resource Teachers, Principal , Classroom Teachers

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst	0.3760	\$10,601.32	0085-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2	to assist struggling students and families with attendance , social emotional , and academic skills
Position Health Technician	0.1000	\$3,344.50	0085-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1	to provide community resources to students and families as well as health education to support struggling students

## APPENDICES

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

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A****TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*

*George Dewey Elementary School*  
**TITLE I PARENT INVOLVEMENT POLICY**  
**2015-2016**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements. Dewey Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents will be notified of School Site Council meetings every month on the marquee to inform parents of the monthly School Site Council meeting.

Dewey Elementary School will provide a flexible number of meetings to allow for parent involvement. Parent meetings will be scheduled bi-monthly or monthly and will support a variety of languages when necessary. Parental involvement impact and input will be shared with the School Site Council to determine the effectiveness of the Parent Involvement Policy

It has distributed the policy to parents of Title I students by way of the annual handbook and at the annual Back to School Night as well as the annual Title I meeting. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Dewey Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program at the start of each school year in September.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. We host Parent Coffees monthly as well as monthly School Site Council meetings.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy by way of monthly School Site Council meetings and notifications home by phone, email or flyers.
- The school provides parents of Title I students with timely information about Title I programs at Monday Morning Assembly.
- The school provides parents of 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 parent/teacher report card conferences, Student Study team meetings, monthly parent coffees, PTO meetings, School Site Council meetings and Cluster meetings.
- If requested by parents of 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 by monthly parent coffees, PTO meetings, School Site Council meetings and Cluster meetings.

**School-Parent Compact**

Dewey Elementary School distributes to parents of 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 high academic standards. It addresses the following legally required items, as well as other items suggested by parents of 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

### **Building Capacity for Involvement**

Dewey Elementary School engages 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 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 with the Principal as lead through monthly parent coffees, PTO meetings, School Site Council meetings and Cluster meetings.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement through offering parenting classes as well as monthly parent coffees, PTO meetings, School Site Council meetings and Cluster meetings.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners through professional development and structures to allow and increase parent /teacher communication such as conference time.
- The school coordinates and integrates the 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 by providing parent learning opportunities through the monthly coffees and offerings of parenting classes and provides them space to connect to the school in Room 4- Connections Corner.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand through School Messenger, flyers, marquee, and email
- The school provides support for parental involvement activities requested by Title I parents by offering parenting classes to include childcare .

**Accessibility**

Dewey Elementary School provides opportunities for the participation of all 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 by ensuring our communication goes out in English and Spanish and employing bi-lingual staff.

**APPENDIX B****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# Dewey Elementary School Home/School Compact

**2015-2016**

*Dewey Elementary and the parents of the students participating in activities, services and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during school year 2015-2016.*

## **School Responsibilities**

**The Elementary School will:**

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

*Teach classes through interesting and challenging lessons that promote student achievement.*

- *Endeavor to motivate my students to learn.*
- *Have high expectations and help every child to develop a love of learning.*
- *Communicate regularly with families about student progress.*
- *Provide a warm, safe and caring learning environment.*
- *Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6)*
- *Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.*
- *Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.*
- *Respect the school, students, staff and families.*

**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.**



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

*Our teachers send home progress reports on a weekly and/or monthly basis. Please discuss your individual expectations with your child's teacher.*

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

*Our teachers have an "open door" policy when it comes to parent involvement. Please leave a message with the teacher to set-up an appointment to meet with the teacher.*

### **5. Provide parents opportunities to volunteer and participate in their child's class, and**

#### **Observe classroom activities as follows:**

*Our teachers have an "open door" policy when it comes to parent involvement. If you want to volunteer in your child's classroom, please arrange the times with your child's teacher. In addition, please come to the office and fill out a volunteer application and provide us with a recent TB test. You may also be required to submit to a background check conducted by San Diego Unified School District Police Services. Please ensure that you sign in at the office when you come to volunteer. This serves two purposes, we need to know who is on campus at all times for security reasons and we keep a count of volunteer hours for our end-of-the-year volunteer appreciation awards.*

### **Parent Responsibilities**

#### **We, as students, will support our child's learning by agreeing to:**

- *Provide a quiet time and place for homework and monitor TV viewing.*
- *Read to my child or encourage my child every day (20 minutes K-3) and 30 minutes for grades 4-6).*
- *Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.*
- *Regularly monitor my child's progress in school..*
- *Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.*
- *Communicate the importance of education and learning to my child.*
- *Respect the school, staff, students and families.*

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

- *Come to school ready to learn and work hard.*
- *Bring necessary materials, completed assignments and homework.*
- *Know and follow school and class rules.*
- *Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.*
- *Limit my TV watching and instead study or read every day after school.*
- *Respect the school, classmates, staff and families.*

---

Teacher

---

Parent

---

Student

**APPENDIX C**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District						
Site: 0085 Dewey Elementary						
As of Date 04-20-2015						
Extended Summary						
	<b>30100 Title I Basic Program</b>		<b>30103 Title I Parent Involvement</b>		<b>30106 Title I Supplmnt Prog</b>	
<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>
		<b>55,410.00</b>		<b>1,376.00</b>		<b>5,924.00</b>
		<b>55,410.60</b>		<b>1,375.44</b>		<b>5,923.58</b>
		<b>(0.59)</b>		<b>0.56</b>		<b>0.42</b>
6425 Guidance Asst	0.19	5,272.47	-	-	-	-
1157 Classroom Teacher Hrly		1,000.00		-		-
1162 Short Term Leave Visiting Tchr		2,000.00		-		-
1189 Retired Clsrm Teacher Hrly		21,599.00		-		3,405.00
1192 Prof&Curriclm Dev Vist Tchr		5,330.00		-		-
2151 Classroom PARAS Hrly		500.00		-		-
2154 Special Ed Tech Clsrm Hrly		200.00		-		-
2955 Other Nonclsrm PARAS Hrly		-		710.00		-
Employee Benefits		9,909.13		165.44		518.58
4301 Supplies		6,000.00		-		2,000.00
4304 Inservice supplies		100.00		200.00		-
4310 Software Purchase		500.00		-		-
5721 Interprogram Svcs/Duplicating		1,000.00		300.00		-
5733 Interprogram Svcs/Paper		2,000.00		-		-

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

## Dewey

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 7/21/15, 64% of Dewey Elementary grades 2-4 will meet commoncore grade level standards identified by site developed formative assessment in English Language Arts.
<b>Mathematics</b>	By 7/21/15, 80% of Dewey Elementary grades 2-4 will meet commoncore grade level standards identified by site developed formative assessment in Mathematics.
<b>English Language Development</b>	By 7/21/15, 75% of Dewey Elementary English Language Learners enrolled in school three years or more will improve performance from their current level of proficiency to one level of proficiency higher as measured by CELDT.
<b>Graduation/Promotion Rate</b>	By 7/21/15, 78% of Dewey Elementary Grade 03 will improve performance from their current level of independent reading to level 38 in DRA.
<b>Parent Involvement and Community Engagement</b>	By 7/21/15, 60% of Dewey Elementary Parent/guardians will improve performance from current level to attending a minimum of two school events during the year to increase parent and community involvement.

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.</b>
--------------------------------------	--

\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>	<b>Rationale</b>
		<b>53,949.00</b>		<b>1,165.00</b>		<b>5,818.00</b>	
6425 Guidance Asst	0.19	5,306.50	-	-	-	-	to assist struggling students and families with attendance , social emotional , and academic skills
6471 ESL Asst	-	-	-	-	0.19	4,701.96	to supplement english language development for ELLs
<b>1189 Retired Clsrm Teacher Hrly</b>		<b>32,821.00</b>		-		-	double dose small reading groups for students struggling in ELA
1192 Prof&Curriclm Dev Vist Tchr		5,399.00		-		-	to support teachers in learning and implementing Common Core State Standards.
2955 Other Nonclsrm PARAS Hrly		-		800.00		-	to provide childcare for our parnt eductional opportunities
Employee Benefits		9,764.27		175.94		1,054.52	to support teachers and staff in learning and implementing Common Core State Standards.
4301 Supplies		158.23		-		61.52	to purchase parenting classs curriculum

4304 Inservice supplies		500.00		190.00		-	to provide light refreshments for parent involvement opportunities
-------------------------	--	--------	--	--------	--	---	--

**APPENDIX E**

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM  
IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**



## APPENDIX E

School Name: Dewey Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

#### 2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$55,410.00
Enter Total Allocation: Resource 30106	\$5,924.00
Sum of Resources 30100 & 30106	\$61,334.00
10% allocation needed for PD	\$6,133.40

Please check one:  Watch List  Year 1  Year 2  Year 3  Year 4  Year 5  Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	10% set aside to pay visiting teachers so classroom teachers can attend professional development opportunities or for PLC planning time.	\$5,330.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1162	to pay visiting teachers can assess students and plan for instruction based on the results	\$2,000.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1157	10% set aside to pay teachers for attending professional development opportunities or for PLC planning outside of work hours	\$1,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$8,330.00
10 % allocation has been met			<b>YES</b>