



The New Rosa Parks

Middle School

Leadership Team

Principal Sullivan, Diana Curtaz, Martin Ramirez, Cindy Harte, Jameel Pugh,
Jennifer Havey

Mission Statement



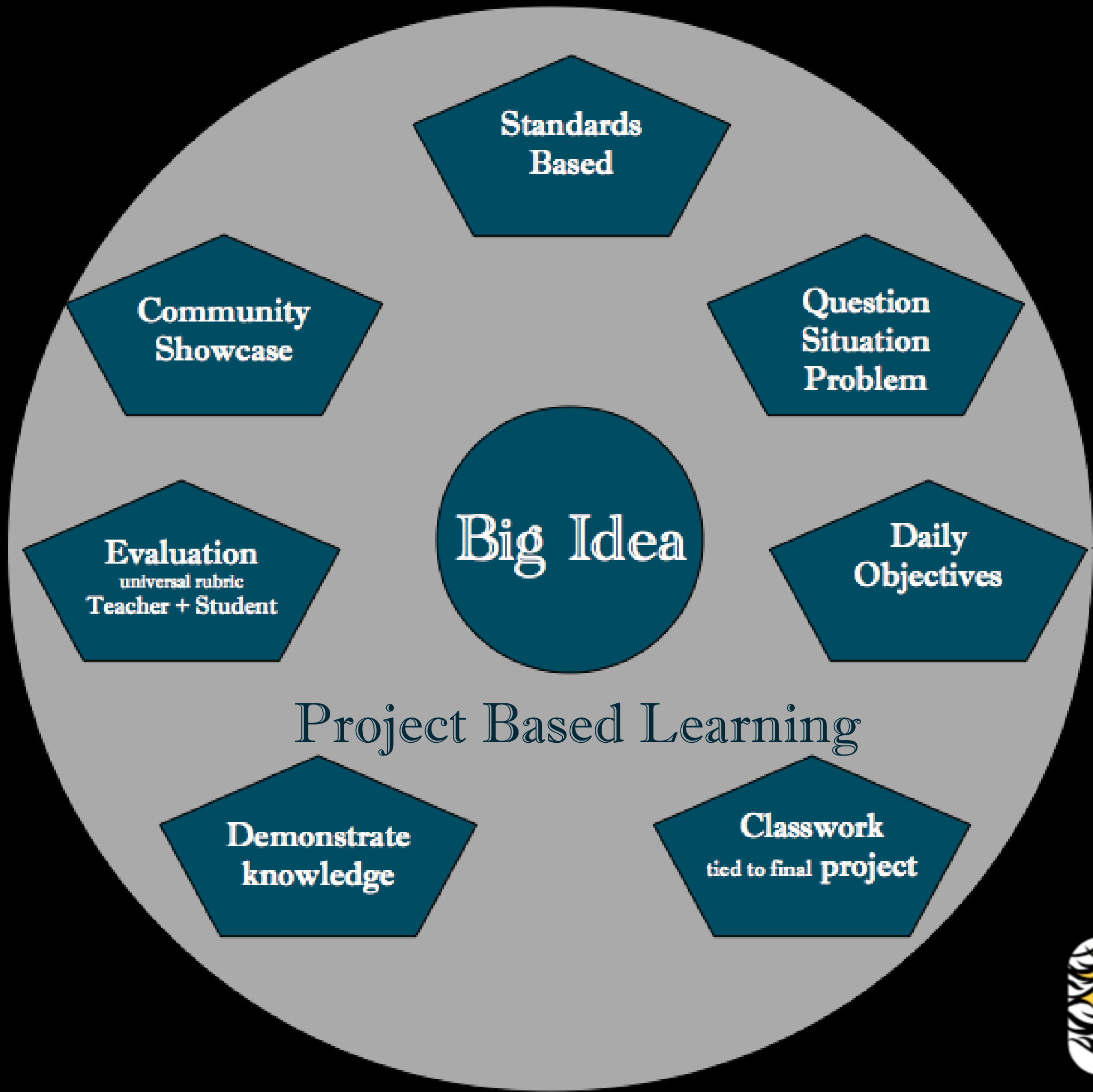
Rosa Parks, a community of resilient individuals equipped with the knowledge and skills to create pathways to opportunities in life.

Community Expectations

We will....

- Mutually respect each other
- Actively participate
- Show appreciation
- Ensure a safe & healthy environment
- Strive to be successful





Support Services

A Proactive Approach

- Student leadership class/Mentoring
- Upward bound program
- Home Visits
- Campus Safety
- After-school programs





THE ROSA PARKS



Experience

College Career Readiness

- *High level of rigor in a 21st century classroom*
- *Preparing all students for the conceptual and digital age*
- *Community Partnerships: the arts, athletics, technology, science, and public service*

Fieldwork

- *Linked Learning to High School, Community, Elementary students*
- *Work based Experience*
- *Service to the Community*
- *Incentives from community groups*

Projects

- *Project/ Problem Solution based Curriculum Delivery*
- *Common Core*
- *Data Inquiry*
- *Multiple Modalities*
- *Edutainment*
- *Co-Teach*
- *PE Dance*
- *Utilize Library, Computer Room,*
- *Media Resources*
- *The Pride Leadership Class*

Student Organizations

- *Mentors.org*
- *Service.org*
- *Dance.org*
- *Community Nights.org*
- *Leadership-Debate.org*
- *Academic.org*
- *PeerTutoring.org*
- *CommunityPartnerships.org*
- *Linked Learning.org*

Career & College Ready: Reading, Writing, Speaking



Oak Ridge Elementary School

Promise, Opportunity, and Possibilities

Doug Huscher, Principal

Danny Rolleri, Assistant Principal

Zoe Gnesda, Training Specialist

Tiffany Wilson, Training Specialist



Oak Ridge Elementary School

Our Vision

The Oak Ridge staff is committed to increasing the achievement of all students. We believe that every child has the right to a personalized quality instructional experience designed for achievement at the highest possible level.



Oak Ridge Elementary School

2010 API 658

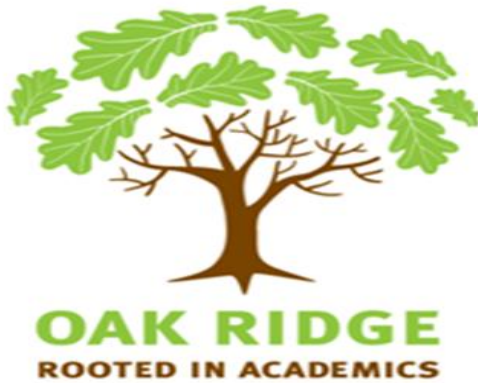
2011 API 740

	ENGLISH LANGUAGE ARTS				MATHEMATICS			
Groups	Valid Scores	% Proficient 2009-2010	% Proficient 2010-2011	% Increase	Valid Scores	% Proficient 2009-2010	% Proficient 2010-2011	% Increase
School-wide	268	25.0	33.2	+8.2	268	36.3	55.6	+19.3
Black African American	54	28.6	33.3	+4.7	54	27.3	53.7	+26.4
Asian	59	29.6	28.8	-0.8	59	52.1	57.6	+5.5
Hispanic Latino	125	23	33.6	+10.6	125	34.4	57.6	+23.2
White	7	---	---	---	7	---	---	---
SES	264	25	33.3	+8.3	264	36.3	55.7	+19.4
English Learners	151	23	29.1	+6.1	151	42.8	57.6	+14.8
Students with Disabilities	49	21.1	32.7	+11.6	49	34.2	38.8	+4.6



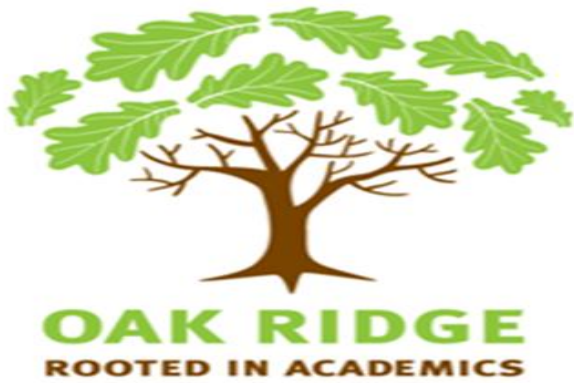
Oak Ridge Elementary School

- What Went Well?
 - Continuous Improvement Mandated Taking Risks Every Day...
 - » We found that we needed to live outside of our comfort zone. We needed to find security even as we kept inching further out on the limb
 - » Nothing risked, nothing gained...
 - » Adults modeling risk taking, innovation, new practices
 - » Risks for adult Learners, risks for student learners



Oak Ridge Elementary School

- What Did We Learn?
 - Our Students, Staff, and Families Were Amazingly Resilient
 - » Students hunger for knowledge...skills to lead, inspire, create, and imagine
 - » This is the most difficult work any of us have ever done... We were designing the airplane while flying it...and we're still designing it!
 - » Parents dream big...and step up to make their dreams a reality



Oak Ridge Elementary School

- Next Steps for 2011-2012
 - Integrated Literacy
 - Student-Centered Rigorous Instruction
 - Fully Recognizing the Talents and Assets of Every Child
 - Developing Teacher & Support Staff Leaders
 - Fully Engaging Our Families in Teaching & Learning
 - Developing High Functioning Collaborative Teams
 - Innovation Drives our Work



Jedediah Smith Elementary

Billy Aydlett, Principal

Cory Jones, Assistant Principal

Michelle Blanton, Training Specialist

Rosie Castillo, Training Specialist



Jedediah Smith Elementary

Our Mission

The mission of the redesign efforts at Jedediah Smith Elementary School will be to focus on three targets:

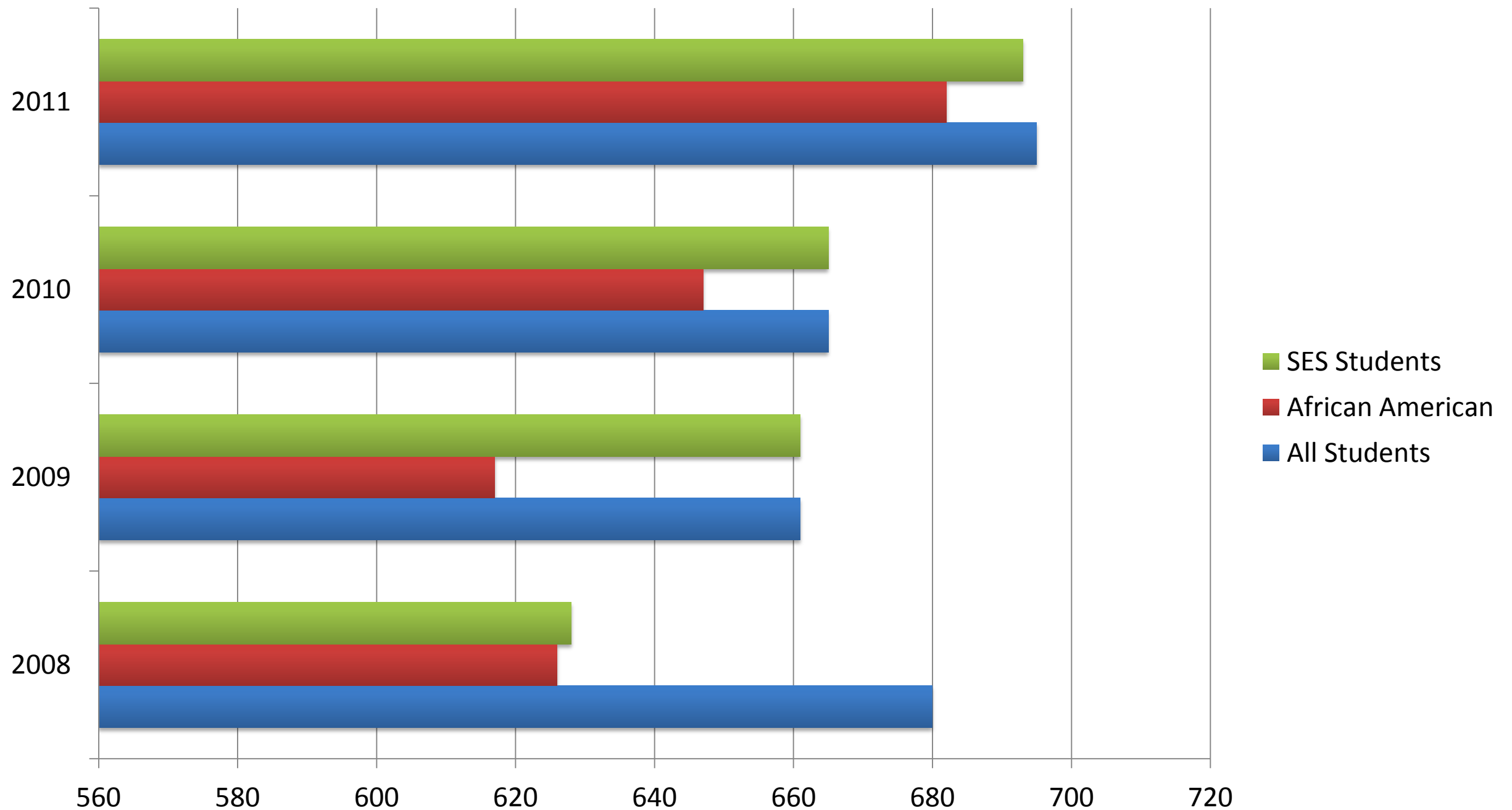
Academic Instruction,
Core Belief Systems, and
Engaging our Students, Families, Communities.

To use a catch phrase “We hold an **ACE** up our sleeves!” to promote student success.

These targets reflect the SCUSD strategic plan pillars (Academic Instruction=Career and College Ready Students, Core Belief Systems= Organizational Transformation, Family and Community Engagement= Engaging our Students, Families, and Communities) and will align our design efforts to increase student performance.



Jedediah Smith Elementary API



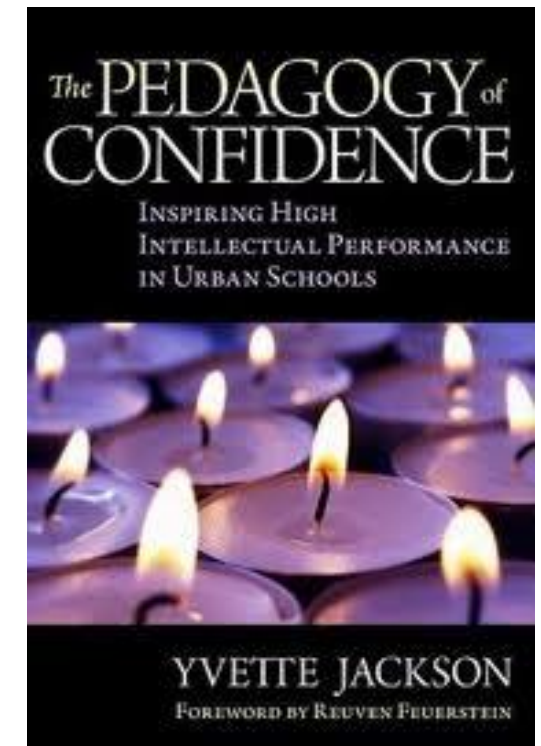


Jedediah Smith Elementary

The Lens of Equity- The Pedagogy of Confidence.

7 High Operational Practices

- Identifying and activating student strengths
- Building relationships
- Eliciting high intellectual performance
- Providing enrichment
- Integrating prerequisites for academic learning
- Situating learning in the lives of students
- Amplifying student voice.





Jedediah Smith Elementary

Academic Instruction:

- Thematic, Student Centered Learning
- 3 school-wide learning topics: Culture/Heritage, Endangered Species, Colleges and Careers
- Inquiry Process, Student Centered Literacy, The Daily 5:
 - Writing
 - Relevance
 - Expectations
 - Differentiation
- Showcase Celebrations
 - Non fiction writing
 - Project Displays
 - Student/Staff Exemplars



Jedediah Smith Elementary

Core Belief Systems:

- Staff/Student Equity Teams
- PBIS- Positive Behavior Intervention and Support
- Inclusion



Jedediah Smith Elementary

Engaging our students, families, and communities:

- Parent Teacher Staff Home Visit Project
- Student Voice
- Family Voice: PTA, Parent University
- Working with community partners-
 - Boys and Girls Club,
 - Trinity Cathedral,
 - Roberts Family Development Center,
 - Polynesian Dance/Tutoring Group, etc.



Jedediah Smith Elementary

LESSONS LEARNED-

- We need to do everything we can to make school fun for our students.*
- Our work is a moral endeavor.*
- Deficit Thinking is at the center of what has failed our students and community.*
- Jed Smith has involved, supportive parents.*



Jedediah Smith Elementary

YEAR TWO-

- Full Implementation of PBIS*
- Extend from one showcase to three showcases*
- Full Implementation of Inclusion*
- Continue to maximize student/family/community strengths and developing our kids confidence in the concept of school.*



Jedediah Smith Elementary

Quote: Malcolm Gladwell:

“A prediction in a field where a prediction is not possible, is no more than a prejudice.”

Father Keith B. Kenny Elementary School



Creating a Culture of Excellence

Gail Johnson, Principal

Alphonso Powell, Assistant Principal

Marianna Harris, Site Instruction Coordinator

Felicia Thomas-Hill, Training Specialist



Keith B. Kenny Elementary

Our Vision

Our vision is for Father Keith B. Kenny Elementary school to be a thriving, world-class learning institution that inspires students to dream and believe and that develops students who are committed to scholarship, integrity and service.

Mission

The mission of father Keith B. Kenny Elementary School is to create a culture of excellence where we educate all students to proficiency or above in all subject areas, develop strong character, and where we provide the strong foundation required for success in college and or career. We will carry out this mission in an environment of high expectations that is rigorous, culturally inclusive, safe, loving and that inspires lifelong learning.



Keith B. Kenny Elementary

We Believe

- We Are Responsible for Making a Positive Difference in the Lives of ALL Children
- Building a Culture of High Expectations and Excellence
- A Learning Oriented Culture
- Development as Opposed to the Innate Ability Model
- Relationships
- Continuous Improvement



Father Keith B. Kenny Elementary

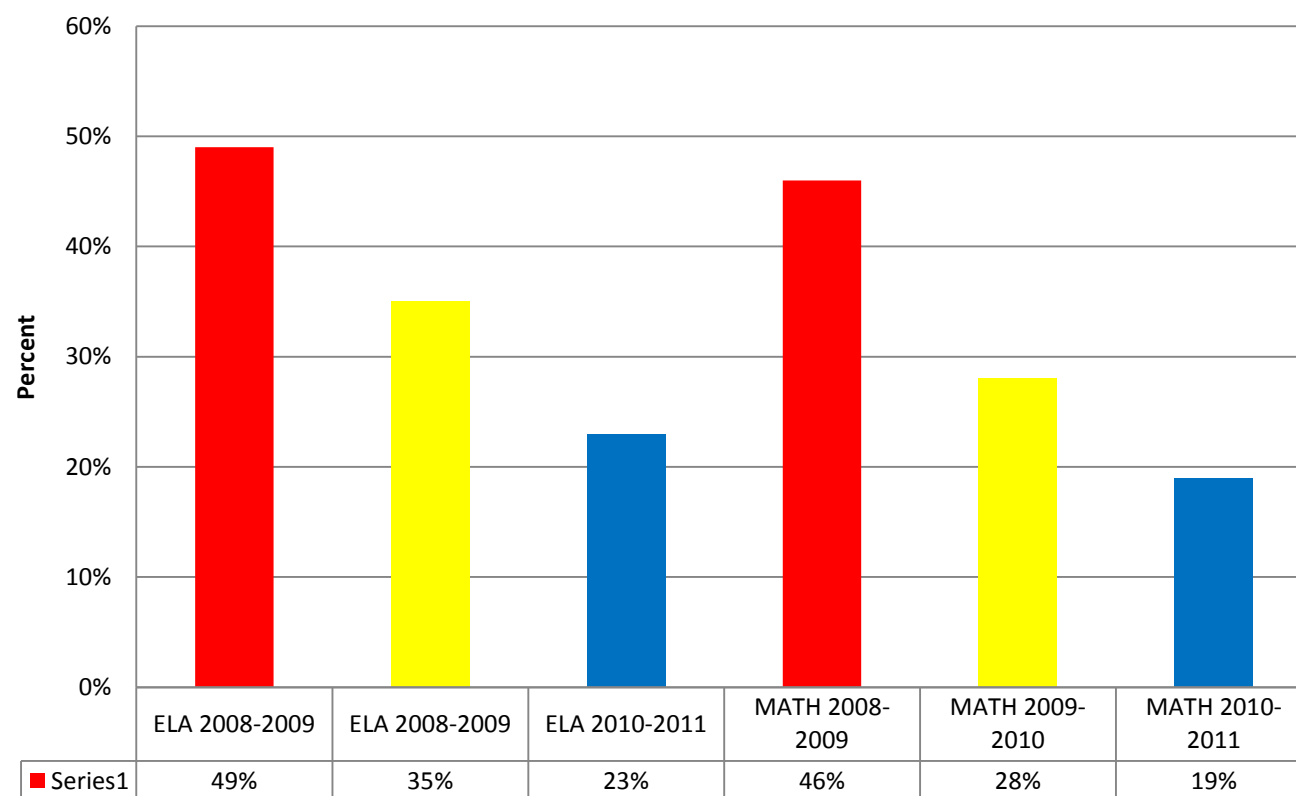
CST Scores

	English Language Arts				Mathematics			
Groups	Valid Scores	% Proficient 2009-2010	% Proficient 2010-2011	% Increase	Valid Scores	% Proficient 2009-2010	% Proficient 2010-2011	% Increase
Schoolwide	143	31.9	40.6	+8.7	143	39.6	49.0	+9.4
Black or African American	65	26.7	32.3	+5.6	65	33.3	44.6	+11.3
Hispanic or Latino	44	37.9	45.5	+7.6	44	43.9	50.0	+6.1
Socioeconomically Disadvantaged	143	31.9	40.6	+8.7	143	39.6	49.0	+9.4
English Learners	30	31.0	46.7	+15.7	30	55.2	63.3	+8.1
Students with Disabilities	18	30.8	27.8	-3	18	30.8	44.4	+13.6



Keith B. Kenny Elementary

Decline In CST BB/FBB Students 2009-2011



KBK School wide Growth 2009-2011



CST

% Prof ELA	2009	25.8	2010	31.9	2011	40.6
------------	------	------	------	------	------	------

% Prof Math	2009	33.16	2010	39.6	2011	39.6
-------------	------	-------	------	------	------	------

API	2009	630	2010	714	2011	747
			(+117 Points)			



Keith B. Kenny Elementary Structure and Systems

- High Quality First Instruction
- Standards and Data-based Decision Making
- Data Inquiry/Action Research
- Common Planning Time/Professional Development
- Literacy Block/Focused on Reading and Writing
- ELD Block



Keith B. Kenny Elementary Programs

- Saturday School
- Intervention Program
- Kennedy Center's "Any Given Child" Arts Integration
- Mentoring
- MESA
- Student Leadership
- Healthy Schools Program
- Welcoming Schools
- Home Visit Project
- Healthy START
- START Afterschool Program



Keith B. Kenny Elementary 2011 Highlights

- Students
- Improvement in Teaching, Learning and Achievement
- Establishing a Positive School Culture and Climate
- Building Capacity/Developing a Committed Team
- Common Planning Time/Professional Development
- Saturday School
- Family Nights
- Parent Involvement
- EXITING PROGRAM IMPROVEMENT!



Snapshot of School Events

- Award Assemblies
- Family Nights
- Volunteer Appreciation Breakfast
- Spring Musical and Art Showcase
- Winter Holiday Program
- Arts Experiences/Kennedy Center for the Performing Arts
- Parents as Partners
- Student CST Going Green Activities
- Parents CST Rally



Keith B. Kenny Elementary

Lessons Learned

- Change is mandatory, but also a process requiring belief, focus, clarity, support, encouragement, and monitoring
- There are many people deeply committed to this important work
- Defined and focused priorities, directly connected to improving instruction is key to raising student achievement
- There are always challenges and obstacle, but with a “Can Do” attitude, they can be overcome
- We Must Get the Message Out About Our School

PS Year 2 – Keeping the Momentum



- Continue Hard Work to Improve Teaching and Learning at KBK
- Focus on Literacy and District's Strategic Plan
- Common Core Implementation
- Data Inquiry/Action Research
- Professional Development
- Implement technology plan to engage, support, and open additional doors of learning
- Strengthen Family and Community Engagement
- Participate in the Healthy Schools Program

Friends/Supporters



- Assistance League of Sacramento
- 100 Black Men of Sacramento
- Roberts Family Development Center
- Sacramento Links
- St. Paul Baptist Church
- Tapers Barber Shop
- U.C. Davis Student Group
- Target

It is not the obstacles that stop us.

It is the psychological reactions to the obstacles that stop us

Efficacy

We Believe

Father Keith B. Kenny Elementary



Creating A Culture of Excellence

Will C. Wood Middle School

*Mary DeSplinter, Principal
Tuan Duong, Assistant Principal
Amber Carter, Assistant Principal
See Lor, Site Instruction Coordinator*



Vision

Students actively preparing to become academically and socially capable of meeting the challenges of the 21st Century

Mission

Success for every student

Academic Highlights

Students are engaged in a writing program across the curriculum

- **Test Scores-CST**
 - **History**-An **8.2%** increase in the number of students scoring Proficient and Advanced.
 - **Science** -A **9%** increase in the number of students scoring Proficient and Advanced.
- **Algebra**-Seventy-one 8th graders passed the Algebra End of Course Exam.
- **Attendance**-increased by .63%

Community Partnerships at Will C. Wood

- ◉ The Sacramento Kings
- ◉ Wells Fargo
- ◉ California Endowment
- ◉ UC Davis
- ◉ CSUS Mentors/65th Street Corridor Project
- ◉ Sacramento Police Department
- ◉ Home Visit Project
- ◉ Healthy Start

In 2010-2011 Will C. Wood Focused on:

- Partnerships
- Focus on School Climate to improve attendance, student and staff morale
- Parent and Family Engagement
- Professional Development-Writing across the curriculum

Lessons learned:

- More focus on academic rigor and differentiated instruction
- More in-depth analysis of learner centered problems and problem of practice during CPT
- Master Schedule designed to support all students

Plans for 2011-2012

- **Career And College-ready Students**
 - Differentiated Instruction to support every student
 - Incorporating Technology into all classes

Family and Community Engagement

- Continued Parent and Community partnerships
 - Increase number of parent volunteers on campus
 - Encourage parents to become more involved in the decision-making process
 - Continue building our community and learning gardens

Organizational Transformation

- Collaboration in Common Planning Time
- Using the Data Inquiry Process to drive instruction and academic rigor

Quote

- “Going to Will C. Wood will lead to an excellent future. There are several reasons for this. First, it will prepare you for high school. Next, going to Will C. Wood will lead you to a good degree. Then, you will have many different types of awesome jobs waiting for you. Finally, at the end of the day you will be smart and ready for everything in your future.”

Duyen Huynh, Will C. Wood ELL student, 2011

Excerpt from the essay, “The Star You Will Fly to”



Fern Bacon Middle School

A New Era of Excellence

Nancy Purcell, Principal

Mary Coronado, Assistant Principal

Sean Chambers, Coordinator Learning Support Services

Gabrielle D'Andrea, School Improvement Coordinator



Fern Bacon Middle School

Our Vision

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.



Fern Bacon Middle School

	ENGLISH LANGUAGE ARTS				MATHEMATICS			
Groups	Valid Scores	% Proficient 2009-2010	% Proficient 2010-2011	% Increase	Valid Scores	% Proficient 2009-2010	% Proficient 2010-2011	% Increase
School-wide	542	31.4	36.3	+4.9	542	25.9	37.5	+11.6
Black African American	104	31.6	38.5	+6.9	104	21.5	29.8	+8.3
Asian	131	35.5	39.7	+4.2	131	36.9	52.7	+15.8
Hispanic Latino	272	28.4	33.8	+5.4	272	22.0	33.5	+11.5
White	11	44.4	45.5	+1.1	11	44.4	63.6	+19.2
SES	514	31.5	35.8	+4.3	514	26.2	37.0	+10.8
English Learners	332	24.3	32.5	+8.2	332	24.9	40.4	+15.5
Students with Disabilities	50	10.8	22.0	+11.2	50	6.2	18.0	+11.8



Fern Bacon Middle School

- Culture and Climate
- Structures and Systems
- Programs and Policies



Fern Bacon Middle School

- CULTURE AND CLIMATE
 - Maximizing Human Capital
 - Building a Culture of High Expectations & Student Success
 - Asset Development vs. Deficit Thinking



Fern Bacon Middle School

- STRUCTURES AND SYSTEMS
 - Alignment
 - Data Inquiry
 - Data-Based Decision Making & Responses
 - Common Planning Time
 - Professional Learning and Reflection



Fern Bacon Middle School

- PROGRAMS AND POLICIES
 - Grading Policy Correlated to CST Performance Bands
 - School-wide Discipline Policy
 - Quality Customer Service Policy
 - GATE Classes
 - Saturday School Programs



Fern Bacon Middle School

LESSONS LEARNED

- People Are Our Most Important Resource
- Every Decision Must Be About What Is In The Best Interest of Students, Not Adults
- Site Autonomy Is Essential
- You Must Be Willing to Take Risks
- Saying YES!
- Saying NO!



Fern Bacon Middle School

YEAR TWO

- Continue Alignment to District Strategic Plan
 - College and Career Ready Students
 - Family and Community Engagement
 - Organizational Transformation



Fern Bacon Middle School

**“It is necessary;
therefore it is possible”**

C. A. Borghese

Hiram Johnson High School



Felisberto Cedros, Principal

Lilia Ibarra, Assistant Principal

Al Rogers, Assistant Principal

Kal Phan, Assistant Principal

Julia Jonas, Instructional Specialist

Hiram Johnson Vision

Hiram Johnson High School will provide innovative systems that support high academic achievement for all students. In cooperation with parents and community, we will **foster growth through a rigorous course of study and provide opportunities for developing leadership, character, and citizenship in order to prepare students for success in a competitive world.**

2011 Hiram Johnson API

Groups	Number of Students Included	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Growth Target
Schoolwide	1130	671	612	9	59	Yes
Black or African American	118	559	484	16	75	Yes
Asian	361	722	695	5	27	Yes
Hispanic or Latino	455	651	577	11	74	Yes
White	102	717	642	8	75	Yes
Socioeconomically Disadvantaged	986	668	615	9	53	Yes
English Learners	599	656	596	10	60	Yes
Students with Disabilities	145	441	396	20	45	Yes

CST Percent At or Above Proficient: English and Math

Groups	CST English Language Arts				CST Mathematics			
	Valid Score	% At or Above Proficient		% Change	Valid Score	% At or Above Proficient		% Change
		2010	2011			2010	2011	
All students	1168	24%	29%	+5%	1073	11%	15%	+4%
Black or African American	128	13%	21%	+8%	86	4%	5%	+1%
Asian	364	34%	30%	-4%	367	20%	21%	+1%
Hispanic or Latino	471	17%	29%	+12%	427	6%	10%	+4%
White	100	32%	40%	+8%	83	11%	20%	+9%
Socioeconomically Disadvantaged	1004	23%	29%	+6%	936	11%	15%	+4%
English Learners	378	5%	6%	+1%	360	8%	6%	-2%
Students with Disabilities	58	5%	5%	0%	54	1%	2%	+1%

CST Percent At or Above Proficient: Science and History

Groups	CST History				CST End-of-Course Sciences			
	Valid Score	% At or Above Proficient		% Change	Valid Score	% At or Above Proficient		% Change
		2010	2011			2010	2011	
All students	830	18%	31%	+13%	975	18%	29%	+11%
Black or African American	116	7%	17%	+10%	77	8%	19%	+11%
Asian	256	27%	39%	+12%	329	25%	33%	+8%
Hispanic or Latino	299	15%	30%	+15%	401	14%	27%	+13%
White	77	24%	37%	+13%	85	22%	37%	+15%
Socioeconomically Disadvantaged	699	19%	32%	+13%	853	19%	29%	+10%
English Learners	261	6%	16%	+10%	340	6%	12%	+6%
Students with Disabilities	80	3%	5%	+2%	64	5%	6%	+1%

2010-2011 Achievements

- Established consistent curriculum and instructional practices across the campus with pacing guides and benchmarks
- Established consistent student and staff expectations through accountability for actions
- Established data driven decision making culture
- Increased parent education and involvement through Warrior Café

Impact of 2010-2011 Achievements: “We Believe . . .”

- Students believe that they are “smart”
- Staff believe that ALL Hiram Johnson students have the ability to excel
- Parents believe that Hiram Johnson is improving

2011-2012 Plan

- Use data inquiry process to continue to refine and improve initiatives from 2010-2011
 - Relevant and rigorous standards-based curriculum and instruction
 - Increase community and parent involvement
 - Data driven decision making culture
 - Accountability for actions
- Create a rigorous education environment that is also “fun” and safe
- Hiram Johnson will be in the 700+ API club
- Hiram Johnson Design Team

Hiram Johnson Design Team

Hiram Johnson Design Team Role:

- Represents key stakeholders in the design of Hiram Johnson High School.
- Takes responsibility for implementing a communications and community engagement plan to promote cohesion within the Hiram Johnson community.
- Serves as an advisory panel to the Hiram Johnson school administration.