Sutterville Elementary School
School Name

2012-13 School Development and Improvement Plan
Sutterville Elementary School Vision and Mission

Sacramento City Unified School District
Strategic Plan Framework

*Pillar I: Career- and College-Ready Students*
*Pillar II: Family and Community Engagement*
*Pillar III: Organizational Transformation*

**Vision:**
At Sutterville Elementary School, we nurture the leadership potential of each child through excellent, student-centered instruction that fosters critical thinking and joy for learning.

**Our Core Values:**
* Honoring diversity
* Building on strengths
* Collaboration
* Welcoming and inclusive school environment

**Mission:**
To inspire leaders who are independent, engaged learners and thoughtful problem solvers.
### Key Performance Indicators – Elementary/Middle School

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<th>Strategic Plan Objective</th>
<th>Key Performance Indicator</th>
<th>Metric Description</th>
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### Profile of School (DATA)

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The Single Plan for Student Achievement  
Realizing the Vision  
Page 7  
2/19/2013
### Adequate Yearly Progress (AYP) Components – Sutterville Elementary School (PI Status: )

#### Component 1: Participation Rate

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### Adequate Yearly Progress (AYP) Components – Sutterville Elementary School (PI Status: )

#### Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

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### Profile of School (DATA)

#### Adequate Yearly Progress (AYP) Components – Sutterville Elementary School (PI Status: )

**Component 3: Academic Performance Index (API)**

**Additional Indicator for AYP**

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**Component 4: Graduation Rate**

- **2010 Grad. Rate (Class of 2008-09)**
- **Met Grad. Rate Criteria Alt. Method**
- **2011 Grad. Rate (Class of 2009–10)**
- **Met Grad. Rate Criteria Alt. Method**
- **2012 Grad. Rate (Class of 2010-11)**
- **Met Grad. Rate Criteria Alt. Method**

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**Schoolwide**

- 2010: Yes
- 2011: Yes
- 2012: Yes

**AYP Target**

- 2010: 680
- 2011: 710
- 2012: 740
### Adequate Yearly Progress (AYP) Safe Harbor Targets for Sutterville Elementary School

#### Using 2012 Percent Proficient to Determine Minimum Safe Harbor Percent

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<th>Valid Scores</th>
<th>Number At or Above Proficient</th>
<th>Percent At or Above Proficient</th>
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<th>Alt. Method</th>
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#### 2013 AYP Percent Proficient Targets

ES: ELA: 89.2% / Math: 89.5%
MS: ELA: 89.2% / Math: 89.5%
HS: ELA: 78.9% / Math: 88.7%
### California English Language Development (CELDT) Data

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#### California English Language Development Test (CELDT) Results for 2011-12

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The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.

[X] Gather data
[X] Analyze, reflect upon & discuss data
[X] Find Big Messages from Data
[X] Organize Big Messages by Common themes
[X] Identify 2-3 priorities from Big Messages
[X] Plan actions to support priorities
[X] Merge actions, create time line and identify funding
[X] Design evaluation process and structures
[X] Inclusive list and dates of collaborative stakeholder meetings

April/May 2012--School Site Council reviewed progress on plan, and discussed changes to be made for 2012-13. ELAC contributed input regarding service for English learners (ELs).

August 2012--During pre-service, teachers analyzed and discussed STAR data and student writing to find Big Messages. Plan writing team of teachers, principal and Site Council representative met to analyze data.

September 2012--Principal presented 2012 STAR data to the staff, and identified focus areas for amending the SDIP. Teachers reviewed “big messages,” proposed priorities, and actions. They prioritized goals as grade level teams and brainstorm what support they need in order to achieve priorities. The SSC and ELAC heard suggestions by members regarding actions to support priorities.
October 2012--Principal met with student leadership council to discuss what is working well at Sutterville, and what could be improved. The student council established procedures for reporting (via class representatives) student council goals and actions, as well as receiving student concerns. Students recommended continuation of spirit days, and music at lunch.

November 2012--School Site Council (SSC) reviewed 2012 STAR data and progress towards completion of 2011-12 SDIP action priorities. Principal presented the work around social-emotional learning (SEL) that would prepare students for the collaborative work required by the California Common Core Standards. Principal shared plan draft with Site Council. Parents gave input regarding including SEL as a separate action priority, and suggestions regarding parent engagement strategies.
### Big Messages

**From our analysis of current school context, the following BIG messages were identified:**

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<tr>
<th>Subject</th>
<th>Message</th>
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<tbody>
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<td><strong>ELA</strong></td>
<td>Continued focus is needed on Reading Comprehension (especially figurative language, character analysis, plot/theme/motivation) and Writing Strategies (especially topic sentence and supporting details, strong conclusion).</td>
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<tr>
<td><strong>Math</strong></td>
<td>Continued focus needed on Number Sense, Algebra &amp; Functions, and Measurement &amp; Geometry, especially problem-solving.</td>
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</table>

Our students need more opportunities to think critically about complex issues and to discover their own understanding of content, and to construct meaning. A school-wide focus on instructional planning is needed to refine use of instructional objectives, and the teacher's ability to make purposeful, connected and relevant for students.

Improve the impact of our instruction on our students' learning through a focus on writing and critical thinking.

Build consistency across school with regard to instructional practices and positive behavior management.

Ensure that all students receive the interventions they need, and that our interventions are effective. Continue Inclusive Practices implementation with refined co-teaching and use of data to inform instruction.

Continue focus on instructional practices that work for our underserved sub-groups (African American, Hispanic/Latino, English Learner, Socially-economically Disadvantaged, and Special Education students).

Work together effectively and collaborate as a staff and with our parents/community to meet the needs of our students.

Social Emotional Learning is critical for our students to be able to think critically, collaborate, and persevere in order to be successful meeting the Common Core Standards in ELA and Math.
Priority 1: Improve the impact of instruction on the learning of all of our students through strong teacher leadership and collaborative grade-level team planning, focusing on the California Common Core Standards, balanced literacy, and the explicit teaching of critical thinking skills through writing.

Priority 2: Conscientiously implement the Response to Intervention model and Inclusive Practices to ensure that all students receive the appropriate academic and behavior interventions and supports, so they have access to the core and make progress towards grade-level standards.

Priority 3: Recognizing the critical nature of key social and emotional competencies for success in college and career, set the conditions for social emotional learning (SEL) so that our students develop the ability to work together, think clearly, choose wisely, and act deliberately. Integrate SEL into everything we do at Sutterville Elementary, including explicit SEL skills instruction, instructional strategies, relationships with students, families and staff; and school climate.

Allocations of Categorical Funds

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<th>EIA - LEP</th>
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Parent Engagement and Partnership Activities
To Reach School Priority Goal

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

### Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

### Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school’s newsletter or an awareness campaign that culminates in recognition awards.

### Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

### Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

### Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support.

### Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.
### Whole School Priority #1

#### Priority Goal 1

Improve the impact of instruction on the learning of all of our students through strong teacher leadership and collaborative grade-level team planning, focusing on the California Common Core Standards, balanced literacy, and the explicit teaching of critical thinking skills through writing.

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<th>Success Criteria</th>
<th>Parent Engagement and Partnership Activities</th>
<th>Ongoing Monitoring</th>
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<tr>
<td>The Leadership Team will design faculty meeting content, and outcomes of Common Planning Time (CPT) to ensure completion of the cycle of inquiry around our Problem of Practice.</td>
<td>Aoun, Hose, Nye, Cann, Loflin, Apperson, All Teachers</td>
<td>N/A</td>
<td>Int 1 January 2013&lt;br&gt;Meeting content and expected outcomes will be mapped out for the balance of the school year, including a schedule for grade-level leads to monitor completion of expectations.</td>
<td>Progress and expected outcomes will be shared with School Site Council (SSC) on an on-going basis.</td>
<td>Meeting Agendas &amp; Minutes from Leadership Team, CPT and faculty meetings&lt;br&gt;Schedule of CPT and faculty meeting expected outcomes (&quot;deliverables&quot;)</td>
</tr>
<tr>
<td>Same</td>
<td>N/A</td>
<td>Int 2</td>
<td>March 2013&lt;br&gt;Expected outcomes for CPT will be revised using current Teachscape data, Curriculum Associates Benchmark results, and student work as progress indicators to guide next steps.</td>
<td>Teachscape observation format and reports will be shared with SSC.</td>
<td>CPT Minutes submitted for each grade level (monitoring forms).&lt;br&gt;Data team presentations show progress toward measurable achievement targets. Revised faculty meeting and CPT expected outcomes</td>
</tr>
<tr>
<td>Same</td>
<td>N/A</td>
<td>End</td>
<td>June 2013&lt;br&gt;Leadership Team will debrief and draft plan for 2013-14; Leads ensure that all deliverables are submitted.</td>
<td>Example lesson plans, student writing rubrics and exemplars will be shared with parents during Open House.</td>
<td>CPT forms submitted for each grade-level&lt;br&gt;Deliverables completed and in &quot;SDIP documentation&quot; file&lt;br&gt;2012-13 principal observations reveal increased level of cognition during instruction as compared to 2011-12 Teachscape data.</td>
</tr>
<tr>
<td>Grade-level Teams establish common assessments and expectations</td>
<td>Grade-level Teams</td>
<td>N/A</td>
<td>Int 1 February 2013&lt;br&gt;Integrate parent education regarding development of critical thinking skills through writing.</td>
<td>Exemplar writing lesson plans selected and submitted by each</td>
<td></td>
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<td>Action</td>
<td>Personnel</td>
<td>Budget</td>
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<td>Parent Engagement and Partnership Activities</td>
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<tr>
<td>(essential elements of UbD/Common Core lesson plans, rubrics, authentic assessments, define “proficient”) for all genres of writing.</td>
<td>Same</td>
<td>N/A</td>
<td>Grade-level teams have common understanding of the essential elements of effective UbD/CC lesson plans and have planned expository writing.</td>
<td>thinking skills into Literacy &amp; Science Family Nights.</td>
<td>grade-level team, using rubric of agreed-upon attributes, which include differentiation and critical thinking.</td>
</tr>
<tr>
<td></td>
<td>Same</td>
<td>N/A</td>
<td>April 2013</td>
<td>Int 2</td>
<td>Current grade-level writing rubrics are modified to reflect content of Common Core Standards.</td>
</tr>
<tr>
<td></td>
<td>Same</td>
<td>N/A</td>
<td>End</td>
<td>Int 2</td>
<td>May 2013 Grade-level Teams have common writing assessments and rubrics for all genres. Students use the rubrics to assess their own progress, and they know what they need to do to improve their writing.</td>
</tr>
<tr>
<td>Grade-level teams will conduct continuous cycle of inquiry related to our school-wide problem of practice, and using the Data Inquiry process.</td>
<td>All Teachers</td>
<td>N/A</td>
<td>Int 1</td>
<td>January 2013 Provide professional development for grade-level teams regarding developing their own Learner-centered Problem and Problem of Practice. Grade-level teams establish their “Learner-centered Strengths.”</td>
<td>Keep SSC and ELAC parents informed regarding progress of grade-level teams, per above.</td>
</tr>
<tr>
<td></td>
<td>Same</td>
<td>EIA-SCE (7090) $1,515 for substitute teachers to release grade-level teams to work or</td>
<td>Int 2</td>
<td>March 2013 Grade-level teams establish their own Learner-centered Problem (LCP) and Problem of Practice (POP) within the Sutterville POP of writing and critical thinking.</td>
<td>Share at SSC and ELAC. Publish article in the Sutterville family newsletter explaining the instructional shifts and critical thinking required to meet the Common Core Writing Standards.</td>
</tr>
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<td>Action</td>
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<tr>
<td></td>
<td>Same</td>
<td>EIA-SCE (7090)</td>
<td>observe</td>
<td>End May 2013 Grade-level teams conduct cycle of inquiry using the Data Wise process. Conduct inter-classroom observations tied to grade-level planning and problem-solving related to our problem of practice.</td>
<td>SSC and ELAC given status report regarding implementation of the Common Core Standards. CPT agendas &amp; minutes Reflection sheets from inter-classroom visits show growth of teachers’ understanding of CCCS. Classroom observation and writing samples indicate students’ development of critical thinking skills, as measure by one level of increase on Teachscape and the Common Core Standards-based writing rubric.</td>
</tr>
<tr>
<td>Teachers consistently use effective instructional practices to explicitly teach critical thinking skills, thereby improving student learning outcomes: • Ensure that all lessons are standards-based and provide clear objectives and outcomes. • Implement strategies to check for understanding, and require student engagement. • Differentiate instruction to meet all students’ learning needs, including incorporating culturally-responsive pedagogy, and modifying curriculum to provide access to the core and challenge. • Provide greater opportunities for students to engage in collaborative group work. • Systematically include students in assessing their own work, as well as that of their peers. • Communicate regularly with parents regarding their child’s progress, and how they can assist their child at home.</td>
<td>All Teachers</td>
<td>EIA-SCE (7090)</td>
<td>EIA-SCE (7090)</td>
<td>Int 1 January 2013 Review professional learning re Understanding by Design (UbD), and Making Thinking Visible (Harvard Project Zero).</td>
<td>Parents receive communication via e-mail, newsletter, backpack mail regarding their child’s academic progress and achievement, at least every 6 weeks. Parent feedback reflects positive perception of home-school communication, as measured by Suterville parent survey, and/or Parents as Partners survey.</td>
</tr>
<tr>
<td></td>
<td>Same</td>
<td>EIA-SCE (7090)</td>
<td>Int 2 March 2013 Grade-level teams have planned and implemented at least one UbD instructional unit.</td>
<td>Principal walk-through observations indicate that teachers are using of the UbD backwards planning model components, and are implementing Making Thinking Visible strategies, as noted on Teachscape entries. Grade-level teams submit at least one UbD/CCCS instructional unit. Student survey shows increased enjoyment of school, more collaborative work, and sense that...</td>
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The Single Plan for Student Achievement
Realizing the Vision
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</thead>
<tbody>
<tr>
<td></td>
<td>Same</td>
<td>EIA-SCE (7090) $250 for instructional supplies to meet the needs of all students EIA-SCE (7090) $600 and EIA-LEP (7091) $200 for stamps, duplicating and food for parents meetings.</td>
<td><strong>End</strong> June 2013 At least four teachers have developed the expertise to become model classrooms for others to visit.</td>
<td></td>
<td>school is relevant as compared with data collected in March of 2010.</td>
</tr>
<tr>
<td>Curriculum promotes critical thinking and problem-solving skills through opportunities for students to work in-depth on projects and problems to develop a wide range of skills, understand complex concepts, and solve difficult problems.</td>
<td>Same Plus, Apperson and Cann</td>
<td>N/A</td>
<td><strong>Int 1</strong> January 2012 Using their learning from Understanding by Design PD, grade-level teams will decide on the focus of their next project-based learning experience. Two teacher leaders will consult with teams.</td>
<td></td>
<td>Faculty Meeting and CPT Agendas and Notes &quot;Ticket Out&quot; from each team re: their standards-based topic</td>
</tr>
<tr>
<td>Same</td>
<td>EIA-SCE (7090) $250 for instructional supplies to support project-based learning</td>
<td><strong>Int 2</strong> March 2012 Each grade level has implemented at least one project-based unit that requires critical thinking and problem solving.</td>
<td></td>
<td>CPT Notes Project-based unit Lesson Plans Student presentations, projects and displays</td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td>All Teachers</td>
<td>EIA-SCE (7090)</td>
<td>End June 2012 Each grade level has developed project-based units that require critical thinking and problem solving in at least two curricular areas.</td>
<td>Open House will showcase the projects students have created through their learning.</td>
<td>CPT Notes Project-based units Student presentations, projects and displays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$250 for instructional supplies to support project-based learning</td>
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### Whole School Priority #2

#### Priority Goal 2

Conscientiously implement the Response to Intervention model and Inclusive Practices to ensure that all students receive the appropriate academic and behavior interventions and supports, so they have access to the core and make progress towards grade-level standards.

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</thead>
</table>
| ASSESSMENT  
Universal Screening and Benchmark Testing of all students K-6 using Wireless Generation (DIBELS, Reading 3D, Burst)  
Refine the use of multiple data sources to identify appropriate academic and behavioral interventions during the Student Study Team process.  
Monitor the progress of all students receiving interventions, according to schedule and based on interventions received. | Support Staff (teachers & para-professionals)  
Classroom Teachers  
Principal | N/A  
(No budget available; if funding were available, netbooks to use with Wireless Generation assessment and instruction would be first priority.) | Int 1  
December 2011  
All students have been screened using Wireless Generation assessments.  
Teachers have received review training regarding data sources for meetings with parents.  
Progress monitoring (every 2 weeks) and Wireless Generation progress monitoring assessment is completed for students identified as "strategic" (every 4 weeks) and "intensive" (every 2 weeks). | Parents will be informed of results of universal screening, and will participate in the educational decision-making process via Parent/Teacher conferences, Student Study Team, IEP, and/or 504 meeting. | Wireless Generation, SIPPS, CAB, and ELA/Math curriculum-embedded assessment data are readily accessible.  
Protocol for updating parents has been established by grade-level teams.  
SST/IEP/504 notes and records reflect a high-level of assessment literacy, and multiple sources of data used to identify student learning needs and supports |
| Same | Same | Int 2  
March 2012  
Progress monitoring continues, and adjustments made based on student's response to the intervention. | Parents will receive frequent updates regarding the interventions received and progress made by their children. | Parents continue to receive updates on their child's progress, especially if their child receives academic intervention.  
Data is reviewed to determine if their are students not receiving services who should be or if adjustments need to be made. |
| Same | Same | End  
June 2012  
Support staff reviews intervention data to evaluate effectiveness of our intervention program. | Parent Education Nights held regarding RtI Model, PBIS, Interventions and Inclusive Practices | Student learning outcomes and progress monitoring indicate that students were appropriately placed in interventions.  
Evaluation of intervention |
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</thead>
<tbody>
<tr>
<td>Provide services according to the RtI model that meet the needs of all students achieving below grade level.</td>
<td>Support Staff (teachers &amp; para-professionals) Classroom Teachers</td>
<td>EIA-SCE (7090) $13,0084 for .5 FTE Instructional Assistant; and EIA-SCE (7090) $10,000 and EIA-LEP (7091) $3,222 to fund per diem teacher to provide interventions for students below grade level. EIA-LEP (7091) $1040 for instructional materials and books for EL intervention.</td>
<td>Int 1 January 2012 Interventions in place are reviewed for adjustment. Multiple data sources are reviewed during collaboration time to ensure all students needing interventions receive them.</td>
<td>Parents will receive frequent updates regarding the interventions received and progress made by their children.</td>
<td>Ongoing effectiveness is used for 2012-13 planning.</td>
</tr>
<tr>
<td>Same</td>
<td>Same</td>
<td></td>
<td>Int 2 March 2012 Interventions in place are reviewed for adjustment. Multiple data sources are reviewed during collaboration time to ensure all students needing interventions receive them.</td>
<td></td>
<td>Parents continue to receive updates on their child's progress, especially if their child receives academic intervention. Intervention schedule shows adjustments due to changing student needs and continual re-evaluation of interventions and review of student data. Data is reviewed to determine if there are students not receiving services who should be.</td>
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<tr>
<td>Collaborate for Co-teaching in order to meet the needs of all students in the general education classroom. Differentiate instruction and modify curriculum</td>
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</thead>
<tbody>
<tr>
<td>Support Staff (teachers &amp; para-professionals) Classroom Teachers</td>
<td>EIA-LEP (7091) $1,650 for release time for teachers to plan, observe others.</td>
<td>Int 1 December 2011 Support staff and classroom teacher have routine for meeting to collaborate and develop materials. Co-teaching structure, efficacy, and use of time is evaluated, and adjustments are made to better meet the needs of students.</td>
<td>As services are adjusted, parents are consulted about their observations are regarding their child's needs.</td>
<td>Co-teachers establish agreements for working together using &quot;Team Foundations&quot; and work styles graphic organizer. Support staff schedule</td>
</tr>
<tr>
<td>Same</td>
<td>N/A</td>
<td>Int 2 March 2012 Same as above</td>
<td>Support staff schedule</td>
<td>Example student work modified to meet needs.</td>
</tr>
<tr>
<td>Same</td>
<td>N/A</td>
<td>End June 2012 Same as above</td>
<td></td>
<td>Students with IEPs who are integrated into the general education classrooms make more than one year's academic growth. Example student work modified to meet needs.</td>
</tr>
</tbody>
</table>

Data is reviewed to determine if there are students not receiving services who should be.

Parents receive an end-of-the-year progress report for their children receiving interventions.

Progress monitoring data show that interventions are effectively moving students toward grade-level standard.

Time allocation recommendations used for 2012-13 planning.
<table>
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<tr>
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<tbody>
<tr>
<td>Curriculum materials and assessments are differentiated to meet the learning needs of students and the goals/ objectives of students with IEPs in the general education classrooms.</td>
<td>Support Staff (teachers &amp; para-professionals) Classroom Teachers</td>
<td>EIA-SCE (7090) $500 &amp; EIA-LEP (7091) $1,000 for instructional supplies to meet the needs of all students.</td>
<td>Int 1 December 2011 Support staff and classroom teacher have routine for meeting to collaborate and develop materials. Materials are reviewed and additional instructional materials may be purchased to meet student learning needs. A review of IEP goals and objectives indicates that the curriculum materials are adequately adapted to provide the student access to the core grade-level curriculum standards.</td>
<td></td>
<td>Support staff and classroom teacher evaluation/debrief is used to plan for 2012-13.</td>
</tr>
<tr>
<td>Same</td>
<td>Same</td>
<td>Int 2 March 2012 Support staff and classroom teacher have routine for meeting to collaborate and develop materials. Materials are reviewed and additional instructional materials may be purchased to meet student learning needs. A review of IEP goals and objectives indicates that the curriculum materials are adequately adapted to provide the student access to the core grade-level curriculum standards.</td>
<td>Parents are invited to learn about activities they can use to support their child's academic progress.</td>
<td></td>
<td>Modified materials are in use in the classroom Student experiences success while learning grade-level content Purchase orders for additional materials</td>
</tr>
<tr>
<td>Same</td>
<td>Same</td>
<td>End June 2012 Same as above.</td>
<td></td>
<td></td>
<td>Same as above, just updated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Evaluation is used for planning for the 2012-13 school year.</td>
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<tr>
<td>Positive Behavior Intervention and Support (PBIS) used to build consistency of behavioral expectations across the school.</td>
<td>Entire Staff</td>
<td>N/A</td>
<td>Int 1 December 2012 Preparation complete for PBIS Kick-off</td>
<td>A parent will be a permanent member of the PBIS team.</td>
<td>Expectation matrices, posters, acknowledgement system, referral forms, SWiS, and Family Handbooks are complete.</td>
</tr>
<tr>
<td></td>
<td>Same</td>
<td>(Gen funds $1,100 for printing Family Handbook)</td>
<td>Int 2 January 2012 PBIS Kick-off Assembly Posters, acknowledgement, behavior expectations published in Family Handbook</td>
<td>Parents will be surveyed for input about our school climate and discipline.</td>
<td>All students participate in the PBIS Kick-off and behavior expectation rotation</td>
</tr>
<tr>
<td></td>
<td>Same</td>
<td>N/A</td>
<td>End June 2012 Positive school climate and consistent reinforcement of behavior expectations, including interventions for those needing them are in evidence.</td>
<td></td>
<td>Student, parent and staff surveys indicate positive school climate.</td>
</tr>
<tr>
<td>Provide before- and after-school tutoring for students who need support math and English language arts, especially our English learners.</td>
<td>Greene, First Grade Literacy Gorbenko, Homework Club &amp; Math</td>
<td>EIA-SCE (7090) $8,950 to pay teachers/aides for extended-day tutoring (literacy and math) and Homework Club.</td>
<td>Int 1 October 2011 First grade literacy and Homework Club extended-day programs have started, based on need identified through classroom assessment data.</td>
<td>Parents are consulted regarding interest in having their child/ren participate in the extended-day program.</td>
<td>Pre-intervention data Information letter and permission slips from parents</td>
</tr>
<tr>
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<td></td>
<td>EIA-LEP (7091) $753 for translation and interpretation for parent meetings and communicati of student outcomes; $1,000 for instructional materials and books to support EL intervention.</td>
<td>Same as above, plus: Language Developmen t-Martinez, grades 1-2 Edwards, grades 3-4 Apperson, grades 5-6</td>
<td>Int 2 December 2011 ELD groups have also started based on classroom assessment data.</td>
<td>Pre-intervention data Information letter and permission slips from parents SST referral for students not making expected progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Same as above</td>
<td>Same as above</td>
<td>End May 2012 Post-data indicates increased fluency.</td>
<td>Post-assessment data will be shared with parents.</td>
<td>Post-data on same assessments as pre-data indicates improvement.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Planning for 2012-13</td>
<td>Support Staff: Aoun Ferrante Eshom Haugland Hogan Walker</td>
<td>N/A</td>
<td>Comprehension, academic vocabulary and writing competence.</td>
<td></td>
<td>Follow-up SST and/or full-team assessment referral will be considered for students not responding to the in-school and extended-day interventions.</td>
</tr>
<tr>
<td>• assessment schedule</td>
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<tr>
<td>• analysis of student needs/IEPs</td>
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<td>• intervention structure</td>
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<td>• student placement</td>
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<tr>
<td>• co-teachers (at least one per grade level)</td>
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<tr>
<td>Same</td>
<td>N/A</td>
<td>Int 1 March 2012</td>
<td>Share learning from 2011-12 with SSC and ELAC.</td>
<td>Debrief of 2011-12 and recorded Teacher assignment survey results</td>
<td></td>
</tr>
<tr>
<td>Same</td>
<td>EIA-LEP $400 for food, mailing and duplicating for parent meetings.</td>
<td>End September 2012</td>
<td>Hold parent information meeting before school re: Orientation and Inclusive Practices. Share plans for provision of services with SCC and ELAC for the 2012-13 school year at first meetings of the year.</td>
<td>Teacher assignments and student placements finalized Assessment schedule Intervention structure and schedule finalized</td>
<td></td>
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</table>
### Priority Goal 3

Recognizing the critical nature of key social and emotional competencies for success in college and career, set the conditions for social emotional learning (SEL) so that our students develop the ability to work together, think clearly, choose wisely, and act deliberately. Integrate SEL into everything we do at Sutterville Elementary, including explicit SEL skills instruction, instructional strategies, relationships with students, families and staff; and school climate.

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<tbody>
<tr>
<td>Professional Development to Facilitate Development of Adult SEL competencies</td>
<td>Aoun CASEL Consultants, Sutterville Leadership Team</td>
<td>Collaborative for Academic, Social and Emotional Learning (CASEL) Grant</td>
<td>Int 1 January 2013 All teaching staff has completed SEL Leadership Self-assessment Tool and set at least one goal</td>
<td>Home visits for at-risk families, as needed to assist with academic, social and emotional needs.</td>
<td>Principal Records of Teacher Goal-setting Sheets</td>
</tr>
<tr>
<td></td>
<td>Aoun CASEL Consultants</td>
<td>CASEL Grant</td>
<td>Int 2 March 2013 Principal has developed module(s) with the CASEL consultants for training teacher leaders. April 2013 Teacher self-reflection re SEL goal reveals growth of self-awareness.</td>
<td>Offer topical SEL parent education sessions at events (e.g., parenting, cyber bullying)</td>
<td>Professional Learning Modules Schedule of events</td>
</tr>
<tr>
<td></td>
<td>Aoun CASEL Consultants, Sutterville Leadership Team</td>
<td>CASEL Grant</td>
<td>End June 2013 Sutterville Leadership Team facilitates adult learning at each faculty meeting.</td>
<td></td>
<td>Faculty Meeting agendas and outcomes</td>
</tr>
<tr>
<td>Integrate SEL into all activities of the school</td>
<td>Aoun CASEL Consultants</td>
<td>CASEL Grant</td>
<td>Int 1 February 2013 Professional learning provided focused on connections between</td>
<td>Plan for Professional Learning will be shared with School Site Council, ELAC and PTA.</td>
<td>SEL Professional Learning Plan</td>
</tr>
<tr>
<td>Action</td>
<td>Personnel</td>
<td>Budget</td>
<td>Success Criteria</td>
<td>Parent Engagement and Partnership Activities</td>
<td>Ongoing Monitoring</td>
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<tr>
<td></td>
<td>Sutterville Leadership Team</td>
<td></td>
<td>Common Core Standards and SEL. Scheduled team collaboration includes SEL competencies within Understanding by Design planning framework.</td>
<td></td>
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<tr>
<td></td>
<td>Aoun CASEL Consultants Sutterville Leadership Team</td>
<td>CASEL Grant</td>
<td><strong>Int 2</strong> March 2013 Continuing focus on SEL through all PD, including PBIS, instructional planning, discipline policy development.</td>
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<tr>
<td></td>
<td>Aoun CASEL Consultants Sutterville Leadership Team</td>
<td>CASEL Grant</td>
<td><strong>End</strong> June 2013 Leadership Team will assess progress and develop next steps for 2013-14 Staff Assessment of SEL progress/next steps will be shared with parent groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement Research-based Program to Develop Systematic SEL Skills</td>
<td>Aoun Sutterville Leadership Team</td>
<td>CASEL Grant</td>
<td><strong>Int 1</strong> January 2013 Caring School Communities (K-3), Steps to Respect (4-6), and 7 Habits of Healthy Kids (K-6) purchased Survey of 4-6 Teachers regarding their implementation of Steps to Respect</td>
<td>Purchase orders Teacher &amp; student feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aoun Sutterville Leadership Team</td>
<td>CASEL Grant</td>
<td><strong>Int 2</strong> March 2013 Conduct Training of K-3 Teachers and begin implementation of Caring</td>
<td>Training records PBIS/SWiS Data re behavior</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Personnel</td>
<td>Budget</td>
<td>Success Criteria</td>
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<tr>
<td>Team</td>
<td></td>
<td></td>
<td>School Communities</td>
<td></td>
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<tr>
<td>Aoun Suterville Leadership Team</td>
<td>CASEL Grant</td>
<td><strong>End</strong> June 2013 On-going training and implementation</td>
<td>Report to School Site Council, ELAC and PTA parents re PBIS/SWiS Data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### School Site Council Membership: Sutterville Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Aoun</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Carolyn Montgomery</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
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<td>[ ]</td>
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<tr>
<td>Tiffany Ballard</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
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<tr>
<td>Cindy Bertacchi</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Petra Essery</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>William Westerfield</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
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<tr>
<td>Michael Watanabe</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Rachel Zerbo</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

| Numbers of members of each category | 1 | 2 | 1 | 4 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.
Sacramento City Unified School District
School Development and Improvement Plan 2012-2013
Programs and Funding Resources

School: Suterville Elementary School

Programs and Resources included in the School Development and Improvement Plan:

[ ] Title I (Schoolwide Program) (including carryover) [ ] QEIA (Quality Education Investment Act)
[ ] Title I (Targeted Assistance) (including carryover) [ ] Art, Music and PE Grant (Carryover)
[X] State Compensatory Education (EIA-SCE)(including carryover) [ ] Arts & Music Grant (Carryover)
[ ] Program Improvement (PI) [ ] Other Grants:
[X] Programs for English Learners (EIA-LEP)(including carryover) [ ] Other Grants:
[X] SLIB (School Library Improvement Block Grant) (Carryover) [ ] Other Grants:
[ ] Discretionary Block Grant (Carryover) [ ] Other Grants:

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2012-2013 school year.

Rachel Zerbo
SSC Chairperson's Name Typed

Martha Alvarez
ELAC Chairperson's Name Typed

Lori Aoun
Principal's Name Typed

Date 11/15/12

SSC Chairperson's Signature

Date 12/21/12

ELAC Chairperson's Signature

Date

Principal's Signature
Sacramento City Unified School District
School Development and Improvement Plan 2012-2013
Recommendations and Assurances

School  Sutterville Elementary
School

The School Site Council (SSC) recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The Schoolsite Council is correctly constituted, and was formed to accordance with district governing board policy and state law

2. The Schoolsite Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The Schoolsite Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)
   - [X] School Advisory Committee (SAC) for State Compensatory Education Program (SCE)
     (Schoolsite Council assumes the responsibilities of the SAC in Sacramento City Unified School District)
   - [X] English Learner Advisory Committee (ELAC)
   - [ ] Community Advisory Committee for Special Education Programs
   - [ ] Gifted and Talented Education Program Advisory Committee
   - [ ] Other (list)

4. This School Development and Improvement 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

5. This School Development and Improvement Plan was adopted by the Schoolsite Council on:

Attested:

Lori Aoun
Typed Name of School Principal

Signature of School Principal

12/31/12
Date

Rachel Zerbo
Typed Name of SSC Chairperson

Signature of SSC Chairperson

11-15-12
Date