Nicholas 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:

Nicholas Elementary will provide a rigorous, Common Core Standards-based curriculum and instruction that enables all students to meet and exceed measures of success. Through the establishment of cultural opportunities, high expectations and support, Nicholas students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, and world community.

Mission:
* Provide a rigorous, Common Core Standards-based curriculum and instructional program that enables all students to meet and exceed established measures of success.
* Ensure all teaching and learning is effective, meets the needs of all students, and promotes individual students growth.
* Empower students to make good decisions and enable them to achieve their life potential.
* Students and teachers will be reflective and evaluative practitioners, regularly engaging in active and open communication reflecting our commitment to develop and improve student achievement.
* Teachers will consistently use data to guide curriculum and instructional practices.
* We will Include parents, students and community as active members of the school community in the decision making process.

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**	25%		
			Black or African American	17%		
			American Indian or Alaska Native	0%		
			Asian	22%		
			Filipino	50%		
			Hispanic or Latino	28%		
			Native Hawaiian or Pacific Islander	25%		
			White	30%		
			Two or More Races	29%		
			Socioeconomically Disadvantaged	25%		
			English Learners	12%		
			Students with Disabilities	5%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	**Indicator**	**Metric**	**Measurement**			
				2012-13	**2013-14**	**2014-15 Target**
		CST "proficiency" in Math	**Schoolwide**	38%		
			Black or African American	29%		
			American Indian or Alaska Native	0%		
			Asian	46%		
			Filipino	100%		
			Hispanic or Latino	38%		
			Native Hawaiian or Pacific Islander	50%		
			White	45%		
			Two or More Races	29%		
			Socioeconomically Disadvantaged	38%		
			English Learners	27%		
			Students with Disabilities	17%		
		"Proficiency" in Science		**2012-13**	**2013-14**	**2014-15 Target**
			Schoolwide	24%		
			Black or African American	13%		
			American Indian or Alaska Native			
			Asian	22%		
			Filipino	50%		
			Hispanic or Latino	25%		
			Native Hawaiian or Pacific Islander			
			Two or More Races	50%		
			Socioeconomically Disadvantaged	24%		
			English Learners	3%		
			Students with Disabilities	17%		

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	17.34%			
		Staff attendance	Certificated 92.44%			
			Non-Certificated 91.90%			

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** 8.3
			Percent of school year missed (in days) from suspensions 0.28%
TRANSFORMATION	**7. State Academic Performance of Target Demographics**	**CST "catch-up/keep-up" in ELA**	**Grd. 3** 14.29%
			Grd. 4 54.41%
			Grd. 5 22.67%
			Grd. 6 30.91%
		CST "catch-up/keep-up" in Math	**Grd. 3** 34.92%
			Grd. 4 47.06%
			Grd. 5 41.33%
			Grd. 6 22.64%
		CST "catch-up/keep-up" in Science	
		CST Cohort Performance in ELA (2+ consecutive years at site)	**Grd. 3** 9.26%
			Grd. 4 56.45%
			Grd. 5 22.73%
			Grd. 6 33.33%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3 33.33%		
			Grd. 4 51.61%		
			Grd. 5 42.42%		
			Grd. 6 22.45%		
		CST Cohort Performance in Science (2+ consecutive years at site)			
		Achievement Gap Performance CST ELA		**Number Taken**	**Percent Passed**	**Gap**
			White	20	30.00%	N/A
			African-American	69	17.39%	12.61%
			Asian	81	22.22%	7.78%
			Hispanic/Latino	200	27.50%	2.50%
			American Indian	2	0.00%	30.00%
			Filipino	2	50.00%	-20.00%
			Pacific Islander	4	25.00%	5.00%
			Two or more ethnicities	21		
			Non-Special Ed	359	27.02%	N/A
			Special Ed	40	5.00%	22.02%
			Non-ELL	180	25.00%	N/A
			ELL	165	11.52%	13.48%
			Non-Foster Youth	438	23.29%	N/A
			Foster Youth	8	0.00%	23.29%
			Non-FRPL			
			FRPL	399	24.81%	N/A

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	Percent Passed	Gap
		Achievement Gap Performance CST Math	White	20	45.00%	N/A
			African-American	69	28.99%	16.01%
			Asian	81	45.68%	-0.68%
			Hispanic/Latino	200	37.50%	7.50%
			American Indian	2	0.00%	45.00%
			Filipino	2	100.00%	-55.00%
			Pacific Islander	4	50.00%	-5.00%
			Two or more ethnicities		28.57%	16.43%
			Non-Special Ed	359	40.11%	N/A
			Special Ed	40	17.50%	22.61%
			Non-ELL	180	35.56%	N/A
			ELL	165	27.27%	8.28%
			Non-Foster Youth	438	35.84%	N/A
			Foster Youth	8	0.00%	35.84%
			Non-FRPL			
			FRPL	399	37.84%	N/A
	8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"				

Note: The header row spans columns — "Number Taken", "Percent Passed", and "Gap" are sub-columns under "Measurement".

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
			White
			African-American
			Asian
			Hispanic/Latino
			American Indian
			Filipino
		Achievement Gap AP/IB Enrollment	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

Profile of School (DATA)

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	743	724	5	-19	No	724	684	5	-40	No					
Black or African American	708	706	5	-2	No	707	658	5	-49	No					
American Indian or Alaska Native															
Asian	722	694	5	-28	No	694	699	5	5	Yes					
Filipino															
Hispanic or Latino	756	726	5	-30	No	726	683	5	-43	No					
Native Hawaiian or Pacific Islander															
White		784				784	707								
Two or More Races	858	815				815	664								
Socioeconomically Disadvantaged	743	724	5	-19	No	724	684	5	-40	No					
English Learners	757	720	5	-37	No	720	682	5	-38	No					
Students with Disabilities	592	617				617	493								

Adequate Yearly Progress (AYP) Components – Nicholas 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	100	Yes		100	Yes					100	Yes		100	Yes				
Black or African American	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	100	Yes		100	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	100	Yes		100	Yes					100	Yes		100	Yes				
English Learners	100	Yes		100	Yes					100	Yes		100	Yes				
Students with Disabilities	100	--		100	--					100	--		100	--				

Adequate Yearly Progress (AYP) Components – Nicholas 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	34.9	No		26.3	No					47.0	No		41.2	No				
Black or African American	34.5	No		19.0	No					36.2	No		34.5	No				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	26.1	No		22.5	No					42.0	No		45.0	Yes	SH			
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	35.4	No		28.7	No					47.5	No		40.8	No				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	50.0	--		35.3	--					64.3	--		52.9	--				
Two or More Races	58.8	--	N/A	33.3	--					70.6	--	N/A	33.3	--				
Socioeconomically Disadvantaged	34.9	No		26.3	No					47.0	No		41.2	No				
English Learners	32.5	No		22.9	No					47.3	No		40.1	No				
Students with Disabilities	15.4	--		5.4	--					42.3	--		18.9	--				

Adequate Yearly Progress (AYP) Components – Nicholas 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	743	No		724	No						N/A			N/A				

Adequate Yearly Progress (AYP) Safe Harbor Targets for Nicholas 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

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

PRIORITIES·&·
ACTIONS

EVALUATION

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

Data Director is utilized to identify needs of all students by ethnicity and grade level. A thourogh review of the Data as well as the School Quality Review report is discussed at staff meetings and School site Council meetings. Principal and Staff analyze information to discover Big Messages, Trends and Themes. Teachers identify grade level priorities during Academic Conferences.

Nicholas Elementary carries out the following legal requirements in the manner described below:

Convene annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved:
* Back to School Night
* School Site Council once a month
* ELAC meetings
* DELAC

- Distribution of Nicholas Handbook
- Open House

Offer a flexible number of meetings
- Coordinated Falcon Parent Breakfast Meetings
- Opportunities for Home Visits
- Academic Parent Teacher Team meetings

Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I parental involvement policy.
- School Site Council once a month
- ELAC meetings once a month
- Connect Ed
- Monthly Parent Meeting via Falcon Breakfast
- Superintendant's parent leadership academy

Provide parents of participating students with timely information about Title I programs.
- Connect ed
- Nicholas Parent Handbook
- ELAC
- Back to School Night
- Open House
- Monthly Falcon Newsletter
- PTA

Shared Responsibility for High Student Academic Achievement
During Parent teacher conferences parents and students are given proficiency goals, ways to help their child at home and current proficiency status to inform parents of the schoolwide and state goals. Parents are also given grade level standards in parent friendly language. Parents are notified where their child is academically. Support services are provided through SES and after school intervention programs. Nicholas Elementary also participates in the Home Visit project and Academic Parent Teacher Team meetings to assist parents and work as equal partners.

Big Messages

From our analysis of current school context, the following BIG messages were identified:
Our School wide population did not meet API in English or Math, dropping 40 points from the previous year. Schoolwide ELA went down. math went down . Our Asian students went up in both ELA and Math. Our students with disabilities went down significally.
English Language learners continue to struggle with English Language Arts.
Parent and community involvement has remained steady. A parent center was opened on campus in 2012, PTA is in its second year and parent involvement is continuing to be positive. Staff continues to engage parents and build parent involvement with a focus on academics specifically introducing Academic Parent Teacher Teams.
Walkthroughs are done on a consistent t basis to focus on the the needs of the individual teachers.
Professional Development is in place targeted specifically on English Language Learners, differentiation, High Quality First Instruction and Common Core implementation. We need to continue to improve our ELD instructional practices and planing lessons with a clear student outcome.
Provide more opportunities for strategic intervention and one on one instruction. Create an extended day tutoring program for students who are not proficient and those who struggle with specific academic areas.
Focus on writing across the curriculum, implementation of Common Core Standards, developing effective pacing guides with formative assessments.
School identified as a Focus school and will recieve additional funding through the Core waiver to use toward tutoring, intervention and support personnel.
Continue to participate as a Target school in the Common Core Math Training. Seven teachers will participate as Math Lead teachers and five teachers will lead English Language Arts. All teachers Kindergarten through 6th grade will work on the implementation of Common Core through targeted training.
Each grade level will provide a lead teacher to participate in monthly meetings, work with Administration and help guide quality CPT sessions. Lead teachers will work closely with Administration to provide feedback and ensure implementation of quality instructional strategies are alligned with school's vision.
Need to create a support system for the socio-emotional health and well being of all students, specifically those who have environmental factors which contribute to stress that effects the educational environment.
Need to focus on higher order questions, critical thinking skills, the writing process and rigorous classroom instruction.

Priority 1:	Implement the California Common Core standards with rigor and relevancy alligned to curriculum and instruction. Improve student achievement and establish college going culture. Rigorous and relevant Common Core Standards aligned to curriculum and instruction will increase student engagement, rigor and improve academic achievement for all students and lower achievement gaps for all significant subgroups. Implementation high quality first instruction strategies and provide teacher support through Sacramento County Office of Education coaching, district instructional coaches and site professional development provided by Site Instruction Coordinator.
Priority 2:	In alignment with California Common Core State Standards, implement systems, tools, resources and training to equip all staff members with the knowledge and skills to institute data driven decision making culture. Schools will provide students with a clean, healthy, physically and emotionally safe learning environment. Schools will focus on more varied opportunities for student to become interested in school and learning through technology based activities, project based learning, extended extracurricular activities and expanded learning programs When equipped with knowledge and skills on how to collect and analyze student data reflecting student achievement, teachers can use, plan, and adjust teaching and learning opportunities to implement appropriate interventions.
Priority 3:	Continue to increase opportunities for parents and community members to actively engage school decision making process in order to improve student learning and design engaging school activities. Implementation of academic parent teacher teams (working with parents will support and invite community engagement on campus) will reinforce student centered positive school culture, which leads to school, parents, community and students working cooperatively to improve student achievement and attendance.

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
$116,765	$169,671	$61,604	0		

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.

Whole School Priority #1

Priority Goal 1	Implement the California Common Core standards with rigor and relevancy alligned to curriculum and instruction. Improve student achievement and establish college going culture. Rigorous and relevant Common Core Standards aligned to curriculum and instruction will increase student engagement, rigor and improve academic achievement for all students and lower achievement gaps for all significant subgroups. Implementation high quality first instruction strategies and provide teacher support through Sacramento County Office of Education coaching, district instructional coaches and site professional development provided by Site Instruction Coordinator.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
September 2014-June 2015: Provides clear Common Core standards-based classroom and instruction plan (physical environment, instructional delivery, classroom management and research-based strategies) to the staff as outlined in the walkthrough form.	Principal, District Instructional coaches, Site Instruction Coordinator, High QualityFirst Instruction trainers and teaching staff	LCFF F/R- S.I.C.position 111,976	1.1	**Int 1** By August 2014, Teachers will receive High Quality First Instruction training. Teachers will receive HQFI continuous coaching focusing on implementation of Common Core standards with specific student outcomes linked to objectives and effective teaching strategies.	• Principal and Site instruction coordinator share the classroom expectations with parents and community members in community engagement forums. • Principal and SIC communicate to students at the beginning of each quarter during administrative grade level classroom visits.	• Weekly walk-through Data using walk-through forms. Principal collects data and tabulates data to assess whether teachers are implementing indicated elements correctly. • Individual and group training and site professional development are provided to individuals needing additional support. • Academic conferences with individual teachers
	Principal, S.I.C.and teaching staff	LCFF F/R- 10,000 for substitutes for Academic Conferences and teacher training	1.3	**Int 2** By November 100% of teachers implementing High Quality First Instruction into instructional delivery with an emphasis on Common Core	• Principal shares the classroom expectations with parents and community members in community engagement forums.	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Principal, S.I.C and teaching staff		1.3	**End** By June All teachers understand and implement HQFI instructional strategies into classroom environment. Proof of elements will be through posting of agenda, clear objectives with purpose, pacing guides, and assessments	• Principal shares the classroom expectations with parents and community members in community engagement forums.	
September 2014– June 2015 Academic Conferences to develop scope and sequence for each course (pacing guide and thematic units) that aligns textbook with California Common Standards in preparation for the new Smarter Balanced Assessments Align existing curriculum and purchase new materials to support and align to Common Core Standards. Continue to review unit plans for ELA and Math	Principal, SIC and teaching staff	Title 1- 24,971 for instructional materials	1.1	**Int 1** By January, 100%percent of teachers attend standards-based classroom and instruction training focusing on ELA and Math Common Core. Teachers will develop rigorous, relevant teaching strategies aligned to the common core standars that motivate and engage students so they develop critical thinking skills and become proficient in all academic areas.	• Principal shares the classroom scope and sequence with parents and community members during parent conferences and Open house. • Principal and teachers communicate to students at the beginning of each quarter classroom expectations and standards	
	Principal, SIC and teaching staff	Title1-3,937 to update technology in the classroom.	2.3	**Int 2** By March 100% of teachers are implementing the Common Core standards-based curriculum and instruction successfully.	• Principal shares the classroom expectations with parents and community members in community engagement forums.	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide targeted instructional strategies for English Language Learners to raise student achievement. Resource teacher and instructional aide will assist students as needed	Principal, SIC Training Specialst, Teachers and Resource teacher	Title 1- 60,117 for Resource teacher LCFF LEP- 60,117 split funded Resource teacher	1.2	**Int 1** By October 2014 English language learners are identified and receive support from on-site resource teacher during the regular school day.	• Principal shares the classroom strategies with parents and community members during parent conferences and Open house. • Principal and teachers communicate to students at the beginning of each quarter classroom expectations and classroom strategies.	
	Instructional Aides	LCFF F/R- 29,921 for instructional aide support	1.2	**Int 2** Implementation of CCSS, working with Resource teacher and instructional aides on implementing of unit guides aligned with CCSS, effective teaching strategies supporting CCSS instructional practices, provided ongoing site professional development and coaching based on student and teacher needs to assure school wide CCSS implementation.	• Site Instruction Coordinator and Principal share the classroom expectations with parents and community members in community engagement forums.	
	Translators	LCFF F/R- 1,000	3.2	**End** Translators will provide information and support to parents regarding English Language learners and Common Core initiatives	• Principal shares the classroom expectations with parents and community members in community engagement forums.	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Intensify behavioral and attendance interventions for individual students during the regular school day with one on one interventions utilizing data based information. Students will be positivily redirected and parents informed of attendance concerns/ status through SARTs and attendance letters using School Community Liason on a regular basis so they are informed on areas of needed growth	School Community Liason	Title 1- 10,616 for School Community Liason .4375	3.2	**Int 1** Analyze data from school information systems as needed to ensure student progress toward academic and behavioral goals throught the use of formative and summative assessments to measure ongoing academic and attendance progress. Parent community liason will help students review data and set goals to improve.	Principal and SIC shares information and involved in discussion during Parent teacher conferences and Student Study Teams to inform parents. Students understand their own data and can articulate areas of improvement	
	School Community Liason		2.2	**Int 2** Continue to review data, assess student and provide interventions beginning February 2015. Monitor students who are not meeting attendance goals. Students will be able to explain areas of needed improvement as well as gains made.	Principal and SIC shares information and involved in discussion during Parent teacher conferences and Student Study Teams to inform parents	
				End By June 2014, students will improve in all low performing areas by one proficiency level or better. Students will be able to articulate their own growth on Benchmark exams and determine areas of need for improvement.	Principal shares information and involved in discussion during Parent teacher conferences, APTT and Student Study Teams to inform parents	
Update Technology to efficiently run reports from I-READY, provide technology for students to access the I-Ready program throughout the school day and technology to improve student engagement in the classroom, Smartboards, laptops, educational software.				**Int 1** Update technology to make smarter balanced assessments more efficient and accessible. Also, need to be able to print information to provide to parents at conferences, SSTs and IEPs. Update classroom technology to support transition to the common core as needed.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide technology training to teachers and common core math and ELA training to all staff	Teachers, SIC and Principal	Professional Development- Title 1- 11,677 Travel and conference expenses-Title 1- 1,200	1.3	**Int 1** By October 2014, technology will be in place to provide support to teachers, students and relevant staff in order to prepare students for the new smarter balanced assessements		
	Teachers, Principal and SIC		1.3	**Int 2** By January 2015 students and staff will be working on assessments using I-READY and preparing for the common core assessments using updated computer technology		
	Teachers, Principal and SIC		1.3	**End** By May 2015 all students and staff will be proficient in the use of new computer systems and common core assessments using online resources.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Implement a researched based ELA and /or math Supplemental Instruction materials for students scoring Far Below and Below Basic as indicated by local assessments. • Determine the number and length of intervention sessions, based on number of students, available staff and funding. • Determine supervision, staffing, schedule, and location of intervention sessions • Determine intervention instructional materials and assessment tool based on student academic needs. • Determine if additional students identified through local assessment can be placed in program.	All staff involved in Intervention Program: Principal, Teachers, instructional Support staff, Expanded Learning Program staff	LCFF F/R- supplemental materials 8,224 LCFF F-R- Equiptment for instructional technology 6,079	1.1	**Int 1** Goals to meet each students' academic need will be set: • goal statement must indicate that student will increase by at least one achievement level • goal should be specific to the student outcome • quantitative goals will be set based on the metrics of the assessment tool • pre assessments will given to students entering the intervention class using an embedded assessment tool such as a program assessment or locally developed assessment	By January, • teachers will contact prents of below & far below basic students to offer the intervention program • other students needing support will be added to the groups as indicated by local assessments • teachers will communicate the intervention goals that address the students' academic need to the parent • strategies will be shared with parents for at- home practice and support	Classroom/content teachers monitor student achievement through the examination of student work, benchmark and other formative assessement data, attendance and anecdotal data.
				Int 2 At the midpoint of the intervention program, progress monitoing will be administered. • students will be expected to reach a midway point toward their • instructional will be adjusted according to the results. Progress will be discussed at CPT's / department meetings.	Teachers give parents a progress report at midpont of the intervention • the progress report will specifically address the progress toward pre-set goals.	Classroom/ content teachers meet with intervention teachers to review the midpoint progress through an examination of the assessment results, formative assessment data, attendance and anecdotal data.

Whole School Priority #2

Priority Goal 2	In alignment with California Common Core State Standards, implement systems, tools, resources and training to equip all staff members with the knowledge and skills to institute data driven decision making culture. Schools will provide students with a clean, healthy, physically and emotionally safe learning environment. Schools will focus on more varied opportunities for student to become interested in school and learning through technology based activities, project based learning, extended extracurricular activities and expanded learning programs When equipped with knowledge and skills on how to collect and analyze student data reflecting student achievement, teachers can use, plan, and adjust teaching and learning opportunities to implement appropriate interventions.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provided system, tools and training to equip all staff members with the skills and resources to institute a data driven decision making culture. Rationale: When equipped with knowledge and skills on how to access and analyze student learning data, teachers can use plan and adjust learning opportunities that promote academic achievement and personal growth for all students.	Principal, Training Specialist and Teachers	LCFF LEP-1,487 supplemental instructional materials	1.1	**Int 1** Provide needed supplemental materials to help support training goals and district focus	Parents are informed in and involved in discussion. Parents also provide input through the PTO and SSC/SAC/ELAC.	Information provided during Parent Teacher Conferences in November 2013. First round of Academic Conferences held at every grade level in November 2013
				Int 2	Parents are informed in and involved in discussion. Parents also provide input through the PTO and SSC/SAC/ELAC.	Information provided during Parent Falcon meetings and teacher Conferences in March 2014. 2nd Round of Academic Conferences held at every grade level by March 2014.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				End	Parent are equipped with the skills to ask questions and recieve information about their child's progress and sucess in school. Monthly Falcon meetings are held where parents are given updated information regarding accessing school information and techniques to help their child become successful.	Eight week push to Smarter Balanced Field Test informing parents and children about the importance of the State Test. Ongoing information given prior to May Smarter Balanced Field testing 2014.
September 2013- April 2014: Use Data Director to institute three quarterly benchmarks to assess standards and CCSS written response in each course and analyze results through Academic Conferences.	Principal, Training Specialist and Teachers	EIA-SCE Training specialist (see above)		**Int 1** Teacher will administer the CST practice and mastery test and use data director to analyze data during Academic Conferences held by October 2013.	Parents are informed in and involved in discussion. Parents also provide input through the PTO and SSC/SAC/ELAC.	
	Principal, Training Specialist and Teachers			**Int 2** Benchmarks 1 and 2 are completed by December 2013, Teachers will administer the CST practice and mastery test and use data director to analyze data during Academic Conferences and Common Planning Time.	Parents are informed in and involved in discussion. Parents also provide input through the PTO and SSC/SAC/ELAC.	
	Principal, Training Specialist and Teachers	District funded		**End** Complete all three benchmarks by May 2013. Teachers will administer the CST practice and mastery test and use data director to analyze data during Academic Conferences and during Common Planning Time.	Parents are informed in and involved in discussion. Parents also provide input through the PTO and SSC/SAC/ELAC.	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Focus area: Reading Comprehension and Fluency. Consistently use data, Professional Develelopment, academic conferences, common planning time, and staff and curriculum meetings to meet the common expectations and reading proficiency goals set for the school year. Incorporate Guided Reading, Balanced Literacy and Accelerated Reading programs to classroom instruction in order to provide reading intervention at all grade levels.	Principal Training Specialist Teachers	Title I 1,991.19		**Int 1** All students will receive account information and training on the Accelerated Reader program. Classroom assessments and goal setting will determine and monitor growth in reading comprehension and fluency by November 2013.	Parents are informed and involved in discussions. Parents also provide input during parent teacher conferences.	
	Principal Training Specialist Teachers			**Int 2** Improvement on classroom assessments. Continue to increase reading fluency and comprehension at all grade levels. Monitoring occurs monthly in class and with the help of instuctional aides.	Parents are informed in and involved in discussion during Parent Teacher Conferences. Parents also provide input through the PTO and SSC/SAC/ELAC.	
				End Improvement on classroom assessments, continue reading fluency and reading comprehension at all grade levels by June 2013	Parents are informed in and involved in discussion during Parent Teacher Conferences. Parents also provide input through the PTO and SSC/SAC/ELAC.	
APTT Leadership Team consisting of a lead teacher from each grade level will be developed to focus on data and best instructional practices. Team will develop monthly CPT focus areas to increase student achievement across grade levels. Teachers will also ensure all interventions including SSTs or 504 plans are current and updated.	Principal, teachers, substitutes	LCFF F/R -600 for child sitter for APTT meetings, $71.00 for Postage and $600.00 for food and supplies	3.1	**Int 1** By October 2014 all teachers will know current student data and plan for best instructional practices to increase student achievement and parent participation		Substitutes will be provided for teachers who hold SSTs, IEPsor 504 meetings. Teachers will also be provided substitutes to create intervention classes and provide for planning of the instructional curriculum for the after school intervention
		Title 1- 636 duplicating services	3.1	**Int 2** By December 2014, teachers will be able to identify students who will need intensive intervention by reviewing current data and classroom assessments and provide parents with the data needed to support their child		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
		Title 1- 1,612 in child care for APTT meetings and informational meetings	3.1	**End** By June 2015, all teachers will have identified students needing intervention, have interventions including SSTs in place and be able to show growth in all students bases on current end of the year benchmark assessments.		

Whole School Priority #3

Priority Goal 3	Continue to increase opportunities for parents and community members to actively engage school decision making process in order to improve student learning and design engaging school activities. Implementation of academic parent teacher teams (working with parents will support and invite community engagement on campus) will reinforce student centered positive school culture, which leads to school, parents, community and students working cooperatevely to improve student achievement and attendance.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
September 2013: Continue Parent Room in rooom 9 with computer, internet and printer Monthly meetings with parents (Falcon Breakfast)	Principal Teachers, Training specialist, and School Community Liaison	Title1 $1,799 in communication cost for parent involvement	3.2	**Int 1** Keep Room 9 open as parent resource Room. Continue with funding of the Community Liason to assist parents in room 9.	Parent room provides a welcoming place for all parents and students to come to school. Parents with questions and concerns can visit the Parent room to get information and use the computers and internet. The Parent Room hosts several Falcon Breakfast and community activities that provide opportunities for parents and community members to take active roles in the school.	On-going evaluation by continuously monitoring the activities of the Parent Room. Sign in sheets to determine how many parents utilize the Parent room? What activities are being held to increase parent participation? Classes offered to parents throughout the year.
	Training Specialist, School Community Liaison and Principal, Site Instruction Coordinator	Title1 parent involvement- 200.00 in food supplies for parent meetings	3.2	**Int 2** Academic parent teacher teams (APTT) and facilitation of monthly meetings with Principal will work with parents to improve student achievement, attendance, and inform parents about class expectations. School community liason continue working with parents and students.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	School Community Liaison			**End** Review attendance records, facilitates Student Attendance Review Team (SART) meetings or Student Attendance Review Board (SARB) meetings.		
September 2014-June 2015: School Community Liaison initiates projects to increase parent and community participation: Monthly Falcon breakfast meetings, APTT meetings, and volunteering.	Principal School Community Liaison	budget pending carryover	3.2	**Int 1** Falcon breakfast planned by September 2014 with at least 20 parents in attendance.		
			3.2	**Int 2** Increase in monthly parent meetings by 2 parents a meeting. By February 2014 increase involvement to 40 parents.		
			3.2	**End** Falcon breakfast monthly attendance to 60 parents by June 2014.		
Increase student attendance through support services and motivational activities(i.e. Reading is Fundamental (RIF), school library, assemblies, family nights, Home visits, Character Ed..)	Principal, School Community Liaison, Nurse Community partnerships	budget carryover (pending)	3.1	**Int 1** Increase in student attendance to 95.7% Encourage reading through the Reading is fundamental Program by provided books to all students	Parents are informed and involved in discussions. Parents are also provided input through PTO and SSC/SAC/ELAC.	
				Int 2 Increase in student attendance to 96.0%		
				End Increase student attendance to 96.47% Provide grade level books to all students through the RIF program		

School Site Council Membership: Nicholas 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
Rachel Lane	[X]	[ ]	[ ]	[ ]	[ ]
Vlastimil Krbecek	[ ]	[ ]	[X]	[X]	[ ]
Brenda Vasquez	[ ]	[ ]	[ ]	[X]	[ ]
Edith Soto Cuellar	[ ]	[ ]	[ ]	[X]	[ ]
Teresa Mendoza	[ ]	[ ]	[ ]	[X]	[ ]
Yesenia Galarza	[ ]	[ ]	[ ]	[X]	[ ]
Phuong Nguyen	[ ]	[X]	[ ]	[ ]	[ ]
Jill Balian	[ ]	[X]	[ ]	[ ]	[ ]
Raeanne Barrs	[ ]	[X]	[ ]	[ ]	[ ]
Carol Boyce	[ ]	[ ]	[X]	[ ]	[ ]
Kelly Ryan	[ ]	[X]	[ ]	[ ]	[ ]
Mark Lane	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category	**1**	**4**	**2**	**6**	

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.
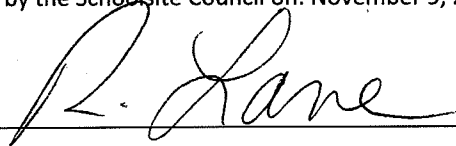
School   Nicholas Elementary
School

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

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

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

3. The Schoolsite Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)

       [X]   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: November 9, 2013

Attested:

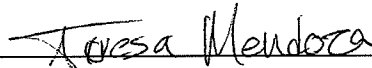Rachel Lane
_____
    Typed Name of School Principal

Teresa Mendoza
_____
    Typed Name of SSC Chairperson

_____
    Signature of School Principal

_____
    Signature of SSC Chairperson

6-17-14
_____
    Date
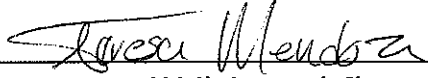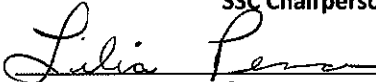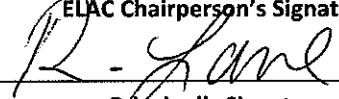
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    Date

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

School: Nicholas Elementary School

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

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

[X]   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: ELAP

[ ]   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.

Teresa Mendoza

_____

SSC Chairperson's Name Typed

Lilia Pena

_____

ELAC Chairperson's Name Typed

Rachel Lane

_____

Principal's Name Typed

6/17/14

Date

6/17/14

Date

6-17-14

Date

_____

SSC Chairperson's Signature

_____

ELAC Chairperson's Signature

_____

Principal's Signature