

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SESSIONS ELEMENTARY SCHOOL

2014-16

37-68338-6040141
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: Joseph, Margaret

Contact Person: Joseph, Margaret

Position: Principal

Telephone Number:

Address: 2150 Beryl St, Sessions Elementary, San Diego, CA, 92109-3617,

E-mail Address: mjoseph@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.

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: Kate Sessions Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Margaret Joseph

PHONE: 858-273-3111

FAX: 858-272-0260

E-MAIL ADDRESS:

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:

- | | |
|-------------------------------------------------------------------------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>3/12/15</u> |
| <input checked="" type="checkbox"/> Other (list): <u>SSC</u> | Date of presentation: <u>3-12-15</u> |

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.

M. Joseph
Type/Print Name of School Principal

[Signature] 3.12.15
Signature of School Principal Date

Jean H. Sanfilippo
Type/Print Name of SSC Chairperson

[Signature] 3/12/15
Signature of SSC Chairperson Date

Kim Bruckner
Type/Print Name of Area Superintendent

[Signature] 4-2-15
Signature of Area Superintendent 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. 2014-15 SPSA Addendum

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**Vision**

At Kate Sessions Elementary school, we believe that teachers make a difference in the lives of students. Therefore, at Kate Sessions we value teaching and learning. Sessions is a school where teachers use best research-based practices and continually strive to become more knowledgeable about teaching and learning. We are a school where adults learn how to perfect the craft of teaching, share their ideas openly, collaborate with others at the site and within the cluster, and beyond. We are a school where teachers hold the students at the center, and every student is valued and considered amazing. We are a school where every student, no matter their home language or demographics is considered an important citizen of the world. As an exemplary IB school that develops well rounded global citizens, our students take an active role in their education through inquiry and reflection. Our students embrace the International Baccalaureate philosophy through the Learner Profile and Attitudes. They are motivated to take thoughtful and appropriate action to make the world a better and more peaceful place. Our students are risk takers, but also responsible, caring, human beings who can compete in the global community with expertise and wisdom. Our goal is for students at Kate Sessions to leave this elementary school equipped to move seamlessly into middle school. We want them to believe in themselves and have the confidence to share their thinking in order to make this world a better place.

Current Reality

Teachers have time during the week to collaborate with others at their grade level

Established PLCs and ILT

PLCs tend to be grade level meetings

PDs centered on CCSS

Parents are very visible and active on campus and welcomed by teachers

Parents teach small group lessons when teachers teach small group lessons

Active PTO that successfully raises large sums of money for school

Some teachers spend hours at school working on organizational parts of lessons

Several classrooms are cluttered

Daily schedules are posted on most boards

Teachers use charts and post them

Supply room was poorly stocked, but beginning to be filled

Campus was cleaned during the summer

Most teachers have been at the site for many years

Two new teachers – not new to teaching

Two secretaries in the office are welcoming

Campus secure

Per past CST scores, 85% of students are proficient or advanced. 14% of the students are Basic or Below Basic. 1% of the students are FBB

Teachers refer to special education case managers to support students with IEPs

CORE AND SUPPLEMENTAL SUPPORTS

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

Mathematical training - *Think Math*

Release time for ELA and math training

Instructional Supplies

Paper

In order to build upon the successful mathematical training that began three years ago with the kindergarten Professional Learning Community (PLC). Sessions will use the majority of the Discretionary funds to pay for math training called *Think Math (\$17,000.00)*. This monthly math training in 2015-16 will begin with the fourth grade teaching team, and at the same time loop back to check-in with the third-grade teaching team. According to 2014-15 Interim 1 and Interim 2 scores, this training has made positive and significant difference in our developing number sense. In order to attend this training, teachers will need release time to attend training. Therefore, much of the LCFF funding will be used to provide visiting teachers for staff.

In addition, each PLC will be allotted three days for Common Core instructional planning time during the school year. Each of those planning days will be strategically planned to support ELA/math instructional practices based upon student data.

Instructional supplies such as, pencils, pens, writing paper, construction paper, etc. will be purchased.

Paper will be purchased in order to support instructional practices.

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2

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).

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

Member Name	Role
Maria Leahy	Parent
Cindy Brauch	Teacher
Margaret Joseph	Principal
Laura Carlson	Teacher
Jacqueline O'Donovan	Teacher
Julia Seiders	Parent Rep
Rosa Buettner	Parent Rep
Janice Hendricks	Teacher
Sarah Casler	Other - Chair

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/14/2016, 85 % of Sessions Elementary Students, Grades 3-5 will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
 * By 06/14/2016, 60 % of Sessions Elementary English Learner, Students will meet or exceed Proficient or Advanced in Site Developed or PLC Common Assessment(s)
 * By 06/14/2016, 70 % of Sessions Elementary Special Education, Students will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)

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:

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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 06/14/2016, 93 % of Sessions Elementary Students, Grades 3-5 will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
 * By 06/14/2016, 80 % of Sessions Elementary English Learner, Grades K-5 will meet or exceed proficient in Site Developed or PLC Common Assessment(s)
 * By 06/14/2016, 78 % of Sessions Elementary Students with Disability, Grades 3-5 will meet or exceed proficient and advanced in Site Developed or PLC Common Assessment(s)

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:

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

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

Area 3: English Learner

English Learner SMART Goal:
 * By 06/14/2016, 64 % of Sessions Elementary English Learners Enrolled in School in the United States 12 Months or More will perform at proficient or advanced level in California English Language Development Test , increasing from 57.1 % to 64 % , a gain of 6.90 %

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:

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/14/2016, 80 % of Sessions Elementary Grade 03, Students will meet or exceed proficient or advanced in Fountas and Pinnel

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:

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

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

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

* By 06/14/2016, 98 % of Sessions Elementary Students, Grades K-5 will improve performance from a lower attendance rate to an increased Attendance , increasing from 96 % to 98 % , a gain of 2.00 %

Targeted Population:

We do have some students who are absent frequently. Letters are sent home explaining the loss of class time negatively affecting the academic achievement of their child. The principal also contacts the parents regarding the importance of being at school each day.

What data did you use to form these goals?

Monitor attendance on a monthly basis. Our data is reported at each SSC and site governance meeting. Both committees tried to problem solve some solutions. Unfortunately our parent community was not in support of the remedies we identified. We continue to send home the letters to our most habitual attendance problems. The recent letter from the district attorney was the one that brought the most response. We hope to continue this strategy into next year.

Progress and Growth Monitoring:

Periodically the staff runs attendance sheets to identify students with excessive absences. Principal then contacts teacher to make personal contact with the family to discuss and brainstorm possible causes for absences and ways to correct the situation.

If absences continue , the principal will meet with the school nurse and counselor to provide additional interventions and possible SARB procedures.

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, 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

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

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

Counselor, nurse, 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 (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

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

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

Teachers or support staff (Power Team) 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.

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

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

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

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:

Visiting teacher to provide release time to staff for PLC and PD to develop strategic plan to ensure that the math contain is accessible.

Think Math Consultant to provide PLC and PD to give staff strategies in mathematics to promote student achievement focus on 4th grade and loop back to 3rd and 2nd grades and supplies to allow implementation.

Identified Need:

Targeted students struggling in accessing the common core math curriculum as identified by teachers with a focus on grades 4 and 5, looping back to grades 2 and 3.

Target Group:

Targeted students struggling in accessing the common core math curriculum as identified by teachers with a focus on grades 4 and 5, looping back to grades 2 and 3.

Monitoring:

Math consultant to work with all teaching staff with a focus on grades 4 and 5, looping back to grades 2 and 3

Personnel Responsible:

Math consultant to work with all teaching staff with a focus on grades 4 and 5, looping back to grades 2 and 3. Principal to supervise program by collecting and Monitoring student data

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:

Visiting teacher to provide release time to staff for PLC and PD to develop strategic plan to ensure that the math contain is accessible.

Think Math Consultant to provide PLC and PD to give staff strategies in mathematics to promote student achievement focus on 4th grade and loop back to 3rd and 2nd grades and supplies to allow implementation.

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Targeted students struggling in accessing the common core math curriculum as identified by teachers with a focus on grades 4 and 5, looping back to grades 2 and 3.

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Monitoring:

Math consultant to work with all teaching staff with a focus on grades 4 and 5, looping back to grades 2 and 3

<p>Personnel Responsible: Math consultant to work with all teaching staff with a focus on grades 4 and 5, looping back to grades 2 and 3. Principal to supervise program by collecting and Monitoring student data</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>
<p>Professional Development Goal Visiting teacher to provide release time to staff for PLC and PD to develop strategic plan to ensure that the math contain is accessible. Think Math Consultant to provide PLC and PD to give staff strategies in mathematics to promote student achievement focus on 4th grade and loop back to 3rd and 2nd grades and supplies to allow implementation.</p>
<p>Identified Need: Targeted students struggling in accessing the common core math curriculum as identified by teachers with a focus on grades 4 and 5, looping back to grades 2 and 3.</p>
<p>Target Group: Targeted students struggling in accessing the common core math curriculum as identified by teachers with a focus on grades 4 and 5, looping back to grades 2 and 3.</p>
<p>Monitoring: Math consultant to work with all teaching staff with a focus on grades 4 and 5, looping back to grades 2 and 3</p>
<p>Personnel Responsible: Math consultant to work with all teaching staff with a focus on grades 4 and 5, looping back to grades 2 and 3. Principal to supervise program by collecting and Monitoring student data</p>

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Consultants <=\$25K	-	\$17,000.00	0255-00000-00-5801-1000-1110-01000-0000	Discretionary Alloc	02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Think Math Consultant to provide PLC and PD to give staff strategies in mathematics to promote student achievement focus on 4th grade and loop back to 3rd and 2nd grades
Supplies	-	\$300.00	0255-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Supplies to provide students are able to access the curriculum and produce higher level products
Prof&Curriclm Dev Vist Tchr	-	\$9,160.00	0255-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teacher to provide release time to staff for PLC and PD
Interprogram Svcs/Paper	-	\$2,000.00	0255-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Paper to provide material for students to enhance the educational programs and support instruction

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. 2014-15 SPSA Addendum

APPENDIX A

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



Kate Sessions Elementary School
NON-TITLE I PARENT INVOLVEMENT POLICY

Sessions Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. The SSC and SGT meet monthly and revise this policy annually.

It has distributed the policy to parents of Non-Title I students.
It is distributed annually in the Back-to-School packets to all families.

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

Involvement of Parents in the Non-Title I Program

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

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. This is done annually at the Back-to-School Night.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Besides from SGT and SSC, the parents are welcome to provide feedback at PTF meetings, Back-to-School Night, Art and Science Fair as well as numerous other events.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. The SSC, PTF and SGT meet monthly and revise this policy annually.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. At least weekly Ed Connect phone messages go out to all family as well as weekly classroom folders providing information to families.
- The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During numerous events including but not limited to PTF and SSC.
- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. On a daily basis the administration can be connected by parents/ families to further discuss opportunities for student success and achievement. This includes input from the SSC and other parent groups for the development of the Single Plan for Student Achievement. This policy is updated periodically to meet our family's needs at our school. [20 USC 6318 Section 1118(c) (3)]

School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The SSC, PTF and SGT meet monthly and revise this policy annually.

Building Capacity for Involvement

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

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. At least weekly Ed Connect phone messages go out to all family as well as weekly classroom folders providing information to families.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. The site provide parent involvement activities to encourage parents to work with their students for encourage educational advancement opportunities.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The Sessions Parents are an integrated partner in the educational process for our students.
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Offering numerous events including but not limited to PTF and SSC as well as evening activities.
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. At least weekly Ed Connect phone messages go out to all family as well as weekly classroom folders providing information to families.

- The school provides support for parental involvement activities requested by Non-Title I parents. Regularly by both Ed Connect and weekly classroom folders.

Accessibility

Sessions Elementary School provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Upon request all documents are sent out in the home language of the child.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

KATE SESSIONS ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

Kate Sessions Elementary School and the parents of the students participating in activities, services, and programs funded by 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 Common Core standards.

This Home/School Compact is in effect during school year 2015-16.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The Kate Sessions 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:**

We are an authorized International Baccalaureate World School. Our curriculum embeds the California State Common Core Standards into the instructional program. We pride ourselves on offering a high quality Trans-disciplinary curriculum where discreet skills are infused into the IB projects. Staff incorporates reading and writing into their IB unit requirements so that students see the natural use of these skills in the context of the real world experience.

- 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.**

We typically develop a learning contract in the first reporting period for students who are achieving at a rate that may put them in a position of being at risk. Teachers identify areas that need extra support and ways that the school will support the student. In addition, we ask that parents support the school by making sure that the homework is completed and that all school projects are being turned in on time.

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

We hold parent conferences each year in the fall at the end of the first grading period. In the spring we meet with parents of students who hold learning contracts and those students who have not demonstrated grade level work and/or are at risk of advancing to the next grade.

In addition, parents are regularly notified via the classroom teacher with specific behavioral concerns and/or academic needs are identified such as recent test scores, missing homework assignments, or incomplete projects.

4. Provide parents reasonable access to staff.

Parents are welcome to meet with our classroom teachers. We ask that they make an appointment by calling or emailing the school. Teachers will contact parents to make an appointment.

We do not allow phone calls to be sent to the classroom. However, each teacher has a voice mailbox as well as a school email address. Teachers typically respond to emails or messages within 48 hours.

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

Parent-Teacher Organization (PTO) otherwise known as FOKS:

- A.** *Friends of Kate Sessions (FOKS) is a non-profit organization under the name of Kate Sessions with the purpose of serving students and staff of Kate Sessions. In addition, the organization's purpose is to strengthen, enhance and encourage the educational and social environment of Kate Sessions Elementary. Its goals are to complement the school curriculum with additional opportunities for parents, teachers and students to learn, socialize, communicate and grow.*

*FOKS is an organization where all school interests (parents, administration, teachers, community and students) can communicate openly and work together with one common goal in mind: **TO PROVIDE OUR CHILDREN WITH THE BEST EDUCATIONAL EXPERIENCE POSSIBLE.***

This organization differs from a PTA in that no dues are collected each year. PTO groups are not under the California Parent-Teacher Association however, they do make an effort to follow the guidelines set out for support organizations. At Sessions Elementary every family and staff member is automatically a member of the organization. Through fundraising, FOKS offers art, music, Spanish, and teacher-librarian to enhance our academic program. In addition, they allocate funds to all classroom teachers for materials, field trips and other activities they feel are needed to augment the educational setting for our students. FOKS sponsors fundraising activities so that the students and their families have access to a well-rounded educational program.

B. School Site Council (SSC):

This committee oversees our academic program and assists with developing the yearly budget allocations for our school. Each year our standardized testing data is reviewed and evaluated for next steps. The committee develops yearly goals and then builds the budget to support the academic programs. Parents, teachers and administration work together to ensure that we are using our budget based upon our goals and objectives through strategies that we have determined to be effective for our students. The meetings are held the second Thursday of the month at 2:15 p.m. in the school library.

C. Governance Team:

*The **Site Governance Team** discusses and plans for all aspects regarding teaching and learning. They design and implement effective strategies for the continuous improvement of all students' achievements through quality teaching and learning experiences at school. SGT is a site-based, decision-making group created through a local agreement between San Diego Unified School District (SDUSD) and the San Diego Education Association (SDEA). SGT is comprised of SDEA members, parent/community members, and others, which include California School Employees Association (CSEA) representatives. All meetings are open and parents/guardians are welcome to attend. Meetings are held the second Thursday of the month at 2:15 p.m. in the school library in conjunction with the SSC meeting.*

D. Parent Responsibilities:

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

- *Monitoring attendance and ensuring that my child(ren) arrives on time.*
- *Making sure that homework is completed; including home reading.*
- *Volunteering in my child's classroom and or school events.*
- *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 notices from the school or the school district either received by my child or by mail and responding, as appropriate in a timely manner.*
- *By checking my child(ren)'s backpack daily*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

E. 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 30 minutes every day outside of school time.*
- *Give to my parents or guardian who is responsible for my welfare all notices and information received by me from my school every day.*

F. Classroom Visiting Procedures:

- **If you plan to visit a classroom, please make arrangements at least 24 hours in advance.**
- **The visit is for adults only, unless you have made special arrangements with the principal. We regret that we cannot accommodate children who are not enrolled with us.**
- **If you wish to observe, make arrangements with the teacher in advance.**
- **All visitors are required to sign in.**
- **Proceed to the classroom you wish to visit. Please enter without disrupting instruction.**
- **When you enter the room, look for a place to sit that is at the back or on the edge of the classroom unless directed to a particular place by the teacher.**

- If you are visiting your child's classroom, please allow your child to operate as he she normally would if you were not present. The teacher may request that you leave if your presence results in a change in your child's classroom performance that is not positive.
- Teachers use morning the before school time to check their mailboxes, use the restroom, return parent phone calls, and lunch recess is their very brief time to eat. As a result, this is not the preferred time to conference with a teacher. However, appointments may be prearranged with the teacher to meet at that time.
- Please be sure to exit through the office. If you wish to leave a message, provide written feedback, or schedule a conference, please email your child's teacher.

G. Classroom Volunteers:

Sessions welcome parent volunteers to assist in many facets of the educational process. Many parents work inside the classrooms, while some parents choose to work behind the scenes on the many school related activities.

- All volunteers are expected to sign in through the school's front office.
- All volunteers must complete a Volunteer Application each year.
- All volunteers must have a current TB test indicating their clearance to work with children.
- Volunteers are required to sign a Code of Conduct regarding behavior expectations while on campus.

APPENDIX C**2014-15 SPSA ADDENDUM**

Sessions

Area Goals for 2014-15 SY	
English Language Arts:	By 06/14/2015, 89 % of Sessions Elementary Students, Grades 2-5 will perform at proficient or advanced level in Site Developed or PLC Common Assessment(s) , increasing from 78.8 % to 89 % , a gain of 10.20 %
Mathematics	By 06/14/2015, 95 % of Sessions Elementary Grades 2-5 will perform at proficient or advanced level in Site Developed or PLC Common Assessment(s) , increasing from 88.9 % to 95 % , a gain of 6.10 %
English Language Development	By 06/14/2015, 64% of Sessions Elementary English Learners Enrolled in School in the United States 12 Months or More will perform at proficient or advanced level in California English Language Development Test.
Graduation/Promotion Rate	By 06/14/2015, 80 % of Sessions Elementary Grade 03, Students will meet or exceed proficient or advanced in Fountas and Pinnel
Parent Involvement and Community Engagement	By 06/14/2015, 98 % of Sessions Elementary Students, Grades K-5 will improve performance from a lower attendance rate to to an increased Attendance , increasing from 96 % to 98 % , a gain of 2.00 %

Academic Program Description:	Please see the base program model in the following four pages.
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