Fern Bacon MS "A New Era of Excellence"

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:
Vision
Our people and their strengths, both individually and collectively, will be the most important factors in the transformation of Fern Bacon Middle School. It will be their commitment, ownership, and hard work together that will help us reach our destination and the vision we create for Fern Bacon—a destination/vision predicated on a culture of excellence and college preparation, high expectations and achievement, collaborative and relentless actions, and a shared responsibility for continuous improvement for all.

To that end, our staff has generated the following vision statement to guide their work:

As a result of rigorous, high quality first instruction, evidence-based practices, and authentic relationships, students will achieve tremendous academic growth and demonstrate preparedness for college/career pathways.

The work will be integrated, interdependent, interactive, and inter-related to ensure congruence between teaching and learning. As a true learning organization, we will reach our vision by aligning our work to produce college/career ready students, strengthening family and community engagement, and fostering organizational transformation for continuous improvement.

Mission:
To reach our vision we pledge to:
- Provide standards-based curriculum that is designed to provide intensive, strategic and benchmark support for students to achieve mastery of grade level content;
- Utilize student achievement data to drive all decision making in the classroom and programmatically;
- Monitor student progress to ensure timely and systematic instructional and intervention response;
- Provide structures for teacher reflection, collaboration, and planning to ensure the delivery of high-quality, rigorous instruction in every classroom;
- Provide instructional coaching support to develop teaching and learning;
- Develop and promote authentic relationships with students, families and the community to support excellence and achievement.

Profile of School (DATA)

Guide To Success: Site Level Metrics

			GUIDE TO SUCCESS FRAMEWORK OVERVIEW		
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				2012-13	**2013-14**	**2014-15 Target**
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST "proficiency" in ELA	Schoolwide	46%		
			Black or African American	46%		
			American Indian or Alaska Native	50%		
			Asian	48%		
			Filipino	67%		
			Hispanic or Latino	44%		
			Native Hawaiian or Pacific Islander	35%		
			White	54%		
			Two or More Races	50%		
			Socioeconomically Disadvantaged	46%		
			English Learners	18%		
			Students with Disabilities	41%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	**Indicator**	**Metric**	**Measurement**			
		CST "proficiency" in Math		**2012-13**	**2013-14**	**2014-15 Target**
			Schoolwide	62%		
			Black or African American	52%		
			American Indian or Alaska Native	50%		
			Asian	78%		
			Filipino	83%		
			Hispanic or Latino	59%		
			Native Hawaiian or Pacific Islander	82%		
			White	58%		
			Two or More Races	56%		
			Socioeconomically Disadvantaged	62%		
			English Learners	50%		
			Students with Disabilities	35%		
		"Proficiency" in Science		**2012-13**	**2013-14**	**2014-15 Target**
			Schoolwide	53%		
			Black or African American	46%		
			American Indian or Alaska Native	100%		
			Asian	62%		
			Filipino			
			Hispanic or Latino	49%		
			Native Hawaiian or Pacific Islander	67%		
			White	54%		
			Two or More Races	70%		
			Socioeconomically Disadvantaged	53%		
			English Learners	32%		
			Students with Disabilities	33%		

			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	13.78%		
		Staff attendance	Certificated 93.16%		
			Non-Certificated 97.68%		

			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		11.2
			Percent of school year missed (in days) from suspensions	0.23%	
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 7	57.10%	
			Grd. 8	46.12%	
		CST "catch-up/keep-up" in Math	Grd. 7	82.45%	
			Grd. 8	51.75%	
		CST "catch-up/keep-up" in Science			
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 8	45.56%	
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 8	51.42%	
		CST Cohort Performance in Science (2+ consecutive years at site)			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	Percent Passed	Gap
		Achievement Gap Performance CST ELA	White	26	53.85%	N/A
			African-American	146	45.21%	8.64%
			Asian	157	47.77%	6.08%
			Hispanic/Latino	342	44.15%	9.69%
			American Indian	2	50.00%	3.85%
			Filipino	6	66.67%	-12.82%
			Pacific Islander	17	35.29%	18.55%
			Two or more ethnicities	18	50.00%	3.85%
			Non-Special Ed	633	46.60%	N/A
			Special Ed	81	38.27%	8.33%
			Non-ELL	272	45.22%	N/A
			ELL	192	18.23%	26.99%
			Non-Foster Youth	742	45.16%	N/A
			Foster Youth	8	12.50%	32.66%
			Non-FRPL			
			FRPL	714	45.66%	N/A

Note: The "Measurement" column header spans three sub-columns: Number Taken, Percent Passed, Gap.

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	Percent Passed	Gap
		Achievement Gap Performance CST Math	White	26	57.69%	N/A
			African-American	145	52.41%	5.28%
			Asian	157	77.71%	-20.01%
			Hispanic/Latino	342	58.77%	-1.08%
			American Indian	2	50.00%	7.69%
			Filipino	6	83.33%	-25.64%
			Pacific Islander	17	82.35%	-24.66%
			Two or more ethnicities	18	55.56%	2.14%
			Non-Special Ed	632	65.82%	N/A
			Special Ed	81	34.57%	31.25%
			Non-ELL	271	56.46%	N/A
			ELL	192	50.00%	6.46%
			Non-Foster Youth	742	61.19%	N/A
			Foster Youth	8	25.00%	36.19%
			Non-FRPL			
			FRPL	713	62.27%	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 GapUC/CSU On Track	N/A		
		Literacy "Catch-up and Keep Up"	N/A		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW			
Area of Interest	**Indicator**	**Metric**	**Measurement**
		Literacy Cohort Performance (2+ consecutive years at site)	N/A
		Achievement Gap Performance Literacy	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	692	746	5	54	Yes	748	794	5	46	Yes					
Black or African American	672	727	6	55	Yes	730	762	5	32	Yes					
American Indian or Alaska Native															
Asian	747	794	5	47	Yes	797	828	3	31	Yes					
Filipino															
Hispanic or Latino	675	736	6	61	Yes	738	787	5	49	Yes					
Native Hawaiian or Pacific Islander							836								
White	721	718				715	776								
Two or More Races		752				752	828								
Socioeconomically Disadvantaged	687	746	6	59	Yes	748	794	5	46	Yes					
English Learners	693	750	5	57	Yes	754	764	5	10	Yes					
Students with Disabilities	461	642				645	650								

Adequate Yearly Progress (AYP) Components – Fern Bacon MS "A New Era of Excellence" (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	100	Yes	SH	100	Yes					99	Yes	SH	100	Yes	SH			
Black or African American	99	Yes		99	Yes					99	Yes		99	Yes				
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	Yes		100	Yes					100	Yes		100	Yes				
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	99	Yes		100	Yes					99	Yes		100	Yes				
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	--		100	--					92	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes		100	Yes					99	Yes		100	Yes				
English Learners	100	Yes		100	Yes					100	Yes		100	Yes				
Students with Disabilities	98	--		99	--					97	--		98					

Adequate Yearly Progress (AYP) Components – Fern Bacon MS "A New Era of Excellence" (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	49.9	Yes	SH	47.1	No					47.3	Yes	SH	64.4	Yes	SH			
Black or African American	54.6	Yes	SH	45.5	No					39.2	Yes	SH	55.3	Yes	SH			
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	49.2	Yes	SH	48.7	No					60.9	Yes	SH	78.3	Yes	SH			
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	47.4	Yes	SH	45.9	No					46.7	Yes	SH	61.5	Yes	SH			
Native Hawaiian or Pacific Islander	--	--		41.7	--					--	--		83.3	--				
White	61.1	--		56.0	--					52.9	--		60.0	--				
Two or More Races	60.0	--	N/A	50.0	--					30.0	--	N/A	55.6	--				
Socioeconomically Disadvantaged	49.9	Yes	SH	47.0	No					47.3	Yes	SH	64.6	Yes	SH			
English Learners	45.5	Yes	SH	36.5	No					50.4	Yes	SH	62.3	Yes	SH			
Students with Disabilities	45.5	--		40.4	--					32.3	--		46.0	--				

Adequate Yearly Progress (AYP) Components – Fern Bacon MS "A New Era of Excellence" (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	692	Yes		748	Yes						N/A			N/A				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for Fern Bacon MS "A New Era of Excellence"

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

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.

The·Cycle·of·Development·and·Improvement

CONTEXT

VISION

EVALUATION

PRIORITIES·&·
ACTIONS

IMPLEMENTATION

[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 prioritiesf
[X] Merge actions, create time line and identify funding
[X] Design evaluation process and structures
[X] Inclusive list and dates of collaborative stakeholder meetings

The planning process began in early spring 2010 when a call to action was made for change at Fern Bacon Middle School—a Superintendent's Priority School. The incoming principal conducted focus groups with students and staff; held department meetings and one-on-one meetings with key staff; and collected qualitative data by surveying students, staff, and parents. Subsequent analysis of student performance data and SQR findings predicated the structure of the program and selected curriculum.

A collaborative leadership team including the principal, vice principals, instructional training specialists, site staff, and parent volunteers began planning the summer pre-service and professional development that would lay the foundation for the school's new era of excellence.
During the 2010 August pre-service, members of the teaching staff led colleagues through a data analysis protocol and strategic visioning session to help identify school priorities. These priorities became the essence of the school's vision and continue to provide the overarching frame for school improvement.
Additionally, as the process for continuous improvement will be ongoing, we have built in structures to accelerate effective teaching, to support student learning, and to increase parent/community involvement.

We began year two of our transformative work by building off of the momentum created by notable student achievement progress in year one. The staff participated in summer pre-service and September planning to include; a review of broad school-wide data including CST, attendance, suspension and referral data, and standards sub-strand and sub-group outcomes. Retreat and planning meeting discussions included reflection on the data inquiry work begun in 2010-2011, effectiveness of existing structures, program components, and the evaluation of resource allocation to impact student achievement. Discussions led to a common understanding that the formula for change is not a singular element but multi-dimensional. The process has included; the use of multiple data sets for program analysis, diagnosis and identification of our problem of practice. The process has included discussions to challenge our assumptions and determine achievement goals, identify strategic practices and professional development that will impact the instructional core and closing gaps between our current content standards and the Common Core Standards. Parents and students have been included in discussions and surveyed for input to authentically support and partner in the demanding work ahead.

Entering year three as a Priority School, the planning process mirrored our work from the previous year. Having made the highest proficiency gains of all district middle and K-8 schools in ELA and Math in 2012, our program planning process focused on the use of data analyses, and revisiting our schoolwide Problem of Practice (POP) to propel student achievement growth this year. Through the structure of our Instructional Leadership Team (ILT) the SDIP process is efficient and inclusive. Members serve as a conduit between the ILT and Department Common Planning Time (CPT) to create a communication stream of shared learning and decision making. Members also participate in School Site Council and monthly parent meetings to ensure all stakeholders are included in the process.

This year we continue to aim for Excellence at Fern Bacon Middle School. In the spirit of continuous improvement, our reflections include reviewing our school-wide data of Attendance, Suspensions, and Grades. We continue our transformation through the deep practice of our instructional initiatives and focus our planning exclusively around writing throughout content areas to ensure that all students have the literacy skills and understandings required for college and career readiness. The ILT structure of shared learning and decision making is crucial to this deeper level of implementation. Input from our monthly parent meetings, School Site Council, and our English Learner Advisory Committee is always crucial to   focusing our discussions on our academic achievement goals.

Big Messages

From our analysis of current school context, the following BIG messages were identified:
Sustain the leadership and management of the school to support high expectations for all.
Sustain the culture and system of accountability for the progress and achievement of all students.
Raise standards of achievement and teacher efficacy through rigorous instructional practices.
Create a positive and safe learning environment that reflects a focus on learning and teaching.
Continue and improve the system of assessing, sharing, and monitoring the progress of students as a means to determine differentiated instruction and intervention responses.
Align curriculum to Common Core Standards to elevate the level of rigor and meaningful relevance in the classroom.
Expand the pedagogical shifts demanded by the Common Core Standards to support literacy in school and at home.
Enhance school-wide practices that will increase critical thinking, comprehension and the quality of writing across all content areas.
Develop strong links with parents and community stakeholders in order to engage them as partners in the education of their child.
Identify and focus instructional initiatives to solve our Learner Centered Problem and Problem of Practice as a means of continuous improvement.

Priority 1:	COLLEGE AND CAREER READINESS: • To provide high quality, first instruction with a focus on integrated literacy and California Common Core Standards (CCCS) in every classroom.
Priority 2:	INCREASE IN PARENTS / FAMILY / COMMUNITY ENGAGEMENT: • To build collaborative relationships between home, school, and community and to engage parents more effectively as partners in the education of their children.
Priority 3:	IN THE SPIRIT OF CONTINUOUS IMPROVEMENT AND ORGANIZATION TRANSFORMATION: Program design • To utilize the practice of rounds to improve the instructional core and solve our problem of practice. • To collaborate with our leadership structure (Instructional Leadership Team ~ ILT) to support our continuous improvement through strategic planning and instructional decision making.

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other: Title I (Assistance to Schools)	Other:
$133,063	$193,352	$41,711		$589,607	

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 ot 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.

Priority Goal 1	COLLEGE AND CAREER READINESS: • To provide high quality, first instruction with a focus on integrated literacy and California Common Core Standards (CCCS) in every classroom.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
PROVIDE PROFESSIONAL DEVELOPMENT BASED ON STUDENT ACADEMIC NEEDS • ERWC Writer's Project / writing training • Parent Teacher Home Visit Project • Instructional Rounds • Technology Support • Curriculum / content training • Provide support for district and site professional development priorities (Common Core Standards, Data Inquiry, Differentiation, Culturally Responsive Teaching and Learning, and Structured Interactions for Student Engagement) **PROVIDE RESOURCES, STRUCTURES, AND TIME FOR TEACHER COLLABORATION AND PROFESSIONAL DEVELOPMENT** • CPT • Release Days (substitutes) • After hours workshops • Saturday planning sessions • Release time for observations at other schools **PROVIDE INSTRUCTIONAL OBSERVATIONS, PLANNING & COACHING SUPPORT** • Site Improvement Coordinators • Contract with SCOE for	Principal Site Improvement Coordinators (SICS) Assistant Principal Instructional Coach ~ SCOE Trainers from SCOE / Writing Training Trainers from PTHVP District staff Instructional Leadership Team	TI-$10,670 TI-$20,000 TI-$30,000 TI-$20,000 TI-$124,000 LCFF EL-$1,000	1.1	**Int 1** 100% of teachers will have participated in HQFI PD in initial training as evidenced by PD logs • walkthroughs indicate evidence of implementation of HQFI strategies 100% of ELA teachers will have participated in ERWC / Writing training as evidenced by PD logs • walkthroughs indicate evidence of implementation of ERWC / effective writing instruction strategies • school-wide expository prompt will indicate evidence of 6 +1 writing traits and descriptive details • scoring calibration will have been conducted with ELA teachers 100% of staff will have participated in HVP training • all teachers trained will have conducted at least one home visit as evidenced by HV log Administrative team, ILT members, and teachers will have participated in initial Instructional Rounds PD • COI and LCP will determine focus for IR as evidenced by walkthrough data • 100% of staff will have participated in IRs ELA teachers will participate in CCS	Inform parents of student achievement progress, program direction, school-wide student achievement goals and key strategies to reach the school vision. • Parent Orientation • Back to School Night • Parent Conferences • Home Visits • Academic Parent Teacher Team • Infinite Campus Parent Access	Implementation of instructional initiatives Home Visit logs

District Learning Sessions as evidenced by PD logs

Math teachers will participate in CCS District Learning Sessions

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
instructional coaching support in HQFI & Instructional Rounds • Provide instructional support as needed in all disciplines • Provide opportunities and substitutes for staff to observe other schools and plan units of study • Contract with SCOE / ERWC for professional development to support our schoolwide instructional initiatives			1.1	**Int 2** 100% of teachers will continue to participate in HQFI coaching • walkthroughs indicate evidence of implementation of HQFI strategies • lesson plans will reflect HQFI design and components 100% of ELA teachers will participate in ERWC / writing ongoing training expanded to include expository, analytical, and argumentative reading and writing • walkthroughs indicate evidence of implementation of ERWC strategies • school-wide expository prompt will indicate evidence of text structures • scoring calibration will be conducted with ELA teachers in CPT, after school and Saturday sessions Teachers and staff will continue to conduct HV as evidenced by HV log • teachers will focus on parent supported literacy and reading strategies at home 100% of ELA teachers will have the opportunity to visit at least one other middle school teacher to observe model instruction that supports our schoolwide instructional initiatives 100% of Math teachers will have the opportunity to visit at least one other middle school teacher to observe model instruction that supports our schoolwide instructional initiatives 100% of teachers will document collaboration, data driven planning	Provide parent newsletters each quarter Monthly Bulldog Cafe SSC meetings ELAC meetings Regular Connect Ed notices	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.1	**End** CPT, walkthrough logs and observation notes will demonstrate evidence of effective implementation of PD Staff satisfaction survey will be administered to determine effectiveness of coaching and training modules of yearlong PD		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
IMPLEMENT NON-NEGOTIABLE INSTRUCTIONAL STRATEGIES THAT LINK THE STANDARDS, ASSESSMENTS, AND MATERIALS IN ALL LONG RANGE PLANS AND UNITS OF STUDY WITH EVIDENCE OF ALIGNMENT TO THE COMMON CORE STANDARDS DEVELOP LONG RANGE PLANS AND UNITS OF STUDY TO SHOW A PROGRESSION OF OBJECTIVES OVER TIME, THAT ARE LINKED WITH STUDENT DATA, AND INCLUDE ASSESSMENTS MATCHING THE LEVEL OF EXPECTED RIGOR DEVELOP DAILY LESSON PLANS TO INCLUDE MASTERY OF OBJECTIVES, DIFFERENTIATION AND ASSESSMENT	Principal SICS Assistant Principal Teachers		1.3	**Int 1** 100% of teachers will have participated in August retreat focused on school-wide expectations, data-driven practices, school-wide goals • walkthroughs indicate evidence of implementation of standards aligned daily objectives congruent to daily assessment • WAAG (Week at a Glance / lesson plans) will indicate learning objectives reflecting tasks at DOK levels 3-4 Teachers will have been released by departments, or meet on Saturday's, to develop long range plans to include identified formative assessment dates, benchmarks and SBAC-like formatives as evidenced by assessment calendar Weekly CPT will be calendared to serve formative assessment dates, and will be used to develop and plan targeted daily objectives by department as evidenced by CPT summary documents 100 % of teachers will continue to provide progress monitoring based on common formative assessments 100% of teachers will continue to provide lesson plans developed in response to formative assessments with targeted daily objectives and aligned assessment as evidenced by Units of Study, binder of WAAGs and lesson plans		Implementation of instructional plans and lesson delivery
The Single Plan for Student Achievement Realizing the Vision				• WebPage 28DOK will be used as a planning tool to embed rigor in daily lessons Instructional Rounds team will conduct classroom observations		7/8/2014

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.3	**Int 2** Weekly CPT will be calendared to support formative assessment dates for timely data analysis, and will be used to develop and plan Units of Study and targeted daily objectives by departments as evidenced by CPT summary documents and instructional plans 100 % of teachers will continue to provide progress monitoring based on common formative assessments 100% of teachers will continue to provide lesson plans developed in response to formative assessments with targeted daily objectives and aligned assessment ● Webb's DOK will be used as a planning tool to embed rigor in daily lessons Instructional Rounds team will conduct classroom observations focused on specific elements of HQFI and POP as evidenced by observation notes and rounds debriefs Administrators will conduct classroom observations to provide feedback and coaching on lessons		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.3	**End** CPT, walkthrough logs and observation notes will demonstrate evidence of effective implementation of PD and instructional practices Staff satisfaction survey will be administered to determine effectiveness of coaching and training modules of yearlong PD		
CREATE A DATA-DRIVEN CULTURE THAT WILL RESULT IN SUBSTANTIAL STUDENT ACHIEVEMENT GAINS • Train leadership team in assessment literacy for clear responsibility in analysis and planning of the Common Core Standards • Use qualitative and quantitative student performance data to monitor student progress • Formalize systems to respond to identified needs of students • Analyze interim assessment data to inform instruction and intervention actions in ELA, math, science, and history	Principal SICS Assistant Principal Teachers		1.3	**Int 1** 100% of teachers will participate in data overview and assessment literacy training and discussion as evidenced by PD logs • a calendar of formative assessments wiill have been developed to conduct Academic Conferences using the Cycle of Inquiry process • Teachers will be released or meet on Saturday's to conduct benchmark data analysis using the COI process. 100% of teachers and administrators will continue to provide progress monitoring based on common formative assessments	Share progress with parents at regular parent meetings, Infinite Campus parent access, student achievement celebrations / events.	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.3	**Int 2** 100% of ELA, history, math and science teachers will participate in COI after benchmark assessments as measured by CPT agendas, summary notes and sign-ins • Teachers will be released to conduct benchmark data analysis using the COI process. 100% of teachers will continue to provide weekly progress monitoring addressing student proficiency as evidenced by student proficiency reports Administrators will monitor student progress notices quarterly as evidenced by grades Proficiency growth rates on benchmark assessments in ELA and math will indicate effectiveness of COI process and progress monitoring of student and teacher performance		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.3	**End** CPT summary notes, agendas and sign-ins will demonstrate evidence of effective use of data analysis and the cycle of inquiry process Proficiency growth rates on the interim formative assessments in ELA, math, history and science will indicate effectiveness of COI process and progress monitoring of student and teacher performance EOY benchmark data will indicate effectiveness of data inquiry process on student achievement growth rates		
CONDUCT FREQUENT CLASSROOM OBSERVATIONS WITH TIMELY FEEDBACK TO INCREASE STUDENT ENGAGEMENT	Administrators Instructional Rounds Team Coaches & Training Specialists Peer Teachers		2.2	**Int 1** Administrators will use a method of walkthrough data collection as well as formal observations and the HQFI feedback form to provide classroom instruction feedback to teachers as evidenced by summary notes and data collection		Evaluation of progress of action plan to meet interim achievement goals

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			2.2	**Int 2** Administrators will use a method of walkthrough data collection as well as formal observations and the HQFI feedback form to provide classroom instruction feedback to teachers as evidenced by summary notes and data collection The Instructional Leadership Team (ILT) will conduct three days of Instructional Rounds with feedback to staff as measured by COI action plan and summary notes		
			2.2	**End** End of the year evaluation of effectiveness of COI - Cycle of Inquiry to solve our POP - Problem of Practice will be evidenced by student achievement growth on formatives, benchmarks, qualitative notes and observations		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
PROVIDE RESOURCES TO SUPPORT SUBSTANTIAL STUDENT ACHIEVEMENT GAINS • Hire 1.00 FTE Learning Support Services Coordinator to support planning and instruction to the the ELA teachers • Hire .50 FTE Assistant Principal to support instructional program and school climate • Hire .60 FTE Counselor to support high academic achievement, college going culture and success in school for all students • Hire 1.00 FTE Site Improvement Coordinator to support planning and instruction to the Math and Science teachers • Fund Principal for 12 month service • Hire 1.8 FTE CSR teachers to provide intensive intervention support for students not at grade level • Hire tutors / staff for small group and one-on-one instruction	Principal SICS Assistant Principal Counselor College Committee	TI-$120,000 TI-$40,000 LCFF EL-$22,711 TI-$75,000 TI-$15,000 TI-$65,000 LCFF-F&R $54,267 TI-$20,000	1.2	**Int 1** Budget overview and development will be discussed by School Site Council as evidenced in SSC minutes Budget review documents and process will be conducted by principal weekly as evidenced by budget log Records indicating purchases, hiring of staff and resource support will be maintained and reviewed by the office manager, principal and maintained in school budget binder	Share information with parents at regular parent meetings, Infinite Campus parent access, student achievement celebrations / events.	
PROVIDE SUPPLEMENTAL CURRICULUM, INSTRUCTION, TECHNOLOGY AND MATERIALS AS NEEDED • Provide extended day, week, year instructional opportunities to support	Principal	TI-$50,000 TI-$20,000				

| | | TI-$10,000

LCFF-F&R $39,085 | | | | |

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
academic achievement (e.g., extended day tutoring, Saturday School, Summer School, etc.) • Purchase and implement supplemental materials and curricula in all disciplines to support the range of learning needs of all students • Provide opportunities for students to demonstrate evidence of rigor in the instructional program through cognitively demanding academic tasks, to include but not limited to: • Purchase and use of	Principal	LCFF -F&R $60,000	1.2	**Int 2** Budget review and program progess will be discussed by School Site Council evidenced in SSC minutes Budget review documents and process will be conducted by principal weekly as evidenced by budget log Records indicating purchases and resource support will be maintained and reviewed by the office manager, principal and maintained in school budget binder		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
align student high school placement with overall career and college path goals • Provide incentives to promote academic achievement, good attendance and good behavior; e.g., achievement medals, certificates, learning experience visits to college campuses, etc.			1.2	**End** A resource allocation gap analysis will be conducted by staff to determine effectiveness of resource allocation by line item expenditure Year end budget summary reports will be maintained and reviewed by SSC for program effectiveness and expenditure recommendations		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
DEVELOP A SCHOOLWIDE LITERACY FOCUS TO SUPPORT SUBSTANTIAL STUDENT ACHIEVEMENT GAINS • Fund Parent Advisor to support parent literacy initiatives • Purchase core literature to support reading for pleasure and information • Purchase library selections to increase circulation • Purchase high interest journals and magazines to support literacy in various content areas • Support the goals of the Literacy focus with materials, resources, incentives for students, incentives for parents, materials for Home Visits, and other resources as needed • Implement Latino Literacy project • Continue the "Million Word Reading Challenge"	Principal Parent Advisor Literacy Team City Year Staff	Listed in Priority #3 LCFF F&R $20,000 LCFF F&R $20,000	2.3	**Int 1** The principal will work with teachers to support a school wide literacy focus to address academic needs identified in data analysis as evidenced by literacy meeting agendas, summary notes and sign-ins Library circulation data will be maintained to determine effectiveness of Literacy action plan to increase independent reading as measured by Library data collection system Independent reading logs will be collected and tracked by ELA teachers as measured by grade and teacher records One eight week session of parent focused Latino Literacy Project will have been completed as evidenced by agendas, sign-ins, records and parent developed portfolios City Year staff to coordinate and monitor the "Million Word Reading Challenge"	Provide parent newsletters each quarter Monthly Bulldog Cafe SSC meetings ELAC meetings Latino Literacy Project: Home visits	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			2.3	**Int 2** The principal will work with teachers to support a school wide literacy focus to address academic needs identified in data analysis as evidenced by literacy meeting agendas, summary notes and sign-ins Library circulation data will be maintained to determine effectiveness of Literacy action plan to increase independent reading as measured by Library data collection system Independent reading logs will be collected and tracked by ELA teachers as measured by grade and teacher records A second eight week session of parent focused Latino Literacy Project will have been completed as evidenced by agendas, sign-ins, records and parent developed portfolios City Year staff will help coordinate and monitor the "Million Word Reading Challenge"		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			2.3	**End** Evaluation of the school-wide Literacy focus will be conducted through a student, staff and parent surveys Students will be recognized for meeting the "Million Word Reading Challenge"		
MUSIC AND LITERACY INTEGRATION AT THE MIDDLE SCHOOL LEVEL: • Integrate the Common Core State Standards for Literacy in Technical Subjects (Music) • Engage students with reading a variety of complex texts related to music. • Respond to music orally and in writing • Develop integrated lessons and units of study with ELA colleagues	Music Teacher	T1 $35,000	2.3	**Int 1** Benchmark Assessment Data Review of Student Work Classroom Observation Data	Inform parents of student achievement progress, program direction, and strategies to reach the school vision: • Student performances • Parent conferences • Infinite Campus parent connection	Benchmark and data analysis Examination of student work Teacher feedback
			2.3	**Int 2** Benchmark Assessment Data Review of Student Work Classroom Observation Data	Inform parents of student achievement progress, program direction, and strategies to reach the school vision: • Student performances • Parent conferences • Infinite Campus parent connection	Benchmark and data analysis Examination of student work Teacher feedback

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			2.3	**End** Benchmark Assessment Data Review of Student Work Classroom Observation Data Formative SBAC-like Data	Inform parents of student achievement progress, program direction, and strategies to reach the school vision: • Student performances • Infinite Campus parent connection • Open House	Benchmark and data analysis Examination of student work Teacher feedback

Whole School Priority #2

Priority Goal 2	INCREASE IN PARENTS / FAMILY / COMMUNITY ENGAGEMENT: • To build collaborative relationships between home, school, and community and to engage parents more effectively as partners in the education of their children.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
PARENT / COMMUNICATION / HOME LEARNING • Establish a welcoming school culture • Fund Parent Advisor to support home school communication and support • Continue adult / parent learning opportunities • Research different parent engagement policies to create one • Continue Bulldog Café • Communicate information to parents about Title I, EL, special education, and regular education programs • Maintain school / parent compact • Provide opportunities to celebrate student success at school, in the community, and at home • Invite parents to student achievement recognition assemblies • Provide awards, and incentives for students and parents to support achievement • Provide multiple opportunities for teachers to meet parents, to include alternative funding methods of home visits by teachers • Provide opportunities for parents to learn about	Principal Assistant Principal SICS Parent Advisor Staff Counselor	TI-60,000 LCFF EL $1,000 LCFF EL $2,000	3.1	**Int 1** An increase in communication home from last to this year will be evident in documents of principal communication to parents in multiple languages, and will be kept to reflect parent news, data focus information, school governance opportunities and outcomes, meeting notices, schoolwide expectations / practices and student support information A 20% increase in parent participation in Bulldog cafe, Parents as Partners, SSC, ELAC, celebrations, culture celebration day, Latino Literacy project, Home Visits and other school events will be measured by parent sign-ins A 20% increase in Home Visits will be conducted by at least 100% of staff trained as evidenced by HVP logs Updates will have begun to enrich the quality of the school developed webpage as indicated by feedback link for comments	Encourage parent leaders to invite and create opportunities for other parents to participate as audience or volunteers at school events Access parent leaders, and others in the community to act as networking conduits to educate and inform parents on an informal grass roots level, as well as formal meetings and workshops	

| Principal | LCFF EL $15,000 | | | | | |

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
secondary and post secondary opportunities for students • Provide resources / materials / refreshments and babysitting for parents to access school support and information • Provide opportunities for parents to attend trainings, conferences, etc. that have a direct impact on supporting student learning in the home including direct interaction and conversation with teachers on home learning strategies • Provide staff to manage and outreach to families and community • Provide resources to support additional Home Visits by staff with translation services to English Learner families • Maintain effective website that informs parents of key school expectations, calendars, schedules and academic goals • Work with the FACE Department to implement Parents as Partners Academy / Parent Leadership Academy			3.1	**Int 2** An increase in communication home from last to this year will be evident in documents of principal communication to parents in multiple languages, and will be kept to reflect parent news, data focus information, school governance opportunities and outcomes, meeting notices, schoolwide expectations / practices and student support information A 20% increase in parent participation in Bulldog cafe, Parents as Partners, SSC, ELAC, celebrations, culture celebration day, Latino Literacy project, Home Visits and other school events will be measured by parent sign-ins A 20% increase in Home Visits will be conducted by 100% of staff trained as evidenced by HVP logs • evidence of successful home visits will be indicated through improvements in student attendance, behavior and proficiency Updates will have begun to enrich the quality of the school developed webpage as indicated by feedback link for comments		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			3.1	**End** A parent satisfaction survey will indicate an increase in participation and engagement at school, the value of home visits and effectiveness of increased communication from the school		
Decision Making • Involve parents in Title I program development and decision making • Provide resources for parents to participate in decision making opportunities on campus, in the district and at relevant conferences		TI-$2,000	3.1	**Int 1** Budget overview and SDIP development will be discussed by School Site Council as evidenced in SSC minutes	Outreach to parents at key school-wide events to participate in leadership opportunities	
			3.1	**Int 2** SSC minutes will reflect appropriate discussion and parent input in SDIP oversight and program recommendations		
			3.1	**End** A resource allocation gap analysis will be conducted by staff to determine effectiveness of resource allocation by line item expenditure Evaluation of the SDIP will indicate effective implementation of program and fiscal decisions		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Volunteering / Community Partners • Develop parent capacity to provide authentic academic support to students on campus • Develop parents as mentors • Build capacity in parent volunteers to support students' academic needs at home • Provide necessary resources to support authentic parent presence on campus; may include fees for fingerprinting, refreshments, babysitting, materials, training, incentives and fees for conferences or training sessions • Develop a "Booster Club" parent / community member organization that will support school achievement goals, student activities, and promote a positive community connection • Provide opportunities for parents to perform service that supports student achievement gains • Develop a mentor program	Principal Assistant Princpal SICS Parent Advisor Counselor Staff	TI-$1,000	3.1	**Int 1** Coordination of a parent volunteer and mentoring program will have begun as evidenced by principal records and meeting minutes Coordination of a parent organization will have begun as evidenced by parent interest survey and Bulldog Cafe meeting minutes	Encourage parent leaders to invite and create opportunity for other parents to participate as audience or volunteers at school events Access parent leaders, and others in the community to act as networking conduits to educate and inform parents on an informal grass roots level, as well as formal meetings and workshops	
			3.1	**Int 2** A volunteer and mentoring program will have been coordinated and implemented as evidenced by records, participation rosters, sign-in logs and meeting minutes Coordination of a parent / community member organization will have begun as evidenced by parent interest survey and Bulldog Cafe meeting minutes		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			3.1	**End** A parent satisfaction survey will focus on authentic engagement opportunities as evidenced by data collected A parent organization will have been formed to provide opportunities for authentic engagement as evidenced by principal meeting notes, agendas and sign-ins		

Whole School Priority #3

Priority Goal 3	IN THE SPIRIT OF CONTINUOUS IMPROVEMENT AND ORGANIZATION TRANSFORMATION: Program design • To utilize the practice of rounds to improve the instructional core and solve our problem of practice. • To collaborate with our leadership structure (Instructional Leadership Team ~ ILT) to support our continuous improvement through strategic planning and instructional decision making.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
DEVELOP STAFF CAPACITY TO CONDUCT EFFECTIVE INSTRUCTIONAL ROUNDS TO IMPROVE THE INSTRUCTIONAL CORE • Provide training for administrators and staff • Purchase reference materials to support new learning • Conduct rounds observations with a focus on the current COI action plan and Problem of Practice to result in evidence of rigorous written and oral work / outcomes by students • Provide resources to facilitate effective rounds practice; including, facilitator, substitutes to release teachers, time and compensation for planning and debrief outside of the school day, other as needed	Principal Assistant Principal SICS ILT Teachers	TI-$5,000	1.3	**Int 1** Administrative team will have been trained in the process of Instructional Rounds as evidenced by PD log and registrations Key members of the ILT will have been trained in the process of Instructional Rounds as evidenced by PD log and registrations Observations and review of student work will indicate improvement in quality of both as evidenced by walkthrough notes and evaluation of work At least one day of Instructional Rounds will have been conducted	Inform parents of problem of practice and process of rounds	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.3	**Int 2** Administrative team will have been trained in the process of Instructional Rounds as evidenced by PD log and registrations Observations and review of student work will indicate improvement in quality of both as evidenced by walkthrough notes and evaluation of work Administrators and instructional rounds team will conduct classroom observations focused on specific elements of HQFI and POP as evidenced by observation notes and rounds debriefs Instructional rounds coaching will reflect improvement of practice conducting rounds and developing action plans to remedy the POP as evidenced by IR debrief notes and coaching feedback At least 3 of 4 Instructional Rounds will have been conducted	Inform parents of progress	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.3	**End** Student work samples will indicate an increase in quality and evidence of rigor Benchmark data will reflect growth in proficiency in ELA, math, history and science 4 of 4 Instructional Rounds will have been conducted		

School Site Council Membership: Fern Bacon MS "A New Era of Excellence"

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
Mary Coronado	[X]	[ ]	[ ]	[ ]	[ ]
Moraima Turnbull, Chairperson	[ ]	[ ]	[ ]	[X]	[ ]
Megan Sheridan	[ ]	[X]	[ ]	[ ]	[ ]
Stacy Gale	[ ]	[X]	[ ]	[ ]	[ ]
Julia Morris	[ ]	[X]	[ ]	[ ]	[ ]
Lue Thao	[ ]	[ ]	[ ]	[X]	[ ]
Alejandra Villasenor	[ ]	[ ]	[ ]	[X]	[ ]
Linda Okada	[ ]	[ ]	[X]	[ ]	[ ]
Emani Fonseca	[ ]	[ ]	[ ]	[ ]	[X]
Fabiola Aceves-Fonseca	[ ]	[ ]	[ ]	[ ]	[X]
Nikye Johnson	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category	**1**	**3**	**1**	**3**	**3**

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   Fern Bacon "A New Era of
Excellence"

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]   English Learner Advisory Committee (ELAC)

   [ ]   Community Advisory Committee for Special Education Programs

   [ ]   Gifted and Talented Education Program Advisory Committee

   [X]   Other (list)

          Instructional Leadership Team

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: May 28, 2014

Attested:

Mary Coronado	*Mary Coronado*	6/17/2014
Typed Name of School Principal	Signature of School Principal	Date
Moraima Turnbull	*Moraima Turnbull*	6/19/2014
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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

School: Fern Bacon "A New Era of Excellence"

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

[X] Title I (Schoolwide Program) (including carryover)

[ ] Title I (Targeted Assistance) (including carryover)

[X] Local Control Funding Formula (LCFF) – Free & Reduced

[X] Local Control Funding Formula (LCFF) – English Learner

[ ] Program Improvement (PI)

[ ] Discretionary Block Grant (Carryover)

[ ] QEIA (Quality Education Investment Act)

[ ] Art, Music and PE Grant (Carryover)

[ ] Arts & Music Grant (Carryover)

[X] Other Grants: Title 1 PS

[ ] Other Grants:

[ ] Other Grants:

[ ] 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.

Moraima Turnbull
_____
SSC Chairperson's Name Typed

Alejandra Villasenor
_____
ELAC Chairperson's Name Typed

Mary Coronado
_____
Principal's Name Typed

6/19/2014
_____
Date

6/17/2014
_____
Date

6/17/2014
_____
Date

_____
SSC Chairperson's Signature

_____
ELAC Chairperson's Signature

_____
Principal's Signature

Fern Bacon Middle School

Parent / Student / Teacher Compact

2014-2015

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is on time to school and attends regularly
- Support the school in its efforts to maintain a proper climate and discipline policy
- Establish a time for homework and review of work, regularly
- Provide a quiet well lit place to study
- Encourage my child to do his/her best in school and help him/her as needed
  - Communicating with the teacher
  - Attending conferences and school events
  - Volunteering to help at the school and in the classroom as needed
- Read with my child and let my child see me read
- Help my child with social skills
- Hold high expectations for my child's academic and social progress and achievement

Signature_____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly and be on time for every class
- Come to school each day ready to learn (prepared with materials, books, planner, etc.)
- Complete and return homework, assignments and projects
- Study every day and prepare for class work and tests
- Follow school and classroom rules
- Hold high expectations for myself in my achievement, behavior and my work

Signature_____

TEACHER AGREEMENT

It is important that students achieve at high levels. Therefore, I shall strive to do the following:

- Provide high-quality, interactive, rigorous instruction aligned to the California Content Standards
- Provide differentiated instruction and learning options
- Provide assistance to students to ensure they master the content taught
- Encourage students to stay motivated to learn and try their hardest
- Communicate with parents and students about academic progress, conduct in class and improvements or concerns
- Provide students with regular feedback about their progress and be available to help them achieve
- Hold high expectations for myself, my students and my colleagues

Signature_____

PRINCIPAL AGREEMENT

I support this compact as a tool to strengthen parent involvement. Therefore I shall strive to do the following:

- Share a vision that supports high academic achievement for all students, and professional learning for adults
- Provide a clean and safe learning environment that is conducive for high academic achievement and high quality instruction
- Provide instructional leadership that will impact student achievement and continuous improvement
- Model high expectations of myself, students and staff
- Provide a welcoming school environment that supports authentic relationships among the entire school community.

Signature_____