

# Ethel Phillips Elementary School

School Name



## 2014-15 School Development and Improvement Plan

**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:**

The students, families, staff and surrounding neighbors of Ethel Phillips School are working together to support all students to develop cooperation with peers, creativity, personal responsibility and accountability. Students will achieve academically and develop critical thinking and problem-solving strategies that will lead to success in an ever-changing world.

**Mission:**

In order to bring our vision into reality, we will:

- \*Develop cooperation within the community
- \*Foster students' creativity.
- \*Teach responsibility.
- \*Provide quality instruction of California State Standards.
- \*Encourage opportunities for students to think critically and solve problems.

**Profile of School (DATA)**

**Guide To Success: Site Level Metrics**

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	Indicator	Metric	Measurement			
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST "proficiency" in ELA		2012-13	2013-14	2014-15 Target
			Schoolwide	36%		
			Black or African American	15%		
			American Indian or Alaska Native			
			Asian	38%		
			Filipino	0%		
			Hispanic or Latino	38%		
			Native Hawaiian or Pacific Islander	20%		
			White	45%		
			Two or More Races	67%		
			Socioeconomically Disadvantaged	36%		
			English Learners	31%		
Students with Disabilities	26%					

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement				
				2012-13	2013-14	2014-15 Target	
		CST “proficiency” in Math		50%			
			Schoolwide	50%			
			Black or African American	22%			
			American Indian or Alaska Native				
			Asian	46%			
			Filipino	100%			
			Hispanic or Latino	51%			
			Native Hawaiian or Pacific Islander	40%			
			White	68%			
			Two or More Races	100%			
			Socioeconomically Disadvantaged	50%			
			English Learners	48%			
		Students with Disabilities	32%				
		“Proficiency” in Science			2012-13	2013-14	2014-15 Target
			Schoolwide	22%			
			Black or African American	0%			
			American Indian or Alaska Native				
			Asian	38%			
			Filipino	0%			
			Hispanic or Latino	18%			
			Native Hawaiian or Pacific Islander	0%			
			White	67%			
Two or More Races	100%						
Socioeconomically Disadvantaged	22%						
English Learners	17%						
Students with Disabilities	40%						

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement			
			2012-13	2013-14	2014-15 Target	
		"Proficiency" in History-Social Sciences (pending)	Schoolwide			
			Black or African American			
			American Indian or Alaska Native			
			Filipino			
			Hispanic or Latino			
			Native Hawaiian or Pacific Islander			
			Two or More Races			
			Socioeconomically Disadvantaged			
			English Learners			
			Students with Disabilities			
	2. Post High School Preparation	8th grade cohort who graduate				
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*				
		On-track to meeting UC/CSU requirements (a-g)*				N/A
K-2 Literacy Assessment (Team desires to move to PK-12)					N/A	
3. 21st Century Skills	Student Guide to Success (pending)				N/A	
ENGAGEMENT	4. Attendance	Chronic absenteeism			14.88%	
		Staff attendance	Certificated	93.81%		
			Non-Certificated	91.93%		

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement	
	5. School Connectedness	School Environment (staff, students, families)	N/A	
		School Communication (staff, students, families)	N/A	
		School Achievement (staff, students, families)	N/A	
	6. Social-Emotional Learning	Information on the five indicators		
		Suspension Rate	suspension rate per 100 students	6.1
			Percent of school year missed (in days) from suspensions	0.15%
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 3	25.00%
			Grd. 4	68.09%
			Grd. 5	8.70%
			Grd. 6	58.97%
		CST "catch-up/keep-up" in Math	Grd. 3	43.40%
			Grd. 4	47.92%
			Grd. 5	34.88%
			Grd. 6	51.22%
		CST "catch-up/keep-up" in Science		
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 3	28.26%
			Grd. 4	67.44%
			Grd. 5	8.33%
			Grd. 6	64.71%

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement				
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3	46.81%			
			Grd. 4	47.73%			
			Grd. 5	31.43%			
			Grd. 6	54.29%			
		CST Cohort Performance in Science (2+ consecutive years at site)					
		Achievement Gap Performance CST ELA			<b>Number Taken</b>	<b>Percent Passed</b>	<b>Gap</b>
			White	22	45.45%	N/A	
			African-American	33	15.15%	30.30%	
			Asian	26	38.46%	6.99%	
			Hispanic/Latino	222	37.84%	7.62%	
			American Indian				
			Filipino	1	0.00%	45.45%	
			Pacific Islander	5	20.00%	25.45%	
			Two or more ethnicities	6	66.67%	-21.21%	
			Non-Special Ed	258	38.37%	N/A	
			Special Ed	57	26.32%	12.06%	
			Non-ELL	126	26.98%	N/A	
			ELL	148	31.08%	-4.10%	
			Non-Foster Youth		35.73%	N/A	
			Foster Youth	6	16.67%	19.07%	
Non-FRPL							
FRPL	315	36.19%	N/A				

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement			
			Number Taken	Percent Passed	Gap	
		Achievement Gap Performance CST Math	White	22	68.18%	N/A
			African-American	32	21.88%	46.31%
			Asian	26	46.15%	22.03%
			Hispanic/Latino	223	50.67%	17.51%
			American Indian			
			Filipino	1	100.00%	-31.82%
			Pacific Islander	5	40.00%	28.18%
			Two or more ethnicities	6	100.00%	-31.82%
			Non-Special Ed	259	53.67%	N/A
			Special Ed	56	30.36%	23.31%
			Non-ELL	125	39.20%	N/A
			ELL	149	47.65%	-8.45%
			Non-Foster Youth	347	48.41%	N/A
			Foster Youth	6	16.67%	31.75%
			Non-FRPL			
			FRPL	315	49.52%	N/A
8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"					



**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap 8th Grade Graduation	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
		FRPL			
	AP/IB Courses "Cohort Performance"				

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Enrollment	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Passing	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
		FRPL			
		UC/CSU On-Track Catch-up and Keep-Up		N/A	
		UC/CSU On-Track "Cohort Performance"		N/A	
		Achievement Gap UC/CSU On Track		N/A	
		Literacy "Catch-up and Keep Up"		N/A	

**GUIDE TO SUCCESS FRAMEWORK OVERVIEW**

<b>Area of Interest</b>	<b>Indicator</b>	<b>Metric</b>	<b>Measurement</b>
		<b>Literacy Cohort Performance (2+ consecutive years at site)</b>	N/A
		<b>Achievement Gap Performance Literacy</b>	N/A

**Academic Performance Index – A.P.I.**

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	770	766	5	-4	No	766	737	5	-29	No					
Black or African American	726	714				714	565								
American Indian or Alaska Native															
Asian	837	748				748	684								
Filipino															
Hispanic or Latino	758	765	5	7	Yes	765	755	5	-10	No					
Native Hawaiian or Pacific Islander															
White	835	829				830	763								
Two or More Races															
Socioeconomically Disadvantaged	760	766	5	6	Yes	766	737	5	-29	No					
English Learners	778	774	5	-4	No	775	759	5	-16	No					
Students with Disabilities	598	575				572	647								

**Adequate Yearly Progress (AYP) Components – Ethel Phillips Elementary School (PI Status: )**

**Component 1: Participation Rate**

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	98	Yes		99	Yes					100	Yes		100	Yes				
Black or African American	88	--		97	--					100	--		100	--				
American Indian or Alaska Native	100	--			--					100	--			--				
Asian	100	--		100	--					100	--		100	--				
Filipino	--	--		100	--					--	--		100	--				
Hispanic or Latino	99	Yes		99	Yes					100	Yes		100	Yes				
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	--		100	--					100	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	98	Yes		99	Yes					100	Yes		100	Yes				
English Learners	99	Yes		99	Yes					100	Yes		100	Yes				
Students with Disabilities	86	--		97	Yes	ER				100	--		100	Yes	ER			

**Profile of School (DATA)**

**Adequate Yearly Progress (AYP) Components – Ethel Phillips Elementary School (PI Status: )**

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

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	45.1	No		38.4	No					57.5	No		52.3	No				
Black or African American	39.1	--		15.0	--					50.0	--		23.8	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	47.4	--		38.9	--					57.9	--		38.9	--				
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	43.2	Yes	SH	40.3	No					56.5	No		53.9	No				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	58.8	--		42.9	--					70.6	--		66.7	--				
Two or More Races	--	--	N/A	--	--					--	--	N/A	--	--				
Socioeconomically Disadvantaged	45.1	Yes	SH	38.4	No					57.5	No		52.3	No				
English Learners	47.0	Yes	SH	40.2	No					60.4	No		54.9	No				
Students with Disabilities	27.8	--		32.1	--					33.3	--		40.7	Yes	SH			

**Adequate Yearly Progress (AYP) Components – Ethel Phillips Elementary School (PI Status: )**

**Component 3: Academic Performance Index (API)**  
**Additional Indicator for AYP**

**Component 4: Graduation Rate**

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP 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	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	770	Yes		766	No						N/A			N/A				



**Profile of School (DATA)**

**Adequate Yearly Progress (AYP) Safe Harbor Targets for Ethel Phillips Elementary School**

**Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent**

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

**2014 AYP Percent Proficient Targets**

ES: ELA: 100% / Math: 100%

MS: ELA: 100% / Math: 100%

HS: ELA: 100% / Math: 100%

## The SDIP Process

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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.



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

Data for the 2011-2012 school year was collected from the 2011 Spring assessments from the state as well as ongoing discussions from the school community. Opportunities were provided for input during School Site Council Meetings, English Language Advisory Council, Staff meetings and informal interviews with parents, teachers and community members. Many of the messages from the 2010 School Quality Review process still hold merit and feed the decisions made in this current plan.

In the 2013 school year, parents were surveyed regarding the areas of emphasis for parent engagement. Survey was provided by the YFRC and Family engagement department.

## Big Messages

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

Assess the areas of need for professional development  
Assess the interventions necessary for students

Review all interventions and their effectiveness  
Continue Professional Development as a series rather than a one time development

Determine outcomes of Professional developments and  
Determine outcomes of student interventions  
Reassess the needs of the students.

Measure the starting point (diagnostic benchmarks)  
Determine the areas of need and enrichment

Achieve the desired individual or group goals in all target areas.

SQR:  
Increase the level of student engagement and rigor through instructional practices and professional development to promote higher-order level thinking skills.  
Provide more feedback to teachers to help improve the practice of instruction  
Strengthen vertical alignment and the development of measurable benchmarks in the writing program (PD).  
Develop partnerships that address academic, cultural and social-emotional needs of all students.  
Build strong supportive core of parents to develop their participation more broadly in the strategic decision-making of the school.

Parents want more recognition and celebrations for student work  
Physical well being is important as well as social emotional well being.  
Activities on campus should help motivate students to perform academically, more access to computers or technology.  
Increase awareness of social issues (bullying in particular) to prevent and cope with the concerns.

Some would like to see more events and more notification via phone as possible.  
Maintain website with events updated and information published.

<b>Priority 1:</b>	To Improve academic achievement for all students, across all subjects, with an emphasis in English Language Arts and Math.
<b>Priority 2:</b>	To improve the quality of teaching and its impact on student learning to improve performance and enable students to meet their personal, academic and career goals.
<b>Priority 3:</b>	

**2014-15 Allocations of Categorical Funds**

<b>Title I</b>	<b>LCFF – F/R</b>	<b>LCFF - EL</b>	<b>QEIA</b>	<b>Other:</b>	<b>Other:</b>
\$103,692	\$150,674	\$62,460			

**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.

## LCAP Goals and Sub Goals

### **Goal 1: Increase percent of students who are on track of graduate college and career ready.**

Sub Goal 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

### **Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.**

Sub Goal 2.1: Students will be provided cleaner, better maintained learning environments.

Sub Goal 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Sub Goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

### **Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD**

Sub Goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Sub Goal 3.2 Stakeholders will receive improved district and site communications, including translation/interpretation services.

## Whole School Priority #1

<b>Priority Goal 1</b>	To Improve academic achievement for all students, across all subjects, with an emphasis in English Language Arts and Math.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Assess Students to drive instruction utilizing multiple tools such as: Benchmarks -district provided CELDT Curriculum based assessment Teacher created assessment Student work (i.e.writing) Progress monitoring intervention tools (i.e. Dibels and IDEL) Surveys for socio-emotional interventions	Resource teacher Instructional aide Bilingual Resources	100,000	1.3	<b>Int 1</b> Determine academic needs, learner centered problem and academic focus for instruction in September	Parents will be informed of participation of intervention groups and given suggestion to work on with child.	Progress monitor groups and periodic assessments by teacher and interventions.
	Additional resource or classroom pending needs Per diem aide and teacher	20,000	1.1	<b>Int 2</b> Measurable growth achieved based on various assessments and learner centered problem in December and March	Parent teacher conferences will communicate progress and any areas of need.	Benchmarks, class, and school-wide assessments (i.e. DIBELS, IDEL).
				<b>End</b> High achievement in a variety of assessments as well as the learner centered problem by June.	Ongoing teacher conferences and SST's as needed for further support in specific areas of need.	
Provide support and interventions to meet the needs of all students *In class accommodations *Individual/small group interventions *Pull out/Push in *Saturday School *Extended Day *Summer school *Retention / Promotion *Incentive sports programs *Mental Health and Social	Youth Family resource coordinator (Reading Partner) Library clerk	40,000 20,000 3,000	2.2	<b>Int 1</b> Determine intensive and strategic student groups for various interventions in September. Determine academic or other needs to support and monitor interventions	Informational sessions in resource room including parent classes, medical resources as well as other social services for parents. Academic information and resources are made available and shared with parents.	Parent surveys and informal discussions.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
interventions *Physical health	Resource teacher Supplemental materials	17,000	1.2	<b>Int 2</b> Teachers will evaluate interventions by student data to determine measurable growth in December and March.	Ongoing sessions and request of information.	
	Extended Day Home visit	est. \$5,000 (PTHVP)	3.2	<b>End</b> High student achievement, with various assessments, for all intervention groups will be measured in May and June.		Data must be collected for various intervention groups
Increase access to technology that can increase academic achievement *Software *portable computer lab *hand-held devices *Wireless internet *subscriptions	Classroom teachers Resource teacher Instructional aide		1.1	<b>Int 1</b> Each student will have experience logging in and browsing hand-held devices or laptops by November	Share finished products and tech tools with parents at various opportunities.	Make devices accessible to students; login, schedule, set goals for use.
	District tech support		2.3	<b>Int 2</b> Students will have published one or more product with the use of new technology by February/March.		Examine quality of work and rigor of tasks for future use.
				<b>End</b> Students will have confidence producing high quality technology generated materials to show high levels of thinking and mastery.		
Utilize common planning time and collaboration to *identify instructional needs of students *Analyze learner-centered problems, problem of practice *Plan instruction and support/intervention.	Classroom teacher Resource teacher Instructional aide		1.3	<b>Int 1</b> Teachers will determine instructional needs and new learner centered problem at staff curriculum meeting in September/October.	Parents are asked to work with students in areas of need and participate in SST's to support students.	Benchmark data, classroom assessment, Other assessments (DIBELS, 3-D, and BURST data, Math navigator).



Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	District support during CPT		1.3	<b>Int 2</b> Teachers will examine the instructional practice in common planning time and during staff/curriculum meetings as more data is available in December and March.	Parents are expected to know the results of benchmark and classroom data to support the student needs.	Plan needs for Saturday school interventions.
				<b>End</b> Teachers will determine successful practices of CPT and strengthen them.		
Maintain the integrity of the Bilingual Program. *Maintain classes including site funds as school demographics change. (class size).	Use site funds for classes as possible and necessary.		1.2	<b>Int 1</b> Assessment criteria	Parents are in communication with the bilingual teachers and staff.	Bilingual team meetings to confer with staff. Informal meetings and ELAC meetings to collect input from families.
	Acquire curriculum to support changes to overall instruction.		1.2	<b>Int 2</b>		

## Whole School Priority #2

<b>Priority Goal 2</b>	To improve the quality of teaching and its impact on student learning to improve performance and enable students to meet their personal, academic and career goals.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide opportunities for Professional development *student engagement strategies *behavior management *content and curriculum *technology *peer observation *rigor in the classroom	Principal District academic coaches	district funds	1.3	<b>Int 1</b> Individual teacher and grade levels will determine instructional needs in September/October.	Parents will also be informed of changes in the instructional core as it impacts the student learning.	Technology support for teachers to become more comfortable solving technological problems.
	Training specialist Resource teacher Professional Development	100,000 15,000	1.3	<b>Int 2</b> Opportunities for professional development have focus on impacting student learning by January.		Principal will provide feedback regarding specific areas as discussed with teachers during walk through visits and other observations.
				<b>End</b> Teachers show considerable growth in specific areas of professional development by June.		
Provide for teacher collaboration *Common Planning time *Grade level meetings *Segment articulation *Vertical Articulation *Peer visits	Principal Classroom teachers Resource teacher Training specialist	Carry over funds TBD (11,000)	1.3	<b>Int 1</b> Agenda items for Common planning time for each grade level will include data analysis in September, December and March.		Assess the usefulness of CPT with visits, review and approval of agendas. Determine standard items for all agendas: (Data, student specific academic concern, review of instruction/task, and planning instruction/tasks.)

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Academic coaches lead teachers Training specialist	District funds	1.3	<b>Int 2</b> Teachers will have had support in CPT and opportunities to visit peers, plan, and observe academic coaches by December, January.		
				<b>End</b> Teachers will have opportunities to determine successful components of CPT and other areas of professional development opportunities provided.		

**Whole School Priority #3**

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<b>Priority Goal 3</b>	
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 1		

### School Site Council Membership: Ethel Phillips 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Daniel Hernandez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Hinds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syliva Gonzalez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosa Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gricelda Jaime	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elvira Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alma Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Lourdes Avalos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Isabel Escobar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Esther Delgadillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosa Hernandez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	

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 2014-15  
Recommendations and Assurances

School Ethel Phillips 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:

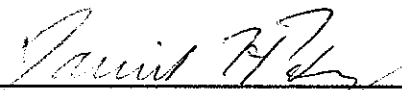
- 1. The Schoolsite Council is correctly constituted, and was formed to accordance with district governing board policy and state law
- 2. The Schoolsite Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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)

- English Learner Advisory Committee (ELAC)
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (list)

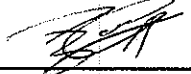
- 4. This School Development and Improvement Plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance
- 5. This School Development and Improvement Plan was adopted by the Schoolsite Council on: 5/28/2014

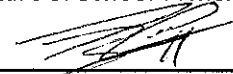
Attested:

Daniel Hernandez  
\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

5/28/14  
\_\_\_\_\_  
Date

Alma Garcia   
\_\_\_\_\_  
Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

5-28-14  
\_\_\_\_\_  
Date

Sacramento City Unified School District  
School Development and Improvement Plan 2014-15  
Programs and Funding Resources

School: Ethel Phillips Elementary School

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Title I (Schoolwide Program) (including carryover)     | <input type="checkbox"/> QEIA (Quality Education Investment Act) |
| <input checked="" type="checkbox"/> Title I (Targeted Assistance) (including carryover)    | <input type="checkbox"/> Art, Music and PE Grant (Carryover)     |
| <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Free & Reduced  | <input type="checkbox"/> Arts & Music Grant (Carryover)          |
| <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – English Learner | <input type="checkbox"/> Other Grants:                           |
| <input type="checkbox"/> Program Improvement (PI)  | <input type="checkbox"/> Other Grants:                           |
| <input type="checkbox"/> Discretionary Block Grant (Carryover)                             | <input type="checkbox"/> Other Grants:                           |
|  | <input type="checkbox"/> 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 2014-15 school year.

Alma Garcia

SSC Chairperson's Name Typed

5-28-14

Date

SSC Chairperson's Signature

Maria Lourdes Avalos

ELAC Chairperson's Name Typed

5-28-14

Date

ELAC Chairperson's Signature

Daniel Hernandez

Principal's Name Typed

5/28/14

Date

Principal's Signature