

Single Plan for Student Achievement (SPSA)

- SPSA Year**
- 2017–18
 - 2018–19
 - 2019–20

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

Davidson Middle School

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2018-2019 Single Plan for Student Achievement

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THE STORY

Briefly describe the students and community and how the school serves them.

Mission Statement

Lifting Student Achievement. Every Student. Every Day. It is the mission of Davidson Middle School to prepare students for adult life through a quality education, which emphasizes academics, health, morals, diversity, hard work, cooperation, and problem-solving.

School Description

James B. Davidson Middle School (Davidson) is located in San Rafael, California along the US 101 Freeway 20 miles north of San Francisco on the bay side of Marin County. Its roughly 1,210 students attend school on a campus of 13 acres. The school was built in the 1950's with the latest addition occurring in 2005. New renovations and additions have begun in 2018 as part of the latest bond measure.

Davidson is comprised of approximately 1,200 6th, 7th, and 8th grade students. The school population is 63.4% Latino, 30.7% White, 3.5% Asian, 1.3% African-American, and the remaining 1.1% represents more than ten different ethnicities and home languages. English learners (EL) comprise 33.7% of our student population, and 62.3% receive free or reduced price lunch. This percentage has increased every year for the past four years. 11.5% of Davidson's students receive Special Education services. Davidson's significant student groups are:

Demographics

Ethnicity:

- 343 White 28.5%
- 789 Hispanic 66%
- 21 Vietnamese 1.8%
- 17 African Ame 1.4%
- 10 Asian Indian .8%
- 5 Philippine .4%
- 10 Chinese .8%
- 3 Japanese .2%
- 3 Korean .2%
- 2 Cambodian .16%

Free/Reduced Lunch Program Participation

- F 716
- R 118

- 312 Limited English Proficient Status
- 106 Special Ed + 44 students in speech = 150 under Students with Disabilities
- 504's 9
- Homeless 279

The faculty is comprised of 62 certificated staff in the following content areas:

- English Language Arts
- English Language Development
- Mathematics
- History/Social Studies
- Science
- Physical Education
- Special Education
- Electives

Description of School Programs

Davidson Middle School provides an appropriate, rigorous program of classes for every student. This is accomplished by using student and family needs as the foundation for development of each year's master schedule. For example, students who demonstrate the need for support in English receive a support class, which can be either Extended English or English Language Development; students with disabilities receive services as outlined in their individual education plan (IEP). Davidson's commitment to providing an appropriate educational program for each student means that the master schedule is a work in progress, even after the school year begins. As such, adjustments will be made throughout the 2018-19 school year as needed so as to meet the constantly changing needs of our students. We have been doing considerable work in moving towards providing access to enrichment and targeted intervention to all students. One change that reflects this dedication is the introduction of an A/B elective/intervention schedule so that students get both access to an elective and an extended ELA or Math support class. This A/B schedule has also allowed for a 6th grade Skills Wheel with rotating quarter course in Team Building, Digital Literacy, Brainology, and AVID Strategies.

To meet our students' visual and performing art needs, the school offers a comprehensive program of elective classes and after school opportunities, including Beginning, Intermediate, and Advanced Band, Marching Band, Beginning and Advanced Orchestra, Steel Pans, Chorus, Maker Technology, Computer Science, Spanish, 2D and 3D Art, Drama, Chess, Yearbook, Colorguard, and an Elective Wheel for sixth graders.

The middle grades math teachers have designed Common Core aligned mathematics course offerings and criteria, which will both challenge and support each individual student in their progress towards mastery of the grade level Common Core mathematics standards. Davidson Currently has two math pathways beginning in 7th grade; the Math 7 > Math 8 pathway, and the Math 7/8 > Math 8/Algebra pathway. Both pathways prepare students to be A-G eligible.

The English Language Arts program offers a rigorous, common core aligned program built around meaningful units of instruction that have been designed, developed, taught, and revised annually. Students are asked to write everyday through multiple genres and note taking strategies such as Cornell Notes. Students are given experiences with Socratic seminar, mock trial, and work with the Marin Theater Company to bring novels to life. Students that are struggling in ELA and have not met criteria are provided with targeted intervention in addition to their regular English class until they have met the criteria through Extended English.

Davidson has a robust English Language Development program for CELDT levels 1 - 5. This is a flexible program and students are assessed after each CELDT/ELPAC administration and throughout the year for the correct placement. Teachers use the ELD standards to drive their curriculum and the Inside and English 3D programs are used. The Lexia and Reading Plus programs are also used to address skill gaps in fluency and comprehension.

The Social Studies department offers common core aligned units of instruction for all three grade levels that have been designed, taught, and revised annually. Primary source documents and other supplemental materials are used and there is the beginning of alignment between both the social studies and ELA themes and essential questions. In sixth grade, Social Studies is taught in a two period cored class. In seventh grade students take Social Studies 7 and in 8th grade they take U.S. History.

Davidson offers opportunities for students to participate in extracurricular activities. There are many clubs on campus such as the Maker Club, Beyond Differences, Children 4 Change, Pokemon Club, and many more. There are intramural sports such as cross country, flag football, volleyball, basketball, and wrestling. Students can also participate in Mathletes, the jazz and marching bands, color guard and after school enrichment provided by the Heads Up Foundation and through LEAP.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Student Achievement - DMS continues to develop better core curriculum units in all subject areas. We are working toward having better data to drive professional development and instruction. Our master schedule is developed to achieve three key goals - increased access to enrichment, targeted intervention, and a 6th grade skills wheel.

- Lexia/Reading Plus
- Renaissance Learning Diagnostic Assessment
- Dreambox and ALEKS Online Math Intervention
- Extended Math and ELA
- ELD Approach
- AVID & College Access and Student Success

Professional Development - Davidson's three PD goal areas this year are academic discourse, PLC/Data driven instruction, and Tier 2 & 3 support systems. Also, AVID strategies continues to be a focus for us school wide and is a part of our ongoing professional development. We are using "in-house" expertise and a teacher led model in close partnership with our instructional coaches to provide professional development throughout the school year. Instructional coaching will be increased this year through supporting and onboarding our new staff and the expectation that all teachers will work with an instructional coach in some capacity.

- AVID Institute and ongoing site based PD
- PLC Release Days
- Academic Discourse
- Site-based, teacher-led PD
- Instructional Coaching
- SBAC Interim Assessments
- Capturing Kids' Hearts

Climate and Culture - Capturing Kids' Hearts continues to have a positive effect on our school climate. Teachers are greeting students at the door, building social contracts in the classroom, and putting the student/teacher relationship at the forefront. We continue to set clear expectations, gather behavioral data, and give out many positive rewards through the Positive Behavior Intervention and Support program. The increased access to electives for all students is a major move in the right direction and our partnership with Youth in Arts is a great example of a community schools model.

- Capturing Kids' Hearts
- PBIS

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

SBAC Highlights:

ELA

- 6th grade SED students increased 9.2 points from 2017-2018
- 6th and 7th grade EL students increased by 9.8 and 6.1 points respectively from 2017-2018
- 7th grade RFEP students increased by 7.7 points from 2017-2018
- 7th and 8th grade EO students increased by 19.2 and 5.8 points respectively from 2017-2018

Math

- 6th, 7th, & 8th grade EO students increased by 9.3, 7.7, and 19.0 points respectively from 2017-2018
- 7th grade EL students increased by 15.5 points from 2017-2018
- 6th grade SED students increased by 1.5 points from 2017-2018
- 6th grade SWD students increased by 1.3 points from 2017-2018

Annual Parent Survey Highlights: (results may be skewed due to only 85 respondents)

- There was a 3.1% increase in parents' perception that their children enjoy going to school from 2017-2018
- There was a 4.7% increase in parents' perception that the school environment is welcoming from 2016-2018

We believe that Davidson continues to make great progress toward a positive school climate and culture.

- We have seen ELAC meetings with over 300+ parents attending regularly
- We have increased the number of club-like opportunities for students go from 1-2 clubs to now over 20
- We have increased our academic and social-emotional counseling staff from 1.0 FTE to 2.4FTE
- 97% of our students have access to an elective or enrichment course during the school day

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

There continues to be an achievement gap between the "English Learners," "Socioeconomically Disadvantaged," and "Hispanic" student groups and their "English Only" and "Asian" peers in both ELA and Math. We are not progressing as rapidly and aggressively as we need to for these traditionally underserved students. We have a significant number of students at the "Near Standard" level. We need to move these students forward.

GREATEST NEEDS

We are not making the progress as a school on the SBAC that we feel we should. Our staff has been working very hard to align our curriculum with the assessment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Although we saw increases for "English Learners," "Socioeconomically Disadvantaged," and "Hispanic" student groups, they are still in the "low" or "very low" status per the CA School Dashboard in both ELA and Math.

"English Learners," "Socioeconomically Disadvantaged," and "Hispanic" student groups were all two performance levels below in Math compared to "All Students" - declining an average of 5.1%.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I (3010)	Title III - LEP (4203)	Title III - IMM (4201)
Allocated		141,450.00	50,000.00	168,069.00	49,230.00	District
Budgeted*						
Spent YTD		71,342.00	6,994.00	57,364.94	4,956.00	n/a
Encumbered		22,706.00	4,127.00	80,732.43	28,847.00	n/a
Available		47,401.00	38,878.00	29,972.34	15,425.00	n/a
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX		19,728.00	0.00	Cert. Hrly, Sub non-ill,		
2XXX		22,349.00	0.00	Class Hrly, IA extra duty, overtime		
3XXX		7,144.00	0.00	Driven costs		
4XXX-5XXX		92,228.00	50,000.00	Materials/supplies, Tech, Travel and Conf.		

STAKEHOLDER ENGAGEMENT

SPSA Year

- ✓ 2017–18
- ✓ 2018–19
- ✓ 2019–20

Involvement Process for SPSA and Annual Update

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

This SPSA was developed through School Site Council Meetings, discussions at the ELAC, Principal’s Coffee Chats, Instructional Leadership Team meetings, and Administrative meetings during the 2017-18 school year and finalized in August/September of the 2018-19 school year.

Impact on SPSA and Annual Update

How did these consultations impact the SPSA for the upcoming year?

All input is considered from each stakeholder group when making plans for any school year. We seek ideas and buy-in from staff to ensure that there is successful implementation of any program, policy, strategy, etc. Our new master schedule with increased access to enrichment, targeted intervention, and the 6th grade Skills Wheel is a great example of a whole community providing input about students’ needs and working toward a solution that moves the organization forward.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

- New
- Modified
- Unchanged

Goal 1

College and Career Readiness: Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.

Identified Need

As demonstrated by analysis of SBAC, LPAC, and diagnostic test results, there are pronounced performance gaps affecting students with low socioeconomic status and low English language mastery. The need is to close the gap while raising the achievement level for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELs	ELA 72.3 < Lvl3 Math 115.6 <Lvl3	<p>ELA Score for English Learners (EL+ RFEP) = -65</p> <p>Math Score for English Learners (EL+ RFEP) (including RFEP) = -106</p> <p><i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i></p>	<p>ELA Score for English Learners (EL+ RFEP) = -50</p> <p>Math Score for English Learners (EL+ RFEP) (including RFEP) = - 90</p>	
SBAC Low SES	ELA 56.2 < Lvl3 Math 97.4 <Lvl3	<p>ELA Score for Low SES = -63</p> <p>Math Score for Low SES = -105</p> <p><i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i></p>	<p>ELA Score for Low SES = -53</p> <p>Math Score for Low SES = -95</p>	

CELDT	Lvl 1 - 16.4% Lvl 2 - 12.4% Lvl 3 - 26.5% Lvl 4 - 29.0% Lvl 5 - 10.3%	Waiting for ELPAC results	
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
All students will make progress, with students in the EL, SES, Students with Disabilities student groups making more rapid progress.	We did not make the progress that we had hoped for and did not accelerate the subgroups as we need to.

Goal 1, Action 1

Multi-Tiered System of Supports Description: Tier II-III Intensive Academic Intervention	
<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): Students with SBAC Level 1 or 2 and D/F in Math and/or ELA <input type="checkbox"/>	
<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input checked="" type="checkbox"/> [Specific Grade span(s)] -- (List here): 6th - 8th grade students	

Actions/Services

PLANNED	ACTUAL
The following intervention programs, among other supplemental materials, will be used in the above courses:	

Lexia and Reading Plus (ELA) - Reading intervention program for ELD and Extended ELA students

Renaissance (Star Math), Dreambox (Math) - Student assessment system and intervention/extension programs.

Read 180 Adoption (updated version) - continued use of this ELA program in our English XA classes

Homework Club - CASS and Referred students will participate in the tutoring/homework support program in the library after school. Certificated staff will be paid hourly to staff/coordinate the program.

Extended ELA/Math Classes - Students identified by using grades, SBAC scores, and teacher recommendations take this course on an A/B schedule.

Rtl Team - Establish a new intensive intervention monitoring process and committee. Intervention coordination and strategy implementation will be performed by an instructional coach, the counseling team, administration, and teacher representatives

Academic Coaching/Intervention - Provide case by case meaningful adult mentoring for students.

BUDGETED AMOUNT / SOURCE

Lexia/RP -
ALEKS/\$6,064 (Title 1 SES)
Dreambox/\$4,850
Discovery Education/\$4,600/0910 (LCAP)
Renaissance Star Math/\$6.064 (Title I SES)

ACTUAL EXPENDITURES

Expenditures

Read 180 Instructional Materials/\$38,432 (Lottery Inst. Material)
Certificated Hourly/\$10,000 (Title I 3010)
Materials/Supplies/\$11,000 (3010)
SpEd Instructional Assistant/\$23,709 (3010)

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Will need to identify data points to gather for decision making.	Utilize data to make adjustments or add/discontinue programs.	Utilize data to make adjustments or add/discontinue programs.

Goal 1, Action 2

Multi-Tiered System of Supports Description: Tier III - English Language Development

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here): Students not yet Reclassified
- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED	ACTUAL
<p>ELD Certificated Teacher FTE - Provide a full scope of classes for the ELD students at levels 1-5</p> <p>News ELA - Lexile-leveled sources and articles</p> <p>Lexia and Reading Plus - (See Goal 1, Action 1)</p>	

Expenditures

<p>Inside ELD Program - Implement the Inside Program for the ELD 3 and 4</p>	
<p>BUDGETED / SOURCE FTE/\$15,945/Title III 4203 Materials/Supplies/\$6,259/4201 News ELA/\$10,000/3010</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>
<p>We will need to analyze the data from the above programs to determine if we are maximizing their use as well as seeing marked student improvement. Our master schedule approach needs to be monitored.</p>	<p>We will continue to need to modify our approach and see if the current master schedule sections for ELD and the programs used are giving the results we need.</p>	<p>Continue to modify.</p>

Goal 1, Action 3

Multi-Tiered System of Supports Description: Tier I - Enhancing the school wide curriculum with enrichment and support

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	<p>PLANNED</p> <p>Discovery Education online resource - Teachers use an online resource of videos and images that bring life to units of instruction.</p> <p>Marin Theater Company - Residencies in English 7, Core, and AVID Skills Wheel focused on bringing the text alive and public speaking.</p> <p>6th Grade Skills Wheel - Team Building, Digital Literacy, AVID Strategies, and Brainology.</p> <p>School Wide Binder Expectation - All students are expected to utilize a binder with dividers for each class and the school agenda/handbook.</p> <p>10,000 Degrees College Knowledge Day - Partnership with 10KD that brings informational sessions taught by 1st generation college graduates to all 8th graders.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>Discovery Education/\$4,595/Lottery 1100</p> <p>MTC/\$3,745/1100</p> <p>10KD/\$6,684/1100</p>	<p>ESTIMATED ACTUAL</p>
Expenditures		

Mindset Works/\$5,000/0910

Materials/Supplies/\$40,000/1100

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- Modified
- New
- Unchanged

- New
- Modified
- Unchanged

We will need to determine how the 6th grade skills wheel, binder expectations, and MTC project have worked and what changes are needed if any.

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- New
- Modified
- Unchanged

Goal 2

Professional Development: Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need

In order to ensure rigorous, CCSS aligned instruction, a collaborative approach, and to retain the highest quality staff - teacher led, differentiated, and meaningful professional development is a must. This, coupled with the ongoing feedback and inquiry cycle provided by instructional coaching to support the PD.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Teachers participating w/IC	60% - All Teachers 94% - 1st/2nd Yr Teachers	86% - of all teachers 100% - 1st/2nd year teachers	100% 100%	100% 100%
% of Teachers having attended AVID Institute	20%	30%	40%	50%
Learning Walks	3	4	5	6

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

100% or teachers participate in coaching
Send 4-6 more teachers to the AVID Institute

ACTUAL

We were able to achieve this goal.

<p>Increase both the number and participants in LW's</p> <p>Positive feedback from teachers on the coaching/PD surveys</p>	
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Goal 2, Action 1

Multi-Tiered System of Supports Description: Professional Development for All Teachers and Support Staff

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here): <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):
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<p>Actions/Services</p>	<p>PLANNED</p> <p>AVID Institute - Send a team of teachers and Admin to the summer institute as well as the mid-year mini institute, and MCOE hosted opportunities.</p> <p>Release Days for PLC's - Each teaching PLC will participate (with an instructional coach) in two release days to curriculum plan, develop common assessments, and review and analyze student work and data.</p> <p>Academic Discourse, Writing, PLC data Professional Development -</p> <p><i>Professional Development provided during full release days, teacher prep period, during faculty meetings, and after school to support teacher professional growth</i></p>	<p>ACTUAL</p>
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Expenditures

<p>BUDGETED / SOURCE</p> <p>AVID Institute /\$13,000/Title I 3010</p> <p>Release Days/\$18,000/0910</p> <p>Professional Development/0910</p> <p>Professional Development/\$15,000/3010</p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Goal 2, Action 2

Multi-Tiered System of Supports Description: Tier I-III Instructional Supports	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here):English Learners and Students struggling academically
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

<p>PLANNED</p> <p>1.5 FTE Instructional Coaching - Supporting teachers in instructional strategies, classroom management, developing curriculum, collaboration,</p>	<p>ACTUAL</p> <p>Fall 2017 - Instructional coaches hired, Coaching Plan in development, new teacher PD and support in place,</p>
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Expenditures

<p>technology integration, one-on-one and cohort lesson planning and inquiry cycles, Learning walks, Co-teaching and Modeling, IC observations, and debriefs</p> <p>New Teacher Onboarding and Ongoing Support - Providing PD and coaching designed to set our new teachers up for success by giving them the institutional knowledge and logistical support needed. Examples include: New Teacher PD half day, New Teacher Mini-Professional Development to provide introductions to AVID, Capture Kids Hearts, and School Loop</p> <p>Ongoing Coaching - Instructional Coaches will work with all teachers to implement the site focus areas for the year as well as support district initiatives.</p>	
<p>BUDGETED / SOURCE</p> <p>Instructional Coaching /LCAP funded</p> <p>Materials and Supplies/\$2,000/1100</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>CCIT transition into PD Committee</p>	<p>PD plan aligned with LCAP and SPSA</p>	<p>Coaching plan fully realized and inquiry systems embedded in school culture.</p>

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- New
- Modified
- Unchanged

Goal 3

Student Engagement & School Climate: Establish a welcoming environment and effective systems that allow staff, students and families to feel safe and included, supporting them in participating fully in learning and in the school community.

Identified Need

According to the 2016 School Climate Report Card, areas of growth for DMS are identified as “High expectations and caring relationships,” “Opportunities for meaningful relationships,” and “School connectedness.”

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	82 suspensions/6% of enrollment	Goal: Reduce to 5% 416 days, 58 students. 4.7%.	Reduce to 4%	Reduce to 3%
Attendance Rate	Chronic Abs. 4.1%	Goal: Chronic Abs. 3.9% Actual: 7.1%	Chronic Abs. 3.6%	Chronic Abs. 3.3%
Positive Rewards Given	PAW Tix 1/17 - 5/17 2,169 PAW Impact Awards 657	PAW Tix 3,156 PAW Impact Awards 700	PAW Tix 3,200 PAW Impact Awards 725	PAW Tix 3,300 PAW Impact Awards 750
CHK Survey School Climate Index (SCI)	2014 - 361	2016 - 366 (+5)	2018 - 370	2020 - 375
SSC Parent Survey	2016-17 Welcoming environment 63% Somewhat -Very	2017-18 There was a 4.7% increase in parents' perception that the school	Welcoming environment 83% Somewhat -Very Stu. enjoy going..	Welcoming environment 93% Somewhat -Very Stu. enjoy going..

	Stu. enjoy going.. 86% Somewhat - Trem.	environment is welcoming from 2016-2018	92.5% Somewhat - Trem.	95% Somewhat - Trem.
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Increase in the the numbers of positive rewards Reduction of repeated suspensions Successful Peer Courts increase Increase in welcoming environment on survey	

Goal 3, Action 1

Multi-Tiered System of Supports Description: Tier 1 prevention and monitoring, Tier 2 supports, and Tier 3 intensive supports for a positive school climate.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED	ACTUAL
<p>PBIS Implementation -</p> <ul style="list-style-type: none"> ● Maintaining clear expectations of behavior ● Clear expectations of the progressive discipline process ● Instituting positive rewards systems (PAWS) ● Creating a Tier II/III committee ● DMS Day One <p>Restorative Justice Program - Continue to utilize Peer Court, Peer Support re-entry meetings</p> <p>Where Everyone Belongs (WEB) - orientation and onboarding for incoming sixth graders led by 7th and 8th grade leaders.</p> <p>Camp Cougar - Parent resource fair during WEB</p> <p>Challenge Day - Coordinate and implement four 7th grade Challenge Days to break down barriers and build relational capacity.</p> <p>Lunchtime Clubs and After School Enrichment - Create opportunities for enrichment and connection for students.</p>	

<p>Capturing Kids' Hearts - Continue to build relational capacity between all members of the DMS community</p> <p>School Safety Plan and Emergency Preparedness - Working with North Bay Security Group to revise and update safety plan and emergency preparedness.</p> <p>Being Adept - 7th grade tobacco, drug, and alcohol prevention lessons/curriculum.</p>	
<p>BUDGETED / SOURCE</p> <p>Challenge Day/\$3,500 (Lottery 1100) + \$10,000 (Heads Up Funds)/1100/Heads Up</p> <p>\$5,000/Clubs/PTA</p> <p>\$15,000/Heads Up Enrichment/Heads Up</p> <p>\$3,000/Safety/Emergency Preparedness/1100</p> <p>\$3,000/Day One/ASB</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
	Review survey and implement changes	Same

Goal 3, Action 2

Multi-Tiered System of Supports Description: **Tier II and III Social-emotional Supports**

Students to be Served

- ✓ All School
 - ☐ Students with Disabilities
 - ✓ [Specific Student Group(s)] -- (List here): Referred Students
-
- ✓ English Learners
 - ✓ Foster Youth
 - ✓ Low Income
 - ☐ [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED	ACTUAL
<p>Community Institute for Psychotherapy - provide two intern counselors for 1:1 counseling as well as implement the Wisdom Warriors curriculum in the group setting.</p> <p>Bay Area Community Resources - Provides one intern counselor for 1:1 and group counseling</p> <p>Youth Services Bureau - Partnership with SRPD to provide case management and counseling services.</p> <p>Youth and Family Services - Court ordered counseling for students.</p> <p>Autentica - Newcomer girls' group counseling sessions</p> <p>Sunny Hills Boys' Group - Gang prevention counseling group.</p>	

Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
<p>CIP/3010/\$9,000</p> <p>BACR/3010/\$10,000</p> <p>Autentica/Title I 3010/\$5,000</p>	

YouThrive/Title I 3010/\$3,224

YSB/YFS - City/County funded

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

We will continue to monitor the needs of our students and families and maximize both the space needed for counseling services and groups versus 1:1 services.

We have added more counselors, more groups with specific topics, an at-risk boys group, and a better system for tracking students.

Goal 3, Action 3

Multi-Tiered System of Supports Description: Tier I-III Parent Engagement

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED	ACTUAL
<p>Parent Engagement Plan:</p> <p>English Learner Advisory Committee (ELAC) - A site based group that serves as the Spanish speaking leadership group, providing parent education, gathering input for school policy and bringing in community based organizations to present.</p> <p>2.0 FTE Community Liaisons - Provide a vital connection between the school and families to facilitate communication, collaboration, education, and support.</p> <p>Parent Teacher Invitational/Open Conferences - Twice a year events when parents can interface with their child's teachers to ask questions and hear about student progress.</p> <p>Parent Project - Partnership with SRPD to provide 10 sessions of parenting classes in both English and Spanish.</p> <p>Parent Institute for Quality Education (PIQE) - Community based organization that provides parents</p>	

Expenditures

<p>with the skills to navigate their child’s education, work with the school and prepare their child for the future.</p> <p>School Site Council - Mandated oversight committee for federal funding. Develops annual parent survey.</p> <p>Translation and Interpretation Services - Provided by two community liaisons.</p> <p>School Loop/School Website - Updated and thorough information about the school and events. Open grade book for families to monitor student progress.</p>	
<p>BUDGETED /SOURCE</p> <p>Community Liaison .5 FTE/\$20,2019/3010 (Title I) Community Liaison .5 FTE/\$20,219 /3010 (Title III)</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Through input from stakeholders, topics will be developed and services to parents revised.</p>	<p>Same</p>	<p>Same</p>

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Bob Marcucci	Admin	bmarcucci@srcs.org	
2. Hanna Moore	Teacher	hmoore@srcs.org	
3. Alex Chapman	Teacher	achapman@srcs.org	
4. Jenette Erven	Classified	jerven@srcs.org	
5. Ramina Winton	Parent	raminamw@comcast.net	
6. Jen Labovich	Parent	jenlabovich@gmail.com	
7. Alejandra Argueta	Parent	alecabag@yahoo.com	
8. Tory Harter	Parent	toryhart@gmail.com	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	4	0

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Parent Stakeholder Groups (Adjust list to reflect any site specific groups)

Home and School Club

Special Education

Gifted and Talented

Foster, homeless, disadvantaged

English Language Advisory Committee

Student Stakeholder Groups

Student representatives

ASB

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Bob Marcucci

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Official

Signature of SSC Official

Date

Appendices

Site Parent Involvement Policy

Home-School Compact

Davidson Middle School Policy for Parent Involvement* in the Education of Their Children

Davidson Middle School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
1. Parent involvement in their children's education improves student achievement.
1. Parent involvement in children's education is more important to student success than family income or education.
1. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
1. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
1. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Davidson believes that the education of its students is the a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

* = Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in October at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.

The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy given to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.

- Describe how students will take responsibility for coming to school to work as learners.

Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement the **school** shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - The requirements of Title I
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.
1. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
 - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.
1. To further the goal of effective parent involvement, **school staff** will:
 - Examine and adopt model parent involvement program

- Work with and support a parent group (such as PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
- Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and Title I Advisory Committee.
- Provide other support and services as required by parents.

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

Home/School Compact
Pacto Entre la Escuela y el Hogar

Staff Pledge *Compromiso del personal*

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

Provide high-quality curriculum and instruction that is standards-based

Proveer un plan de alta calidad e instrucciones fundidas por las normas del nivel de grado

Provide a supportive and effective learning environment

Proveer un ambiente de apoyo y de aprendizaje efectivo

Provide differentiated instruction that meets the needs of all students

Proveer instrucción diferenciar para alcanzar las necesidades de todos los estudiantes

Maintain high expectations for student achievement and quality of student work

Mantener expectativas altas para lograr trabajo de calidad de los estudiantes

Respect and care for the well being of students, parents and staff

Respetar y tener de importancia el bien estar de los estudiantes, los padres, y el personal

Maintain open and ongoing communication with families about student progress

Mantener comunicación con las familias de como estén avanzando los estudiantes

Teacher's signature,

firma del maestro

Student Pledge *Compromiso del alumno*

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

Come to school on time, ready to learn and work hard

Venir a la escuela a tiempo, listo para aprender y trabajar duro

Take responsibility for my own behavior by knowing and following school and class rules

Tomar responsabilidad por mi propia conducta, conociendo y siguiendo las reglas de la escuela y de la clase

Return completed homework on time

Regresar completada mi tarea y a tiempo

Spend time reading and studying at home

Usar tiempo en la casa para leer y estudiar

Care about and respect the school, the staff, and my peers

Tener de importancia y respetar la escuela, el personal y mis compañeros

Student's Signature *Firma del estudiante*

Parent's Pledge *Compromiso de los padres*

I agree to carry out the following responsibilities to the best of my ability:

Estoy de acuerdo que voy a cumplir con las siguientes responsabilidades lo mejor que pueda:

Ensure that my child attends school regularly, arrives on time, appropriately dressed

Asegurar que mi hijo asista regularmente la escuela, llegue a tiempo y vestido apropiado

Ensure that my child gets an adequate night's sleep and a healthy diet

Asegurar que mi hijo este durmiendo suficientes horas y mantiene una dieta saludable

Provide a quiet time, place and materials needed for my child to study

Proveer un tiempo quieto, un lugar y materias necesarias para que mi hijo pueda estudiar

Spend time listening to and/or reading with my child each day

Mantener un tiempo leyendo y escuchando a mi hijo leer todos los días

Encourage and assist my child to complete his/her homework

Apoyar e ayudar a mi hijo completar sus tareas

Encourage and assist my child to meet or exceed grade level standards

Apoyar e ayudar a mi hijo cumplir o exceder las normas del nivel de grado

Maintain open communication with my child's teacher including attending parent-teacher conferences and Back to School Night

Mantener comunicación con el maestro de mi hijo incluyendo asistir las conferencias y la noche del regreso a la escuela

Parent's signature *Firma de los padres*