



Davidson Middle School

2016-2017

Single Plan for Student Achievement

San Rafael City Schools Mission Statement

The San Rafael City Schools community ensures that every student receives an empowering education. High expectations and skillful individualized instruction enable all students to embrace their own learning, think critically, and experience success.

Our welcoming school climate ensures our diverse community of students, families, staff, and community members are treated with dignity and respect, creating opportunities for participation, engagement and support. Every student graduates ready for college and/or a career, able to take responsibility for a future that includes life-long learning.

Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (Con-App) and ESEA Program Improvement into the SPSA.

The SPSA is a Title I School-wide Program Plan.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bob Marcucci, Principal
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County-District School (CDS) Code: 21-65458-6058622
Date of this revision: January 2017

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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:
 English Learner Advisory Committee _____ Signature _____
 Title I Advisory Committee _____ Signature _____
 Other advisory committee _____ Signature _____
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 herein 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: March 21, 2017.

Attested:

Bob Marcucci
Typed name of School Principal

Signature of School Principal Date

Ramina Winton
Typed name of SSC Chairperson

Signature of SSC Chairperson Date

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

State guidance for school site council membership:

Middle grades SSC composition falls under the rules for secondary schools. For the first time students are included in the SSC. At the secondary level the council shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852). Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bob Marcucci	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alex Chapman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ramina Winton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jenette Erven	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Labovich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alex Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	1	3	

Governance and Funding

1. The School Site Council will hold eight meetings in the 2016-2017 school year.
2. At Davidson Middle School, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
 - Title I
 - Title III, Immigrant
 - Title III, LEP
 - ASES, (After School Education & Safety)
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
 - Review by SSC members
 - Changes recommended as a result of ELAC and Title I parent Advisory Groups
 - Meetings with stakeholders
 - Input/changes recommended by site staff
 - Input/changes recommended by Needs Assessment Survey data
 - External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
 - School Site Council
 - Site Advisory Councils: (X) Title I (X) ELAC (X) PTA (X) Other: MS Enrichment Task Force
 - District Advisory Committee: (X) LCAAP PAC (X) DELAC () DAC/Title I
5. At Davidson Middle School, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evidenced by:

<input checked="" type="checkbox"/> Budgets (expenditures)	<input checked="" type="checkbox"/> PAFs (Personnel Action Forms)
<input type="checkbox"/> Field Trip Forms	<input checked="" type="checkbox"/> Requisitions
<input type="checkbox"/> Capital Outlay	<input checked="" type="checkbox"/> Conference Reports
7. For Title I School wide Program schools, provide any parent comments of dissatisfaction with the plan here.
X Check here if none received

School/Community Description

Davidson Middle School

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 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.

Davidson is comprised of approximately 1,214 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 subgroups are:

- Hispanic or Latino 63.4%
- English learners 33.7%
- Socioeconomically disadvantaged (SED) 62.3%
- White 30.7%
- Students with disabilities 11.5%

Chronic absence is defined as ten percent or more days absent from school. According to the Davidson School Attendance Tracking Tool (SATT), Davidson had a 5.8% chronic absence rate in 15-16.

The faculty is comprised of 57 teachers of the following content areas:

- English Language Arts and 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 Strategic English Language Arts 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 2015-16 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.

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, Woodshop/Industrial Technology, Making, Rocketry, Computer Science, Spanish, 2D and 3D Art, 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 Strategic 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 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.

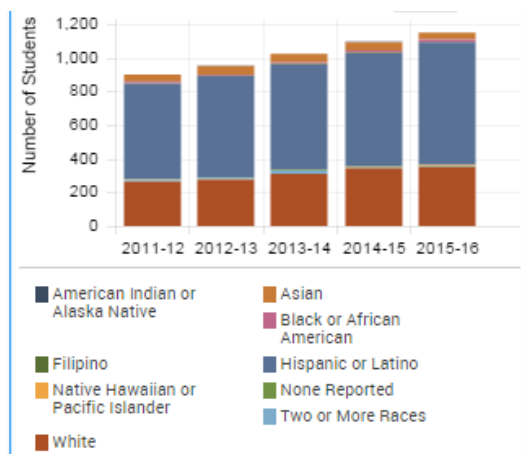
Davidson offers opportunities for students to participate in extracurricular activities. There are clubs such as the Maker Club, Beyond Differences, the California Junior Scholarship Federation, and the Pokemon Club. There are intramural sports such as cross country, flag football, volleyball, basketball, 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 the LEAP and Boys and Girls Club programs.

Demographic and Assessment Data

Final review date by School Site Council: 3/21/17

Demographic Characteristics	Davidson 14-15	District 14-15	Davidson 15-16	District 15-16
Enrollment	1,095	4,635	1,148	4,749
English learners	22%	46.1%	33.7%	45.8%
Free / Reduced Lunch	63.7%	64.9%	62.3%	63.3%
Fluent English Proficient	39.7%	16.2%	28%	11.3%

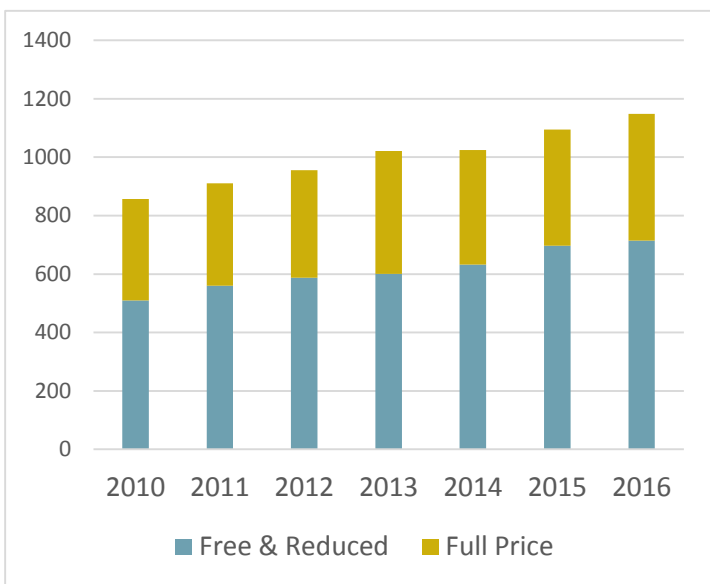
Enrollment By Ethnicity



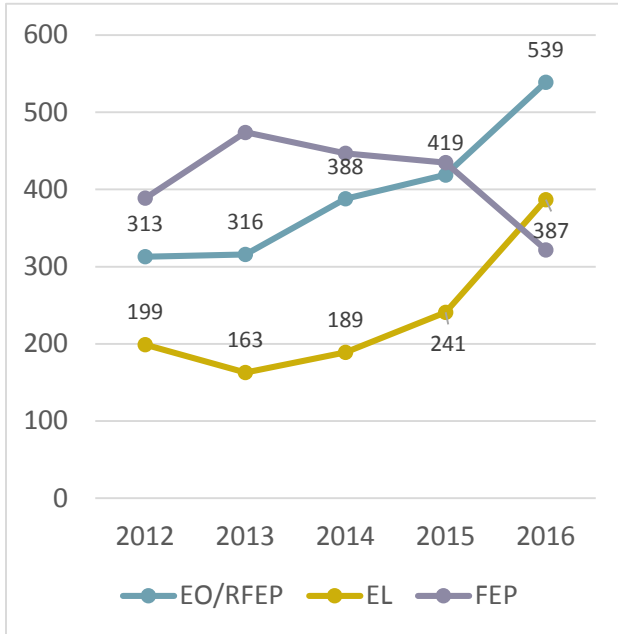
[View Table Data](#)

Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	1	3	1	5	0
Asian	41	49	50	46	40
Black or African American	13	8	9	13	15
Filipino	2	2	5	4	3
Hispanic or Latino	565	600	625	673	728
Native Hawaiian or Pacific Islander	3	1	1	2	3
None Reported	3	4	4	6	5
Two or More Races	9	11	19	2	2
White	264	275	310	344	352
Total	901	953	1,024	1,095	1,148

Free and Reduced Price Meals

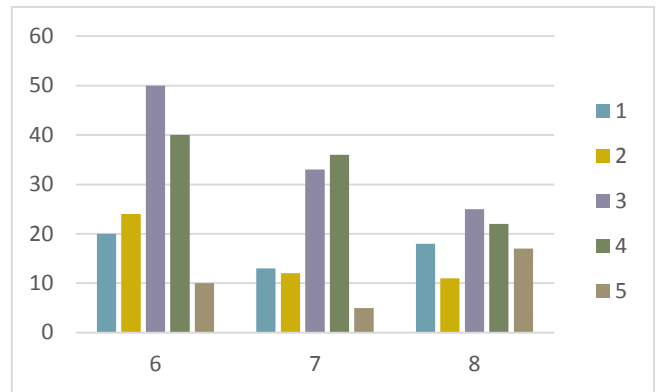


Language Fluency Trends



Overall CELDT Level by Grade: 16-17

Grade Level	CELDT Overall Count by Grade Level					Total
	1	2	3	4	5	
6	20	24	50	40	10	144
7	13	12	33	36	5	99
8	18	11	25	22	17	93
Total	51	47	108	98	32	336

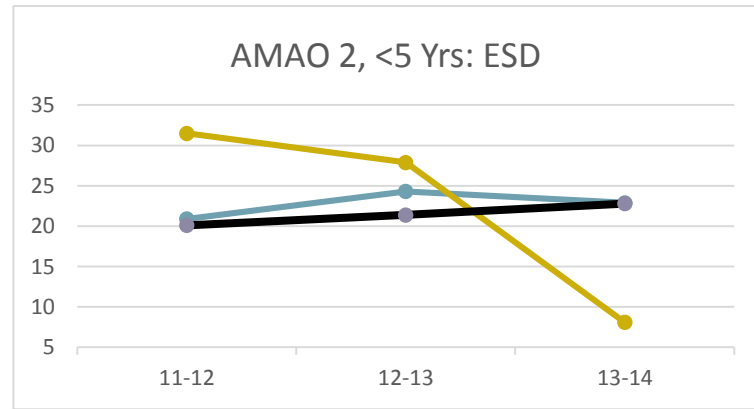
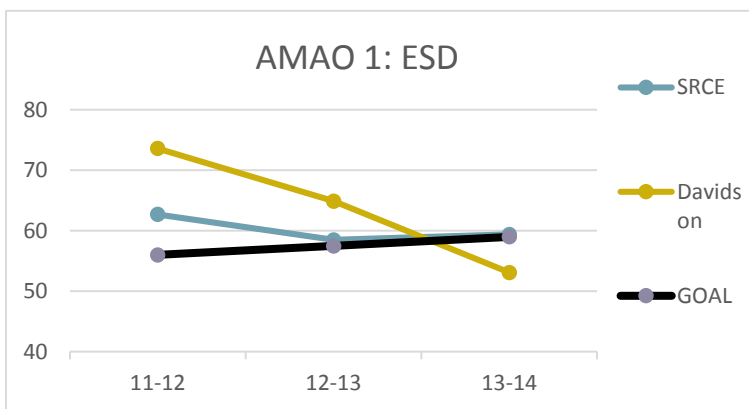


Average Lexile Score by Language Status

Average of SRI March 2015

Row Labels	E	L	R	Grand Total
6	1071.1	405.5	864.6	839.8
7	1079.1	382.3	865.6	843.5
8	1112.4	380.2	948.2	894.9
Grand Total	1085.2	390.6	894.3	858.0

AMAO and API: Please note, the most recent update provided by the CDE is 2013



SBAC ELA/Literacy Scale Score

Grade Levels	Not Met	Nearly		Exceeds	Total
		Met	Met		
6	29%	28%	28%	16%	101%
7	27%	25%	33%	15%	100%
8	24%	25%	35%	16%	100%

SBAC Mathematics Scale Score

Grade Levels	Not Met	Nearly		Exceeds	Total
		Met	Met		
6	41%	26%	15%	18%	100%
7	38%	26%	20%	16%	100%
8	38%	23%	18%	21%	100%

Data Analysis

Data	Key Findings
Demographics	<ul style="list-style-type: none"> Davidson’s total enrollment has increased from 1,095 to 1,210 from 14-15 to 16-17 Davidson’s EL population has increased from 22% to 33% The FEP enrollment percentage has decreased roughly 10% points The percentage of Free/Reduced Lunch students has increased steadily since 2010 from roughly 450 students to roughly 660 students in 2016. The largest growth over the last 5 years has been in the Hispanic/Latino population.
ELA/ELD	<p>Language Fluency Trends</p> <ul style="list-style-type: none"> The EO/RFEP and EL numbers have risen at roughly the same trajectory while the FEP numbers have decreased. <p>CELDT</p> <ul style="list-style-type: none"> The majority of our EL students reside in the 3-4 range. The numbers of students taking the CELDT from 6th -8th grade decrease, showing that we are moving students toward English mastery. <p>Lexile Data</p> <ul style="list-style-type: none"> There is a large gap of roughly 600 points between EO and LEP students. There is a gap between EO and RFEP of 227.2 points. <p>SBAC/ELA</p> <ul style="list-style-type: none"> 44% of 6th grade students met or exceeded standards. 48% of 7th grade students met or exceeded standards. 51% of 8th grade students met or exceeded standards.
Math	<p>SBAC/Math</p> <ul style="list-style-type: none"> 33% of 6th grade students met or exceeded standards. 36% of 7th grade students met or exceeded standards. 39% of 8th grade students met or exceeded standards.

Evaluation of the 2015-2016 Single Plan for Student Achievement

The SPSA evaluation will indicate completion or progress towards implementation of goals and objectives in the *Single Plan for Student Achievement*. It will also help the School Site Council in the development of SPSA goals, objectives and activities for the upcoming school year. When possible, please include data related to the progress toward goals (i.e. number/percent of participants, changes in benchmark assessment results, reports generated, number of professional development activities provided, amount of funds spent on staff, materials, etc. and other data related to the implementation of the SPSA goals/objectives).

<p>2016-17 Desired Outcomes</p>	<ul style="list-style-type: none"> • All students will develop mastery of the English Language Arts Common Core State Standards. • All students will develop mastery of the Math Common Core State Standards and Next Generation Science Standards. • Provide all staff with the professional development to support the school wide goals. • Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from parents and community members for the district’s goals.
<p>Plan Implementation</p>	<ul style="list-style-type: none"> • <i>Identify strategies in the SPSA that were fully implemented.</i> • <i>Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline.</i> <ul style="list-style-type: none"> • <i>What specific actions related to those strategies were eliminated or modified during the year?</i> • <i>Identify barriers to full or timely implementation of strategies.</i> • <i>What actions were taken to mitigate or overcome those barriers?</i> • <i>What impact did the lack of implementation of these strategies have on student outcome?</i> • DMS made significant progress on implementing school wide AVID strategies such as Cornell Notes, Socratic Seminar, and WICOR. We had professional development on these strategies, both site based and at the AVID Institute. • DMS implemented various interventions to address low performing students such as Lexia, Academic Coaching, Early Risers Club, and increased student to chrome book ratios. • Some staff continued to participate in the iTeams grant, which provided significant professional development in the STEM field. • Staff was trained in leading community building circles. • Counseling services were provided through BACR, CIP, YSB, and Sunny Hills. • Community Liaisons were funded and continued to provide a high level of parent support and education opportunities through ELAC and Parent Project. • Suspension Diversion (Peer Court) continued to be a big part of our behavior responses.
<p>Strategies & Activities</p>	<ul style="list-style-type: none"> • <i>Identify strategies or activities that were particularly effective in improving student achievement.</i> • <i>Identify strategies or activities that were ineffective or minimally effective in improving student achievement.</i> <ul style="list-style-type: none"> • <i>Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?</i> • <i>Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?</i>

	<ul style="list-style-type: none"> • The Lexia reading intervention program proved to be not only popular with students and teachers, but also effective. It was used in ELD and Strategic English classes in all grades. • Our students’ and families’ needs for counseling continue to surpass what we can offer in terms of caseload constraints. • The Sunny Hills Gang Prevention Boy’s Group was not as effective in changing particular students’ behaviors and choices as we would have liked. • Community Building Circles had pockets of success, but also staff that continued to be uncomfortable with the process. We may have needed to provide more training or built up to this idea with more time.
Involvement & Governance	<ul style="list-style-type: none"> • <i>How was the SSC involved in the development of the plan?</i> • <i>How were advisory committees involved in providing advice to the SSC?</i> • <i>How was the plan monitored during the school year?</i> <p>In the fall of 2016, both the Davidson School Site Council and English Learner Advisory Committee received information on school goals to position them to advise staff in the development of the 2016-17 Single Plan for Student Achievement. The SSC Survey was used to identify needs related to school climate. Throughout the school year, at regularly scheduled meetings, the SSC, staff, and ELAC were apprised of student progress toward the achievement goals set in the 2016-17 SPSA.</p>
Outcomes	<ul style="list-style-type: none"> • <i>Identify any Desired Outcomes that were met.</i> • <i>Identify any Desired Outcomes that were not met or partially met.</i> • <i>Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)?</i> <ul style="list-style-type: none"> • Since 2012, a district-wide directive was given to focus fully on transition to the Common Core State Standards. DMS has continued to develop, teach, tweak, and reteach meaningful units of instruction aligned to the common core. The professional development that has been provided has become more and more site focused and driven by the teachers themselves. On March 20, 2016, DMS held a professional development day completely created by teachers for teachers. • The Acuity Benchmark assessments were piloted and were not successful. A move toward using the SBAC Interim Assessments is needed. In 2016-17, the SBAC Interim Assessments were administered twice, once in the December and once in the March.

District Initiatives

COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

- GOALS**
- College, career, and community readiness upon graduation from high school for all students
 - School system (not a system of schools)

2016-2018 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Implement and improve district wide professional growth system for teachers, support staff, and administrators at all levels.
- **Align All District Resources & Activities** Purposeful identification and selection of personnel, instructional materials, equipment & supplies to support College and Career Readiness.

2016-2018 CCSS INSTRUCTIONAL FOCAL POINTS

- Common Core aligned ELA/ELD units of instruction will include all components as identified by the district and undergo a review process.
- Full implementation of Common Core math standards:
 - K-5 *Every Day Math* CCSS
 - K-12 Implementation of Math Practices
- Gain a deeper understanding of ELA/ELD framework, standards and continue to provide specific ELD instruction, with emphasis on speaking and listening. Pacing of standards and skills have been vertically aligned (6-12).

COMMON CORE STATE STANDARDS *Essential Shifts in Instruction*

Shifts in English Language Arts/Literacy	
1 Balancing Informational and Literary Text	Students read a true balance of informational and literary texts.
2 Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
3 Staircase of Complexity	Students read central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
4 Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
5 Writing from Sources	Writing emphasizes use of evidence from multiple sources to inform or make an argument, and support claims.
6 Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. [This can be done effectively by spiraling like content in increasingly complex texts.]

Shifts in Mathematics	
1 Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
2 Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
3 Fluency	Students are expected to have speed and accuracy through repetition, core functions.
4 Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn how to think mathematically.
5 Application	Students are expected to use math and choose the appropriate strategy for application even when they are not prompted to do so.
6 Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Shifts in English Language Development	
1	From lock-step linear → spiraling, dynamic and complex social processes
2	From focus on accuracy → collaboration, comprehension, communication
3	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
4	From English as a set of rules → meaning-making and language choices

- | | |
|---|---|
| 5 | From central focus on grammar and syntax → grammar and structure within meaningful context |
| 6 | From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources |
| 7 | From grade span → grade level |

District Initiatives

LOCAL EDUCATIONAL AGENCY PLAN

A technical assistance provider conducted a district needs assessment of both San Rafael City school districts in early 2012, including review of district and site documents, four District Liaison Team meetings, and classroom walkthroughs of four Title I sites, including three Program Improvement sites. Based on the needs assessment, the technical assistance provider made recommendations which were incorporated into Specific Actions for the five Performance Goals adopted by California’s State Board of Education.

Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2017-18.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students are taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

LEA Plans for both districts were approved by the Board on and can be downloaded at www.srcs.org/leap.

PROFESSIONAL DEVELOPMENT PROVIDERS

Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation: University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, NGSS and new Social Science standards, introduces discipline-specific literacy strategies, plans for work with grade-level or subject-specific teams, and develops Common Core-aligned curriculum using literacy strategies, the new CCS ELD Standards, and analyzes student work to drive planning and instruction

PreK-3 SEAL: Common Core for English Language Learners: Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

Guided Language Acquisition Design: Jabbar Biags and Naurin Kahn, of Be GLAD provide training in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to standards, the model trains non-SEAL teachers to provide access to core curriculum using local district guidelines and curriculum.

School Improvement Goals

Goal 1.0: Student Learning – Each student receives rigorous instruction that leads to mastery of the Common Core State Standards while continuing to foster critical thinking, collaboration, creativity, and communication skills.

Strategy 1.1: All students will develop mastery of the English language Arts Common Core State Standards.

Action Step 1.1.1: Implement Davidson’s Site Common Core Three Year Implementation Plan

- Identify a common paragraph structure (CLEAR) and implement across subject areas
- Implement the SBAC Interim Assessments
- Continue to support and increase Google Apps and Chromebook usage

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Site Level Common Core Implementation Team (CCIT) Subject Area Teaching Teams	Certificated Staff Committee, Thursday PLC Time, Staff meetings, and PD days	N/A	N/A
8/16-6/17		Materials	\$1,000	Lottery

Action Step 1.1.2: Implement School-wide AVID strategies such as AVID binders, Cornell Notes, Socratic Seminar, WICOR, and “college knowledge”.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	AVID Team, Administration, Teachers	Teacher Training at AVID Conference, staff meetings, PD days, and PLC/dept. mtgs.	\$8,000 \$3,000	Title I Lottery

Action Step 1.1.4: Provide opportunities for teaching staff to attend conferences aligned with goals

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin, Classified, and Certificated Staff	Other conferences/release time	\$5,635	Title I

Action Step 1.1.5: Students not meeting the required levels of standards mastery in English Language Arts will participate in site-based targeted intervention programs.

- Strategic English Classes
- Subject Area Tutoring
- AVID Elective
- Lexia and Reading Plus
- Inside and English 3D
- Professional Tutors of America

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin, Teacher Coaches	One on one tutoring hours	\$26,000	Title I
8/16-6/17		Lexia Reading Program License	\$19,000	Title I
8/16-6/17		Materials/Supplies	\$5,000	LCAP – RESC 0910

Action Step 1.1.6: Provide Language Development Enrichment Opportunities to all students in General Ed English, ELD, and Strategic Classes

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Marin Theater Company	Contract	\$26,000	Title III LE
8/16-6/17	Admin/ELD Dept.	Chromebooks for intervention	\$5,430	Title III LE

Action Step 1.1.7: Redesign the Davidson Intervention Committee process and referral system.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin, Counselor, Psych, Certificated Staff	N/A	N/A	N/A

Strategy 1.2: All students will develop mastery of the math Common Core State Standards and Next Generation Science Standards.

Action Step 1.2.1: Site will provide support for the implementation of high rigor/relevant lesson plans in math and science

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin, Classified, Science Teachers	Reproduction of NGSS Aligned Unit Workbooks	\$1,000	Lottery

Action Step 1.2.2: Utilize the Discovery Science resources for engaging lessons

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
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8/16-6/17	Site and District Admin, Science Department	Online resource purchase	\$8,600	
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Action Step 1.2.3: Students not meeting the required levels of standards mastery in core subject courses will be required to participate in site based targeted intervention programs.

- Instructional Tutoring
- ALEKS

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Math teachers, Admin	Aleks Site licenses	\$6,000	

Action Step 1.2.4: Provide opportunities for staff to attend professional development

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Classroom teachers	Release Days for Professional Development	\$3,000	Lottery

Strategy 1.3: District-wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.

Action Step 1.3.1: Site will implement SBAC Interim Assessments in ELA and Math for Fall 2016

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17 Quarterly	Ed Services, Site Admin Team, ELA and Math Teachers	Materials	N/A	N/A

Action Step 1.3.2: Teachers will collaborate in the creation of embedded assessments that are SBAC-aligned to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Subject Area Collaborative Teams	See 1.1.1		

Action Step 1.3.3: Math department will pilot a diagnostic assessment from Renaissance Learning.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Ed Services, Admin	Materials and Supplies	\$1,700	Lottery

Goal 2.0: Staff Support – Provide the professional development necessary to support our goals.

Strategy 2.1: Teachers will participate in site and district level professional development aligned to their and the students’ needs.

Action Step 2.1.1: All staff participate in Capturing Kids’ Hearts and Winning Culture

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin and staff	CKH and Winning Culture Training	\$15,000	0910

Action Step 2.1.2: Conduct Learning Walks and provide 1:1 coaching in areas of needed growth.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin/Instructional Coaches	1.1.2 (materials and supplies)	\$500	Lottery

Action Step 2.1.3: Provide ongoing site based PD by staff/for staff aligned with the CCIT Plan and site needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin, Instructional Coaches, CCIT	Faculty Mtg. Time	\$1000	LCAP

Strategy 2.2: Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions, and efficacy in implementing the CCSS (including integration of ELD as needed).

Action Step 2.2.1: Provide release days for teams of teachers to continue refinement and further develop units

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Classroom Teachers in PLC	See 1.1.1		

Action Step 2.2.2: Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies through administrative communications.

- Formal and Informal Observations
- Morning Announcements
- Articles and other media resources

	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Site Administrators	N/A	N/A	
Strategy 2.3: Classified staff will participate in district-provided professional development.				
Action Step 2.3.1:				
<ul style="list-style-type: none"> • Support Development of Agendas and Communicate to staff • Support the use of internal capacity to align topics with teachers' needs • Host PD onsite and provide necessary materials 				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Ed Services, Admin, CCIT, Classified staff	Materials	\$1000	LCFF Lottery

Goal 3.0: Culture, Climate, & Community Engagement – Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from parents and community members for the district's goals.

Strategy 3.1: School to Home Communication

Action Step 3.1.1: Community Liaison

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Site Admin, Community Liaison	CL Salary + Benefits (partial)	\$16,961	Title III LE
8/16-6/17	Site Admin, Community Liaison	CL Salary + Benefits (Partial)	\$16,961	Title I
	Certificated and Classified	Extra duty for translations for parent meetings/conferences (only certain types of translation can be funded by Title III)	\$2,745	Title III IE

Action Step 3.1.3: Utilize and Develop Protocol for Varied Modes of Communication to Engage the Community

- School Loop
- PTA Parent Line
- School Website

<ul style="list-style-type: none"> • Connect Ed Phone and Email messages • Social Media 				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Site Admin, Office Staff	Contract with Blackboard Connect	n/a	District
Action Step 3.1.4: Hold Monthly SELAC Meetings focused on parent education				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
9/16-5/17	Site Admin, Community Liaison	Materials/Supplies	\$2,457	Title III – IE
9/16-5/17	Parenting Partnership DMS YSB	Classified Translation/Childcare	\$8,000	
Strategy 3.2: Staff will implement Positive Behavior Intervention and Support (PBIS) initiative.				
Action Step 3.2.1: PBIS Tier 1 implementation and Tier 2.				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	PBIS Team, All Staff, Families	Tier I and II Mentors	\$4,477	Title I
Action Step 3.2.2: PBIS team will implement tier 1 action steps (school-wide expectations, positive reinforcement system, and behavioral data analysis)				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Tier 1 team	Positive Rewards		
Strategy 3.3: Promote and Develop Positive School Climate and Wellness				
Action Step 3.3.1: Provide Counseling Services				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	DMS Counselor, Bay Area Community Resources, Community Institute for Psychotherapy,	MOU's	\$7,000	Title I
		Community Institute for Psychotherapy		
		Bay Area Community Resources	\$10,000	Title I
Action Step 3.3.2: Establish a Tier II/III committee to discuss behavioral interventions on an ongoing basis.				

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Site Admin, Culture and Climate Committee, Tier II/III Committee	N/A	N/A	N/A
Action Step 3.3.3: Implement Capturing Kids' Hearts strategies				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Site Admin, All Staff	N/A	N/A	N/A
Action Step 3.3.4: Continue and Seek expansion of WEB (Where Everybody Belongs) and Beyond Differences Programs				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin, Program Coordinators	Stipends	\$1,500	Lottery
Action Step 3.3.4: Hold Challenge Days for 7th grade				
Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16-6/17	Admin	Contract	\$10,125	0910

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Categorical Allocations

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation (Resource 3010) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$95,148
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,742
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$9,515
<input checked="" type="checkbox"/> Title I, Part A: Alternative Supports Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	\$35,855
<input checked="" type="checkbox"/> Title III, Part A: Immigrant Students (Resource 4201) Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	\$6,828
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$42,736
<input type="checkbox"/> Other federal funds	\$0
Total amount of federal categorical funds allocated to this school	\$191,824

2016 – 2017 Categorical Budget Summary

Date of this Revision	March 16, 2017
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Funding Resource	15-16 Carryover	16-17 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A (+)	\$11,636	\$95,148	\$54,835	\$27,782	\$15,000	\$9,077
Title I, Parent Involvement	\$2,541	\$1,742	\$0	\$0	\$4,283	\$0
Title I, Part A Alternative Supports	-	\$35,855	\$19,700	\$15,900	\$0	\$255
Title I, Professional Development	\$6,369	\$9,515	-	\$5,927	\$200	\$9,757
Title III, Immigrant (-)	-\$1,193	\$6,828	-	\$5,915	\$4,000	-\$4,280
Title III, LEP (-)	\$27,235	\$42,736	\$40,649	\$29,108	\$100	\$114

Summary of Centralized Services

Program Common to Most Schools

Administration

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs
- Implementing District Board *Roadmap to the Future* goals

Planning/Evaluation

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

Implementation

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi- funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

Staff Development

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CPM and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

Parent Involvement

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy

Summary of Centralized Services

Title I Centralized Services

Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by *No Child Left Behind*

Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs

Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are *No Child Left Behind* compliant

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

EIA-EL Centralized Services

Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective EL (English Learner) programs
- Coordinate administration of California English Language Development Test

Planning/Evaluation

- Provide clerical support for compliance and quality of program
- Revise school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to review programs and facilitate personnel assignment

Implementation

- Coordinate the delivery of support services for Second Language Learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor equal access to content standards for English learners

Staff Development

- Coordinate staff development days
- Provide PD regarding ELD standards and other requirements
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

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.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. 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 give 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.

2. **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.

3. 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.

Davidson Middle School
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*