

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **BOONE ELEMENTARY** SCHOOL

**2011-12**

37-68338-6039267  
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:** Cannie, Mary  
**Contact Person:** Cannie, Mary  
**Position:** Principal  
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**The following items are included:**

- Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- Data Reports
- SPSA Assessment
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact
- SARC

**Board Approval:** *(Date to be inserted by Monitoring and Accountability Reporting Department)*



**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.*

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

**Legal Requirements for the SPSAEC** Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

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

The mission of Boone Elementary School:

**All Boone Students Will Be Promoted To Sixth Grade With The Age Appropriate Skills, Motivation, Curiosity And Resilience Necessary To Succeed In Middle School And Begin Making Critical Decisions About High School And Future Career Choices.**

Meeting this mission requires that all students at our school are engaged in an academic and social environment that supports them in developing the foundational skills necessary to become responsible, literate, thinkers who embrace learning. Academic content must be rigorous and integrated across subject areas to help our students understand that classroom learning is aligned to real world application(s).

Our Single Plan for Student Achievement (SPSA) fulfills this goal by providing a culturally-relevant environment that emphasizes learning and high expectations for all students. The School Site Council (SSC), with input from all stakeholders, based the 2011-12 SPSA on a projected enrollment of 564 students. Data are the primary mechanism used to drive academic decision making to improve student academic performance. The staff identified reading comprehension skills and mathematics problem-solving instruction as the particular content areas to which fiscal, human and material resources must be channeled to meet our academic goals and in developing the 2011-12 SPSA.

This year our population is expected to remain relatively stable. While English language learners (ELL) comprise approximately half of our enrollment, we are cognizant of the fact that many of our African-American, Special Education and non-ELL Hispanic students also need special instructional support to master the four domains of English (reading, writing, speaking and listening) and math problem solving skills. To meet the needs of the identified subgroups, the 2011-12 SPSA emphasizes support for targeted students by funding (1) a full time English Learner Support Teacher (ELST) to support our limited English proficient (LEP) students to develop skills in the four domains of English language, (2) the implementation of a comprehensive tutoring program in grades K-5 to meet the needs of our targeted students (basic and below on state and district assessments), (3) a full time guidance counselor to support students whose social/emotional development interferes with their academic achievement, (4) increased professional development opportunities that support collaboration and lesson study for teachers in providing more rigorous instruction for all Boone students, and (5) a full time guidance counselor to provide developmental support for students when identified social/emotional issues negatively impact academic achievement.

**PROCESS FOR MODIFYING THE SPSA**

Our SSC is comprised of the principal, three grade level teachers, the elementary school assistant, and five parent members. To allow all stakeholders an opportunity to participate in the planning process, information pertaining to SSC meetings times and dates are posted on the school marquee at least three days prior to the meeting, are included in the parent newsletter, and posted on the school web-site. Meeting information is also shared through blackboardconnect, the digital messaging system. Using student achievement data, feedback from parents and community members, and data from staff, the principal developed a draft of our SPSA and categorical spending plan. They were reviewed, discussed, and changed based on stakeholder input. Solid scientifically-proven strategies to improve student achievement were included in the SPSA. In addition, updates on achievement were

made regularly to the SSC at monthly meetings. Minutes are approved and are kept on file in the school office. The meeting to develop the 2011-12 SPSA was held on June 13, 2011. Budget development reviews took place at the March and May 2010 SSC meetings.

#### **CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Careful review of the 2010-11 SPSA, student test data, anecdotal feedback from staff, parents and students took place during the 2010-11 school year. Overall we concluded that continued focus on reading comprehension, language development, and math problem solving is critical. Science and social studies instruction will be incorporated into the instructional program more consistently. We also determined that a stronger emphasis on exposing our students to critical and higher level thinking strategies in all content areas is essential. Student assessment data indicate that percentages of students in ELL, African-American and non-Hispanic sub-groups scoring at proficiency or higher is considerably lower than the Filipino students. Our goal is to close the achievement gap between Filipino students and students in the other sub-groups in Boone Elementary AND to close the achievement gap between Boone students, in general, and the students in other areas of San Diego Unified School District. Specifically, this year we will target reading comprehension skills and teaching math problem-solving skills to all students using the Response to Intervention (RTI) three tier model. Our focus will be as outlined below:

- English Language Arts Tier 1: We will provide all students with more rigorous instruction in ELA and math by implementing the K-2 Nurturing program as the instructional focus for the school. We will use the District Benchmarks and the released CST questions and California State Standards, to drive curriculum and instructional decision making.
- Tier 1, 2, 3: Counseling Services: We continue to fund a school counselor to work with our students with social and emotional needs, as well as to provide counseling support services to parents. Programmatically, counseling services will continue to focus on increased student attendance and reduced tardiness, and to assist in the implementation of the Full Inclusion Special Education program. The counselor will also serve as the RtI coordinator for the site.
- English Language Arts Tiers 2 & 3: We will continue the implementation of reading programs to support K-1 emergent readers: Reading Mastery for Phonics, and Rainbow Reading for Sight Words. Compass Learning will also be used to provide additional support for targeted students.
- English Language Arts Tiers 2 & 3: We will continue the before/after school tutoring program for targeted students in grades Kindergarten to Grade 5 that perform at basic, below basic and far below basic levels. Students receive small group instruction two-three times per week. Study Clubs will be instituted by individual classroom teachers based on student' needs.
- English Language Arts and Mathematics Tiers 2 & 3: We continue to fund the English Learner Support Teacher to provide language development support to ELLs and provide professional development on best practices for teaching ELLs. Compass Learning will be implemented to support math development skills for targeted students.
- Science Tiers 2 & 3: Integrating Science vocabulary into language development lessons and activities for ELLs.
- We will employ SDAIE language development strategies for students needing special English language development support. English Language Development will be incorporated into the general education curriculum and instructional program.
- Professional Development and Collaboration: We have added additional time for teachers to plan, meet and collaborate to enhance planning and conduct, on site and cross site visitations. When possible teachers will facilitate professional development sessions successful strategies implemented in their classrooms.

- We will continue to work with our PTA to develop family oriented activities at Boone School that give parents a more active role in participating in their child's education. Family oriented activities such as Family Friday, Muffins for Moms and, Donuts for Dads are included in the master calendar. Participation in more academic opportunities related activities include parent meeting through activities such as, Monday Morning Assembly Programs, and a bi-weekly newsletter. Parent workshops will be designed to address parent concerns and to share detailed information regarding the learning programs implemented at the Boone School. These activities will better inform parents about their child's learning and how they can support their child's learning at home.

**PERSONNEL**

Boone Elementary School staff has been decreased by two (2) teachers from 2010-11 to 2011-12. Based on current funding, data, feedback from staff, parents, and community members, the following decisions related to staffing for 2011-12 have been made:

1. Funds used to maintain a fulltime Guidance Counselor position are included. The Boone staff has found the need for increased services for all students (Tier I) and particularly for students (Tiers II, and III) with social and emotional needs that interfere with academic achievement, to provide parental and teacher support, during the school day and after school. The counselor has a positive impact on school climate and academic achievement.
2. Funds used to continue the before/after school tutoring program are included. This program provides support for literacy, math and science interventions and support for students performing at basic, below basic and far below basic levels. Students performing at the cusp of proficient/basic may be included in tutoring as a preventive measure. Boone teachers design and implement tutorial programs for identified students in Tiers II and III.
3. Funds used to support PD for teachers, e.g., lesson study, on site visitations, cross site visitations, etc. Funds also used to pay teachers who plan and facilitate site PD sessions.
4. Eliminated Library-Technician (services for an elementary school library can be provided by school clerks).
5. Eliminated the .4 nurse.
6. Increase the School Health Technician to a 1.0 FTE position.
7. Maintain current staffing in school general office (attendance clerk, elementary assistant, general clerk).
8. Eliminated the .5 Language Resource Support Teacher for LEP students.

**BUDGET**

We will continue to fund personnel and programs identified in the "Personnel" and "Changes to the SPSA" sections of the Plan. Programs which will be eliminated are not included in the budget for 2011-12.

**CONCLUSIONS**

The School Site Council 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.

**INSTRUCTIONAL LEADERSHIP TEAM**

<b>Member Name</b>	<b>Role</b>
1. Mary R. Cannie	Principal
2. Lou Ann McKay	Kindergarten
3. Zofia Wexler	Grade 1
4. Susan Evans	Grades 2
5. Martha Klages	Grades 3
6. Kate Lucero	Grade 4
7. Lisa Lord	Grade 5
8. Kathy Blatchford	Special Education
9. Lisa Hernandez	English Language Learners
10. Veronica Martinez-Jones	GATE

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
1. Mary R. Cannie	Principal
2. Martha Klages	Teacher
3. Susan Evans	Teacher
4. Diana Yemha	Teacher
5. Lorena Taylor	Parent Representative
6. Steve Blatchford	Parent Representative (DAC Representative)
7. Jose Ledezma	Parent Representative
8. Nancy Graham	Other School Personnel
9. William Wright	Parent Representative (Alternate DAC Representative)
10. Betty Robinson	Parent Representative



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Intervention Materials    Instructional Time    School Admin Training    Highly Qualified Teachers    Monitoring System    On-going Instructional Assistance    Monthly Teacher Collaboration    Lesson and course pacing/ intervention    Fiscal Support

**AREA 1: ENGLISH/LANGUAGE ARTS**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**English/Language Arts SMART Goal:**

\* By 07/21/2012, 80 % of Boone Elementary Grades 2-5, Students will meet or exceed proficiency in English-Language Arts on the CST

By 07/21/2012 80% of Boone Elementary Grade 2-5, Students will meet or exceed proficiency in English-Language Arts on the CST.

**Closing the Gap SMART Goal:**

\* By 07/20/2012, 70 % of Boone Elementary Grades K-5, Black or African American, Students will meet or exceed proficiency in English-Language Arts on the CST

\* By 07/20/2012, 60 % of Boone Elementary Grades K-5, English Learner, Students will meet or exceed proficiency in English-Language Arts on the CST

\* By 07/21/2012, 70 % of Boone Elementary Grades K-5, Hispanic or Latino, Students will meet or exceed proficiency in English-Language Arts on the CST

**How does this goal align to our Local Educational Agency Plan goals?:**

Setting challenging high expectations for student academic improvements for Boone students will support the district in meeting its goals for improvement. All Boone Elementary goals represent improvements as required by the Area Superintendent, Dr. Brenda Campbell, identified in the Area 1, April 1, 2011, "English Language Arts Expected Achievement Levels for 2011-12."

Boone staff is expected an increase in achievement from 52.12% to 80% of students scoring at proficient or above on the spring 2012 CST-ELA exam.

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

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

**Other (Please Specify)::**

Teacher anecdotal comments regarding student achievement. Parent feedback regarding successes and concerns about student achievement.

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Based on AYP school wide report and data in Data Director, all of our students by sub-groupings (English Learners, Filipino, African American and non-

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ELL Hispanic) continue to struggle with meeting grade level standards in ELA. While our sub-group scores have improved over the past several years, the percentage of students scoring at proficient or above remains lower than the expected API or AMO levels. Currently performance achievement for Filipino, African American, English Language Learners, and Hispanic sub-groups were lower than the expected level of 80% proficiency for our school for the 2010-2011 school year. To improve achievement for the 2011-2012 school year and achieve the 80% proficiency level, the staff will continue providing intense instructional interventions for all students scoring at basic, below basic, and far below basic levels. The achievement of students scoring on the cusp between basic and proficient will be monitored closely also. Specific Tier II and III interventions will be used during classroom instruction and during Before/After School Tutoring to provide extra instructional time for students to master grade level skills. Teachers are also providing extra support through classroom study clubs; short periods of time when students remain after school for support with mastering one particular skill..

**Which stakeholders were involved in data analysis and developing these goals?:**

Teachers  
Parents--ELL and Non-ELL  
Administrator  
Non-Instructional Support Staff

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
November 2011	Feb. 2012	May 2012	August 2012
ELA 52.12% proficient (2011 CST)	ELA 68% proficient	ELA 73.0% proficient	ELA 80% proficient
* By 11/04/2011, 51 % of Boone Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 1 * By 11/04/2011, 40 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 1 * By 11/04/2011, 50 % of Boone Elementary Grades K-5, Black or	* By 03/16/2012, 60 % of Boone Elementary Black or African American, Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 2 * By 02/29/2012, 50 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 2 * By 03/16/2012, 60 % of Boone Elementary Hispanic or Latino,	* By 07/21/2012, 67.15 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 3 * By 07/21/2012, 77.15 % of Boone Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 3 * By 07/21/2012, 77.15 % of Boone Elementary Black or African	* By 08/31/2012, 80 % of Boone Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed proficiency in English-Language Arts on the CST * By 08/31/2012, 80 % of Boone Elementary Black or African American, Students, Grades 2-5 will meet or exceed proficiency in English-Language Arts on the CST * By 08/31/2012, 70 % of Boone Elementary English Learner,

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African American, Students will meet or exceed proficiency in Literacy Benchmark 1	Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 2	American, Students, Grades 2-5 will meet or exceed proficiency in Literacy Benchmark 3	Students, Grades 2-5 will meet or exceed proficiency in English-Language Arts on the CST
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
<p>Quarter One</p> <p>SSC meeting</p> <p>ILT meeting</p> <p>October/November 2011</p>	<p>Quarter Two</p> <p>SSC</p> <p>ILT</p> <p>February 2012</p>	<p>Quarter Three</p> <p>SSC</p> <p>ILT</p> <p>May 2012</p>	<p>Quarter Four</p> <p>Cumulative</p> <p>SSC</p> <p>ILT</p> <p>August 2012</p>
<p><u>Data to be analyzed</u></p> <p>Literacy, Benchmarks</p> <p>End of Unit Assessments</p> <p>WRAP</p> <p>DRA</p> <p>Acuity Benchmark Data</p> <p>LAS Links Data</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams; data will be reviewed and discussed at staff and grade level meetings</p>	<p><u>Data to be analyzed</u></p> <p>Literacy Benchmarks</p> <p>End of Unit Assessments</p> <p>WRAP</p> <p>DRA</p> <p>Acuity Benchmark Data</p> <p>LAS Links Data</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and</p>	<p><u>Data to be analyzed</u></p> <p>Literacy, Benchmarks</p> <p>End of Unit Assessments</p> <p>WRAP</p> <p>DRA</p> <p>Acuity Benchmark Data</p> <p>LAS Links Data</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and</p>	<p><u>Data to be analyzed</u></p> <p>CST Information</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with community and families during structured parent meetings</p>

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Principal to analyze data and formulate next steps as soon as data is available  Principal to share data with community and families during structured parent meetings	formulate next steps as soon as data is available  Principal to share data with community and families during structured parent meetings	formulate next steps as soon as data is available  Principal to share data with community and families during structured parent meetings	
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**Description of Proposed Expenditures/Activities to Attain ELA Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### PROFESSIONAL DEVELOPMENT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$1,000.00	0033-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Provide opportunities for teachers to develop instruction skills and review research related to improving classroom instruction for targeted students.
New ExpNonsal	\$2,500.00	0033-30100-00-5209-2700-0000-01000-0000	Title I Basic Program	Provides opportunities for principal and teachers to attend professional conference to improve skills in working with targeted students.
Prof&Curriclm Dev Vist Tchr	\$7,950.00	0033-70900-00-1192-1000-1110-01000-0000	EIA-SCE	Provide opportunities for teachers to develop instructional skills and review research related to improving classroom instruction for targeted students.

### BEFORE/AFTER SCHOOL TUTORING

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget	Funding Source	Rationale
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		<b>Code</b>		
Classroom Teacher Hrly	\$13,500.00	0033-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	Teachers tutor targeted students in grades k-5 in literacy.

### SUPPORT STAFF

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position In-school Resource Tchr, Employee Lisa Hernandez	\$3,415.13	0033-70900-00-1109-1000-4760-01000-0000	EIA-SCE	Supports ELL in literacy.
Position Health Technician, Employee Perlita Manimtim	\$10,280.56	0033-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	Provides additional health and wellness support for targeted students.
Position School Counselor, Employee Patrick Russell	\$22,626.51	0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Provides counseling services for students whose behavior or social /emotional development interferes with academic achievement.
Position School Counselor, Employee Patrick Russell	\$9,697.07	0033-70900-00-1210-3110-0000-01000-0000	EIA-SCE	Provides counseling services for students whose behavior or social /emotional development interferes with academic achievement.

### INTERVENTION MATERIALS

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Supplies	\$15,764.00	0033-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Provide supplemental materials to support ELA instruction.
Interprogram Svcs/Paper	\$5,000.00	0033-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	Provide supplemental materials to support ELA instruction.
New ExpNonsal	\$10,000.00	0033-30100-00-5853-1000-0000-01000-0000	Title I Basic Program	Software support for students to master grade level standards.
Supplies	\$2,162.00	0033-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Provide supplemental materials to support ELA instruction.

**AREA 2: MATHEMATICS**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**Mathematics SMART Goal:**

\* By 07/21/2012, 80 % of Boone Elementary Students will meet or exceed proficiency in Mathematics on the CST

**Closing the Gap SMART Goal:**

\* By 07/21/2012, 75 % of Boone Elementary Black or African American, Students, Grades 2-5 will meet or exceed proficiency in Mathematics on the CST

\* By 07/21/2012, 75 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Mathematics on the CST

\* By 07/21/2012, 75 % of Boone Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed proficiency in Mathematics on the CST

**How does this goal align to our Local Educational Agency Plan goals?:**

SDUSD continues to identify math as the content area of focus for the 2011-2012 school year. Although the percentage of Boone students scoring at proficient or higher exceeds the AMO level, we will continue challenging ourselves to prepare all students to meet or exceed proficiency levels established by the Area 1 Superintendent, Dr. Brenda Campbell, on the June 2011 CSTs. Setting challenging high expectations for student academic improvements for Boone students will support the district in meeting its goals for improvement. All Boone Elementary goals represent double digit improvements as required by the Area Superintendent. Focused instruction on struggling students in each sub-group will increase mathematics achievement at the site level and supports improvement for the district scores overall. Boone staff expects an increase from 62.5% to 80% of students achieving at proficient and advanced on the spring 2012 CST-Math exam.

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

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

**Other (Please Specify)::**

End of unit tests (Math textbooks)

Teacher feedback

Parent feedback

Acuity Benchmark Data

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Based upon AYP school wide report, approximately 32% of Boone’s students continue to struggle with meeting grade level standards in Mathematics. The percentage of achievement scores in the Far Below, Below Basic and Basic achievement bands on the spring 2011 CST was higher than they were on the spring 2010 Math CST. Data review indicates that students struggle with being able to represent mathematical understanding in multiple ways, number sense, lack automaticity of facts and application of math to real world application.

**Which stakeholders were involved in data analysis and developing these goals?:**

principal  
teachers  
parents

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
<p>October/November 2011- 67%</p> <p>(Base on spring 2011 test-62% Proficiency)</p> <p>* By 11/04/2011, 65 % of Boone Elementary Black or African American, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 1</p> <p>* By 11/04/2011, 65 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 1</p> <p>* By 11/04/2011, 65 % of Boone Elementary Hispanic or Latino, Students, Grades 2-5 will meet or</p>	<p>February 2012--72%</p> <p>* By 02/29/2012, 72 % of Boone Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 2</p> <p>* By 02/29/2012, 72 % of Boone Elementary Black or African American, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 2</p> <p>* By 02/29/2012, 72 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 2</p>	<p>May 2012- 77%</p> <p>* By 05/31/2012, 77 % of Boone Elementary Black or African American, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 3</p> <p>* By 05/31/2012, 77 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 3</p> <p>* By 05/31/2012, 77 % of Boone Elementary Hispanic or Latino, Students, Grades 2-5 will meet or exceed proficiency in Math Benchmark 3</p>	<p>August 2012-80%</p> <p>(bases for 2012-2013 school year)</p> <p>* By 08/31/2012, 80 % of Boone Elementary Black or African American, Students will meet or exceed proficiency in Mathematics on the CST</p> <p>* By 08/31/2012, 80 % of Boone Elementary English Learner, Students, Grades 2-5 will meet or exceed proficiency in Mathematics on the CST</p> <p>* By 08/31/2012, 80 % of Boone Elementary Hispanic or Latino, Students will meet or exceed proficiency in Mathematics on the</p>



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exceed proficiency in Math Benchmark 1			CST
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
Quarter One	Quarter Two	Quarter Three	Quarter Four Cumulative
Short Term Monitoring	Short Term Monitoring	Short Term Monitoring	Short Term Monitoring
October/November 2011	February 2011	May 2011	August 2012
Principal	Principal	Principal	Principal
SSC	SSC	SSC	SSC
ILT	ILT	SSC	SSC
ILT	All Teachers	ILT	ILT
All Teachers	<u>Data to be Analyzed</u>	All Teachers	All Teachers
<u>Data to be Analyzed</u>	Math Benchmark assessments	<u>Data to be Analyzed</u>	<u>Data to be Analyzed</u>
Math Benchmark assessments	End of Module assessments	Math Benchmark assessments	CST Information
End of Module assessments	Envision end of chapter tests	End of Module assessments	
Envision end of chapter tests	Pre-assessments	Envision end of chapter tests	
Pre-assessments	Exit Slips	Pre-assessments	
Exit Slips	Routines	Exit Slips	
Routines	Acuity Benchmark Data	Routines	
Acuity Benchmark Data	<u>Data Reporting</u>	Acuity Benchmark Data	

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<p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with community and families during structured parent meetings</p>	<p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with community and families during structured parent meetings</p>	<p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with community and families during structured parent meetings</p>	
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**Description of Proposed Expenditures/Activities to Attain Math Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### PROFESSIONAL DEVELOPMENT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$7,950.00	0033-70900-00-1192-1000-1110-01000-0000	EIA-SCE	Provide opportunities for teachers to develop instruction skills and review research related to improving classroom instruction for targeted students.

### BEFORE/AFTER SCHOOL TUTORING

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Classroom Teacher Hrly	\$13,500.00	0033-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	Teachers tutor targeted students in grades k-5 in math.

**SUPPORT STAFF**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position School Counselor, Employee Patrick Russell	\$22,626.51	0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Provides counseling services for students whose behavior or social emotional development interferes with academic achievement.
Position School Counselor, Employee Patrick Russell	\$9,697.07	0033-70900-00-1210-3110-0000-01000-0000	EIA-SCE	Provides counseling services for students whose behavior or social/emotional development interferes with academic achievement.

**INTERVENTION MATERIALS**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Supplies	\$15,764.00	0033-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Provide supplemental materials to support math instruction.
New ExpNonsal	\$5,000.00	0033-30100-00-5853-1000-0000-01000-0000	Title I Basic Program	Software support for students to master grade level standards.
Supplies	\$329.00	0033-70910-00-4301-1000-4760-01000-0000	EIA: Limited English Proficient	Provide supplemental materials to support math instruction.

**INTERVENTION MATERIALS**

TIER 1  TIER 2  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

<b>AREA 3: ENGLISH LEARNER</b>			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input checked="" type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input checked="" type="checkbox"/> Monthly Teacher Collaboration <input checked="" type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
<b>English Learner SMART Goal:</b>			
* By 07/21/2012, 70 % of Boone Elementary English Learner, Grades K-5, Students will achieve one band growth or reach Early Advanced/Advanced in California English Language Development Test			
<b>Closing the Gap SMART Goal:</b>			
<b>How does this goal align to our Local Educational Agency Plan goals?:</b>			
SDUSD is committed to improving achievement for all English Learners. All Boone Elementary School teachers will implement ELD strategies to reinforce language development skills at the classroom level. In addition, our English Language Support Teacher will develop a push-in, pull-out schedule to support students individually and in small groups to master language development skills.			
<b>WHAT DATA DID YOU USE TO FORM THESE GOALS</b>			
(findings from data analysis)			
<input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input checked="" type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input checked="" type="checkbox"/> Other			
<b>Other (Please Specify)::</b>			
Classroom teacher and ESLT teacher feedback. CELDT and LAS Links assessment data. Numbers and percentages of students re-classified.			
<b>Key Findings:</b> What did the analysis of the data reveal that led you to these goals?			
Analyses of Boone Elementary achievement and CELDT data indicate that ELL students are among the lowest performing sub group in our school. On the spring 2011 ELA- CST only 28.42% of the EL sub-group scored proficiency. The staff agrees that providing additional support (Tiers 2 and 3) for these students is essential to improving and sustaining achievement in language development for students classified as English Language Learners.			
<b>Which stakeholders were involved in data analysis and developing these goals?:</b>			
ELST, parents, classroom teachers, building administrator			
<b>Quarter One Short Term Targets</b>	<b>Quarter Two Short Term Targets</b>	<b>Quarter Three Short Term Targets</b>	<b>Quarter Four Short Term Targets</b>

## Boone Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

October/November 2011--50%  * By 11/04/2011, 50 % of Boone Elementary English Learner, Students, Grades K-5 will move towards achieving the growth of one band in Site Developed or PLC Common Assessment(s)	63%  * By 03/16/2012, 63 % of Boone Elementary English Learner, Students, Grades K-5 will move towards achieving the growth of one band in Site Developed or PLC Common Assessment(s)	75%  * By 06/30/2012, 75 % of Boone Elementary English Learner, Students, Grades 2-5 will achieve one band growth or reach Early Advanced/Advanced in Site Developed or PLC Common Assessment(s)	
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**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

**Description of Proposed Expenditures/Activities to Attain English Learner Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### SMALL GROUP INSTRUCTION

TIER 1  
  TIER 2  
  TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr, Employee Lisa Hernandez	\$47,811.84	0033-70910-00-1109-1000-4760-01000-0000	EIA: Limited English Proficient	Support targeted students with English Language Development

**AREA 4: GRADUATION/PROMOTION RATE**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  Instructional Time  School Admin Training  Highly Qualified Teachers  Monitoring System  On-going Instructional Assistance  Monthly Teacher Collaboration  Lesson and course pacing/ intervention  Fiscal Support

**Graduation Rate SMART Goal:**

\* By 07/20/2012, 75 % of Boone Elementary Grade 03, Students will meet or exceed proficient or advanced in English-Language Arts on the CST

**Closing the Gap SMART Goal:**

**How does this goal align to our Local Educational Agency Plan goals?:**

Staff at Boone Elementary will implement Tier 2 and 3 instructional programs to support learning for students not meeting grade level academic expectations. At the end of the 2012 school year two children were retained because their DRA reading levels were insufficient. The goal for 2012 is to promote 100% of Boone students.

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

(findings from data analysis)

API  AYP  CAHSEE  CELDT  CST  District Benchmarks  Other

**Other (Please Specify)::**

Classroom teacher assessments, parental feedback, formative assessments (District Benchmarks and Acuity Benchmarks).

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Students must be proficient in reading by the end of 3<sup>rd</sup> grade if they are expected to meet the demands of middle and high school study and begin to make choices about post-secondary education and careers. Approximately 45% of Boone students are not scoring at the proficient or advanced levels in English/Language Arts (spring 2011-ELA-CST). Reading comprehension and language development continue to be areas of weakness for struggling students with particular attention needed in the areas of language development, phonics, vocabulary, fluency and strategic reading skills. Students must be provided targeted instruction to meet their individual needs to ensure that they are able to read and comprehend 3<sup>rd</sup> grade level, text across genres, at an independent level by the end of the school year (June 2012).

**Which stakeholders were involved in data analysis and developing these goals?:**

Teachers, principals, SSC and ELST.

## Boone Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/04/2011, 75 % of Boone Elementary Grade 03, Students will meet or exceed proficient or advanced in Literacy Benchmark 1	* By 03/16/2012, 75 % of Boone Elementary Grade 03, Students will meet or exceed proficient or advanced in Literacy Benchmark 2	* By 07/20/2012, 75 % of Boone Elementary Grade 03, Students will meet or exceed proficient or advanced in Literacy Benchmark 3	* By 08/31/2012, 75 % of Boone Elementary Grade 03, Students will meet or exceed proficient or advanced in English-Language Arts on the CST
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
<p>Month- Short Term Monitoring <b>November 2011</b></p> <p><u>Data to be analyzed</u></p> <p>Literacy, Math, Acuity Benchmarks</p> <p>CELDT and LAS Links Data</p> <p>End of Unit Assessments</p> <p>WRAP</p> <p>DRA</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with community and families during</p>	<p>Month- Short Term Monitoring <b>March 2012</b></p> <p><u>Data to be analyzed</u></p> <p>Literacy, Math, Acuity Benchmarks</p> <p>CELDT and LAS Links Data</p> <p>End of Unit Assessments</p> <p>WRAP</p> <p>DRA</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with</p>	<p>Month- Short Term Monitoring <b>July 2012</b></p> <p><u>Data to be analyzed</u></p> <p>Literacy, Math, Acuity Benchmarks</p> <p>CELDT and LAS Links Data</p> <p>End of Unit Assessments</p> <p>WRAP</p> <p>DRA</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with</p>	<p>Month-Short Term/Cumulative Monitoring <b>August 2012</b></p> <p>(Use data to inform 2012-13)</p> <p><u>Data to be analyzed</u></p> <p>CST Information</p> <p><u>Data Reporting</u></p> <p>Teachers, ILT Members will share data with grade level teams</p> <p>Principal to analyze data and formulate next steps as soon as data is available</p> <p>Principal to share data with community and families during structured parent meetings</p>

## Boone Elementary

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

structured parent meetings	community and families during structured parent meetings	community and families during structured parent meetings	
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**Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### 4.1 ACTIVITY

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



**AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT**

Goal should be prioritized, measurable, and focused on identified student learning needs.

Intervention Materials  
  Instructional Time  
  School Admin Training  
  Highly Qualified Teachers  
  Monitoring System  
  On-going Instructional Assistance  
  Monthly Teacher Collaboration  
  Lesson and course pacing/ intervention  
  Fiscal Support

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

\* By 07/20/2012, 75 % of Boone Elementary Parents/Guardians will meet or exceed 2 or more school events Attendance

**Targeted Population:** (Grade Levels and Significant Subgroups)

We are targeting parents of Basic, Below Basic and Far Below Basic students (those not performing at proficiency) and African-American and Hispanic students to participate more regularly in all school activities.

**How does this goal align to our Local Educational Agency Plan goals?:**

Engaging more Boone parents in school level activities and supporting them in understanding and participating in their children's academic studies is directly related to the district's Community Based Reformed agenda.

**What data did you use to form these goals:** (findings from data analysis)

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Research substantiates that there is a direct correlation of student achievement to parent involvement, especially for students at risk of not meeting grade level standards. Approximately 50% of Boone parents participate in some school sponsored events each year. We need to improve our parent outreach so that more parents consistently attend school events and are informed of their child's progress and learn of resources available to help remediate, accelerate and enrich learning.

**Which stakeholders were involved in data analysis and developing these goals?:**

Principal  
SSC

PTA Executive Board

Teachers and Staff

## Boone Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 12/16/2011, 50 % of Boone Elementary Parents/Guardians will meet or exceed 2 or more school events Attendance	* By 05/01/2012, 60 % of Boone Elementary Parents/Guardians will meet or exceed 2 or more school events Attendance	* By 07/20/2012, 75 % of Boone Elementary Parents/Guardians will meet or exceed 2 or more school events Attendance	
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
<p>Month- Short Term Monitoring</p> <p>Principal will keep accurate records of sign in sheets for all parent activities</p> <p>Pictorial documentation will substantiate parents participation</p> <p>SSC, ILT, ELAC and PTA Executive Board will review data at meetings held in the months identified above.</p> <p>Percentage of parents participating in school activities will be analyzed.</p>	<p>Month- Short Term Monitoring</p> <p>Principal will keep accurate records of sign in sheets for all parent activities</p> <p>Pictorial documentation will substantiate parents participation</p> <p>SSC, ILT, ELAC and PTA Executive Board will review data at meetings held in the months identified above.</p> <p>Percentage of parents participating in school activities will be analyzed.</p>	<p>Month- Short Term Monitoring</p> <p>Principal will keep accurate records of sign in sheets for all parent activities</p> <p>Pictorial documentation will substantiate parents participation</p> <p>SSC, ILT, ELAC and PTA Executive Board will review data at meetings held in the months identified above.</p> <p>Percentage of parents participating in school activities will be analyzed.</p>	
<b>Description of Proposed Expenditures/Activities to Attain Parent/Community Goal:</b> Please enter activity, expenditures associated with activity, and select tier(s)			
<p>Parents will be invited to attend Monday morning Assemblies and when appropriate participate in program activities. At least two major parent workshops, focused on some aspect of the curriculum and instructional program will be planned and implemented during the 2011-2012 school year. Parents will be invited to visit classrooms to observe teachers and students engaged in instruction.</p>			
<h3>5.1 ACTIVITY</h3>			

## Boone Elementary

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

TIER 1    TIER 2    TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Non Clsrm Tchr Hrly	\$1,260.00	0033-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	Teachers will be facilitating parent workshops to improve student achievement.
Other Support Prsnl OTBS Hrly	\$400.00	0033-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	Childcare for parent workshops to improve student achievement
Supplies	\$294.00	0033-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	Supplies for parent workshops to improve student achievement.
New ExpNonsal	\$425.00	0033-30103-00-2251-2495-0000-01000-0000	Title I Parent Involvement	Custodian to set up instructional space for parent workshops to be held on Saturdays or outside custodial regular work hours.

<b>AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)</b>				
Goal should be prioritized, measurable, and focused on identified student learning needs.				
<input type="checkbox"/> Intervention Materials <input type="checkbox"/> Instructional Time <input type="checkbox"/> School Admin Training <input type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> Monitoring System <input type="checkbox"/> On-going Instructional Assistance <input type="checkbox"/> Monthly Teacher Collaboration <input type="checkbox"/> Lesson and course pacing/ intervention <input type="checkbox"/> Fiscal Support				
<b>Additional Site Identified SMART Goal:</b>				
<b>Closing the Gap SMART Goal:</b>				
<b>How does this goal align to our Local Educational Agency Plan goals?:</b>				
<b>WHAT DATA DID YOU USE TO FORM THESE GOALS</b> (findings from data analysis)				
<input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other				
<b>Other (Please Specify)::</b>				
<b>Key Findings:</b> What did the analysis of the data reveal that led you to these goals?				
<b>Which stakeholders were involved in data analysis and developing these goals?:</b>				
<b>Quarter One Short Term Targets</b>	<b>Quarter Two Short Term Targets</b>	<b>Quarter Three Short Term Targets</b>	<b>Quarter Four Short Term Targets</b>	
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?				
<b>Description of Proposed Expenditures/Activities to Attain Goal:</b> Please enter activity, expenditures associated with activity, and select tier(s)				
<b>6.1 ACTIVITY</b>				
<input type="checkbox"/> TIER 1 <input type="checkbox"/> TIER 2 <input type="checkbox"/> TIER 3				
<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Rationale</b>

## APPENDICES

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

- A. Data Reports
- B. SPSA Assessment Summary
- C. SARC (short version only)
- D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- E. Home/School Compact
- F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
- G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A****DATA REPORTS**

Data Reports:

*(See SPSA Guidelines for instructions)*

All Schools: CST, CELDT

High School: CAHSEE

**APPENDIX B**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**  
**ASSESSMENT SUMMARY**

**SCHOOL NAME:** \_\_\_\_\_

*Type or Print*

Analysis OF Scores - Focus Area	Notes/Action/Decisions
HIGH EXPECTATIONS	
STANDARDS-BASED CURRICULUM & INSTRUCTION	
USE OF DATA	
STRATEGIC SUPPORT	
PROFESSIONAL LEARNING	

## **APPENDIX C**

### **SCHOOL ACCOUNTABILITY REPORT CARD** (Short Version Only)



**APPENDIX D**

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

**APPENDIX E**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

**APPENDIX F**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**

*(Provided by Monitoring and Accountability Reporting Department)*

**APPENDIX G**

**Professional Development Expenditures For Program Improvement  
& Watch List Schools Only**

**Title 1 total allocation (30100 & 30106):**

**10% of total Title 1 allocation:**

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 I allocation for Professional Development. In addition, our department makes this a requirement for Watch List schools

Description of Professional Development	Expenditure
<b>TOTAL ALLOCATED FOR PROFESSIONAL DEVELOPMENT</b>	<b>\$</b>