Davidson Middle School

2015-2016
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
Telephone Number: 415-485-2400
Address: 280 Woodland Avenue, San Rafael, CA 94901
E-mail Address: bmarcucci@srcs.org
County-District School (CDS) Code: 21-65458-6058622
Date of this revision: January 2016

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Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

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

3. The school site council sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan 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 school plan was adopted by the school site council at a public meeting on: <u>January 19, 2016</u>.

Attested:

<u>Bob Marcucci_____</u>   _____   _____
Typed name of school principal   Signature of school principal   Date

<u>Michelle Yampolsky_____</u>   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

James B. Davidson Middle School
2015-2016

School Site Council Membership

School: Davidson Middle School   School Year: 2015-2016

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bob Marcucci	X				
Jennifer Diaz-Zamorra		X			
Ramina Winton				X	
Ricki Singer				X	
Shawn Barile		X			
Casey Shannon		X			
Jennifer Labovich					
Emily Busch			X		
Michelle Yampolsky				X	
Lourdes Huerta				X	
Numbers of members in each category:	1	3	1	4	

*at elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

James B. Davidson Middle School
2015-2016

School Information

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

Davidson Middle School is comprised of approximately 1,150 6th, 7th, and 8th grade students. The school population is 61% Latino, 30.2% White, 4.9% Asian, 0.9% African-American, and the remaining 2.9% represents more than fifteen different ethnicities and home languages. English learners (EL) comprise 18.5% of our student population, and 61.7% receive free or reduced price lunch. This percentage has increased every year for the past four years. Twenty-one percent of Davidson's students are in Special Education. Davidson's significant subgroups are:

- Hispanic or Latino   62%
- English learners   26%
- Socioeconomically disadvantaged (SED)   62%
- White   32.3%
- Students with disabilities   10%

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 five percent chronic absence rate in 2013-14.

The faculty is comprised of 55 teachers of the following content areas:
- English Language Arts, Strategic English, and English Language Development
- Mathematics
- History/Social Studies
- Science
- Physical Education
- Special Education
- Music, Art, Woodshop, Technology, and Spanish

James B. Davidson Middle School
2015-2016

Description of School Programs

Davidson Middle School provides an appropriate, rigorous program of classes for every student. This is accomplished by using student need 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 enrichment to all students.

To meet our students' visual and performing arts needs, the school offers a comprehensive program of elective classes, including Beginning, Intermediate, and Advanced Band, Marching Band, Beginning and Advanced Orchestra, Steel Pans, Chorus, Woodshop, Technology, Spanish, Spanish for Native Speakers, 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 and then Math 8 path, and the Math 7/8 – Math 8/Algebra path.

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. Students are given experiences with Socratic seminar, mock trial, and work with the Marin Theater Company to bring novels to life. Student that are struggling in ELA and have not met criteria are placed in a strategic English class in addition to their regular English class until they have met the criteria.

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 English 3D program is used at the upper levels. The Lexia program is also being implemented this year.

The Social Studies department offers common core aligned units of instruction for all three grade levels that have been designed, taught, and revised. 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.

Davidson offers many 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 Girls Who Code will starting this spring.

James B. Davidson Middle School
2015-2016

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
☒ **Title I, Part A: Allocation (Resource 3010)** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$41,286
☒ **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).	$1,435
☒ **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)	$4,129
☒ **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	$8,168
☒ **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	$34,591
☐ **Other federal funds**	$
Total amount of federal categorical funds allocated to this school	$89,609

James B. Davidson Middle School
2015-2016

2015 – 2016 Categorical Budget Summary

Date of this Revision	November 2015

Funding Resource	14-15 Carryover	15-16 Allocation	Encumbered Expenses	To Date Expensed	Projected Expenditures	Available Balance
Title I, Part A	$6,694	$41,286	$39,692.73	$13,861.87	$11,215.40	$0
Title I, Parent Involvement	$1,042	$1,435			$2,477	$0
Title I, Professional Development		$4,129		$1,794.73	$2,334.27	$3,589.46
Title III, Immigrant	$3,219	$8,168	$239.34	$2,642.52	$8,505.17	$0
Title III, LEP	$31,892	$34,591	$32,362.59	$18,790.42	$15,329.99	$0
Total	$42,847	$106,399	$72,294.66	$46,198.08	$30,750.29	

James B. Davidson Middle School
2015-2016

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).

2015-2016 Desired Outcomes	All teachers will
	· Know, understand, and recognize the instructional implications for the six shifts in English Language Arts & Literacy
	· Address differences between 1997 standards and CCSS (crosswalk) and shift instruction to the new standards
	· Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standards
	· Implement a full year's worth of Common Core aligned meaningful units of instruction
	· Know, understand, and recognize the instructional implications for the six shifts in Mathematics and the eight Standards for Mathematical Practice (SMPs)
	· Understand the PreK-12 progression of standards and their relationship to the college and career readiness anchor standard.
	· Implement engagement strategies and academic discourse frames developed during professional development
	· The Davidson English Language Arts department has selected the following focus areas and goals:
	    o Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
	    o Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
	    o Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
	    o Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
	    o Conduct short as well as more sustained research based on focused questions, demonstrating understanding of the subject under investigation.
	    o Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information to avoid plagiarism.
	    o Draw evidence from literary or informational texts to support analysis, reflection and research.
	    o Write routinely over extended time frames and short time frames for a range of tasks, purposes and audiences.
	    o Student achievement towards mastery of these goals will be measured by comparing a baseline of proficiency from entry level assessments administered in August/September 2013 to subsequent writing assessments, using common district approved and CCSS aligned rubrics.

Data from common entry level assessment will be used to guide classroom instruction.

· The Davidson history department has selected the following focus areas and goals:
  o Cite specific textual evidence to support analysis of primary and secondary sources, as evidenced by short and essays
  o Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions, as evidenced by short answers, oral presentations, discussions in class
  o Analyze the relationship between a primary and secondary source on the same topics as evidenced by short answers and essays

· The Davidson science department has selected the following focus areas and goals:
  o Students will improve their writing skills by responding to CCSS aligned content area prompts for summaries and short answers. Instruction will incorporate a list of transition words and other resources acquired from the ELA department so as to hold students accountable to the CCSS literacy standards in science. Teachers will determine a "baseline" of writing proficiency for each student and measure progress toward achievement of the goal throughout the remainder of the 2014-15 school year

· The Davidson electives department has selected the following focus areas and goals:
  o Students will learn to process, analyze, and respond to informative, instructional, and explanatory texts from content specific areas, so as to infuse the Common Core standards for literacy in technical subjects into all elective classes in a variety of ways
    ▪ Examples of how students will "process" include: reading, viewing images, listening, formulating questions, note-taking
    ▪ Examples of how students will "analyze" include: writing, discussing as a class or in groups, typing, drawing, collaborating, describing, diagraming
    ▪ Examples of how students will "respond" include: writing, speaking, discussing, drawing, performing, building, reflecting, and making connections.

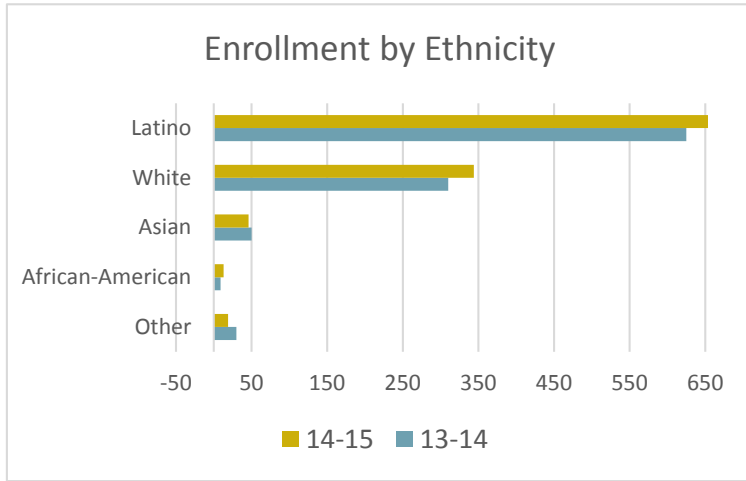|	

Plan Implementation	*• Identify strategies in the SPSA that were fully implemented.*
	• Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline.
	   · What specific actions related to those strategies were eliminated or modified during the year?
	   · Identify barriers to full or timely implementation of strategies.
	   · What actions were taken to mitigate or overcome those barriers?
	   · What impact did the lack of implementation of these strategies have on student outcome?

	Teachers understand the six shifts in ELA and mathematics. • Math teachers have made significant progress toward incorporating the Standards of Mathematical Practice. • The English Department continues to refine its rigorous program through its focus on developing the capacity of students to make clear arguments after an analysis of content and support claims in writing routinely both short and long response to a variety of audiences.

James B. Davidson Middle School
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	- The History Department has incorporated the analysis of primary and secondary sources into all units of instruction. - The Science Department has begun to incorporate more writing into their units as an assessment of the concept understanding. They have worked with the ELA teachers to build upon the structures taught in English and ELD classes. - The Electives Department has expanded how students "respond" to include: writing, speaking, discussing, drawing, performing, building, reflecting, and making connections. Full implementation of the CCSS and the pedagogical shifts is a multi-year process and requires ongoing professional development and site support. The migration from Aeries to Infinite Campus student information systems, as well as the lack of standardized testing data created barriers in the availability of data that the staff had grown used to having. We had to seek other forms of data such as SRI that were not as specific.
Strategies & Activities	*Identify strategies or activities that were particularly effective in improving student achievement.* *Identify strategies or activities that were ineffective or minimally effective in improving student achievement.* *Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?* *Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?*
	District and school direction is to transition to the expanded expectations of Common Core State Standards in every classroom, department, and grade level. Although CCSS in its inception will only measure student performance in ELA and mathematics, every department at Davidson is in full study of expanded formats of unit development based on higher level thinking, critical analysis across fields of information, and production of knowledge-work typical of college and career preparedness expectations. All teachers are working to design meaningful units of depth and complexity centered on essential questions worth answering. All departments developed a full year's worth of CCSS aligned units.
Involvement & Governance	*How was the SSC involved in the development of the plan?* *How were advisory committees involved in providing advice to the SSC?* *How was the plan monitored during the school year?*
	In the fall of 2014-15, 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 2014-15 Single Plan for Student Achievement. Throughout the school year, at regularly scheduled joint School Site Council, the SSC and ELAC were apprised of student progress toward the achievement goals set in the 2014-15 SPSA.
Outcomes	*Identify any Desired Outcomes that were met.* *Identify any Desired Outcomes that were not met or partially met.* *Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)?*

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Since 2012, a district-wide directive was given to focus fully on transition to the Common Core State Standards. Appropriate adjustments have been made in terms of student achievement gains so as to hold the reasonable expectations that students, subgroups, and the school overall would maintain the gains of the prior four years. As expected and expressed in our adjusted expected outcomes, almost all departments, grade levels, and individual teachers made significant progress by holding to the achievement gains of the preceding four years.
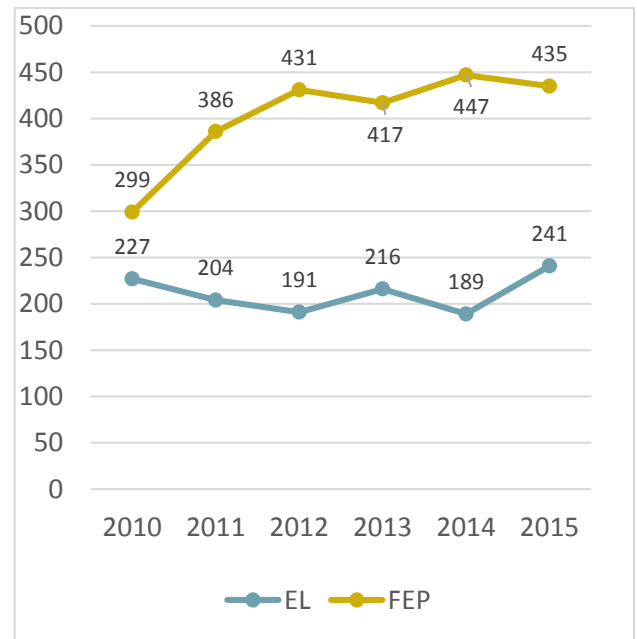
Davidson continues this work through on-site professional development (BridgeWorks, UCB H/SS Project). Davidson PLC's for Science, History, Special Education, and Core 6 continue the high level work begun in winter 2013 of Common Core alignment through both horizontal and vertical articulation. They are teaching Common Core aligned units and implementing Common Core aligned Writing Across the Curriculum, such as the creation of complex, high level writing prompts – that include rigorous rubrics – for all content areas.

Date reviewed by School Site Council: January 19, 2016

Data

Enrollment by Ethnicity

Ethnicity	14-15	13-14
Latino	~650	~620
White	~345	~300
Asian	~45	~50
African-American	~20	~15
Other	~25	~40

Legend: 14-15, 13-14

Demographic Characteristics 14-15	Davidson	District
Enrollment	1095	4,756
English learners	22%	43%
Free / Reduced Lunch	63.7%	63%
Fluent English Proficient	39.7%	16.2%

Free & Reduced / Full Price Enrollment

Year	Free & Reduced	Full Price
2010	~510	~855 total
2011	~555	~910 total
2012	~585	~950 total
2013	~595	~1020 total
2014	~630	~1025 total
2015	~695	~1095 total

Legend: Free & Reduced, Full Price

EL and FEP

Year	EL	FEP
2010	227	299
2011	204	386
2012	191	431
2013	216	417
2014	189	447
2015	241	435

Legend: EL, FEP

James B. Davidson Middle School
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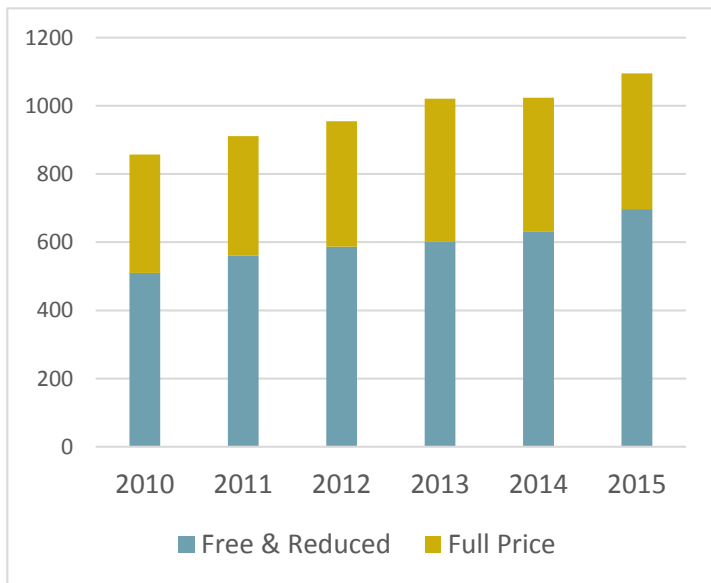
EL Program Data

CELDT Level by Time in US Schools

School	Davidson Middle

	14-15 CELDT Overall Test						
Years in US Schools	1	2	3	4	5	(blank)	Sub Total
-1						2	2
0	21	1	1			5	28
1	12	6	1				19
2	5	3	2	1			11
3	1	1	1	2			5
4	1		4				5
5		2					2
6	6	3	20	26	4	1	60
7	1	4	20	23	8		56
8		2	16	15	4	1	38
9			4	6	1		11
10		2			2		4
SubTotal	47	24	69	73	19	9	241

CELDT Domain Average by Time in US Schools

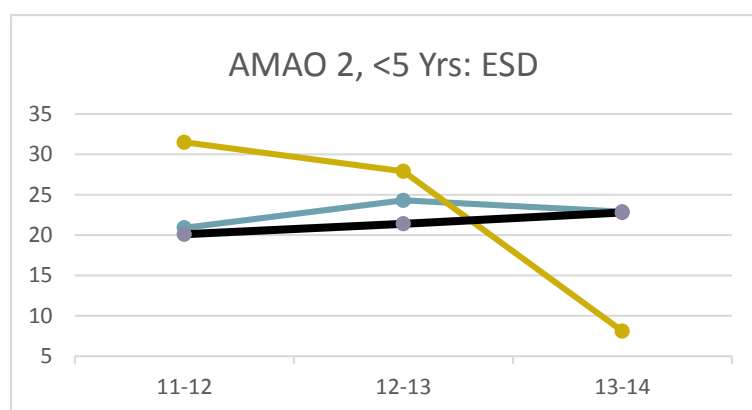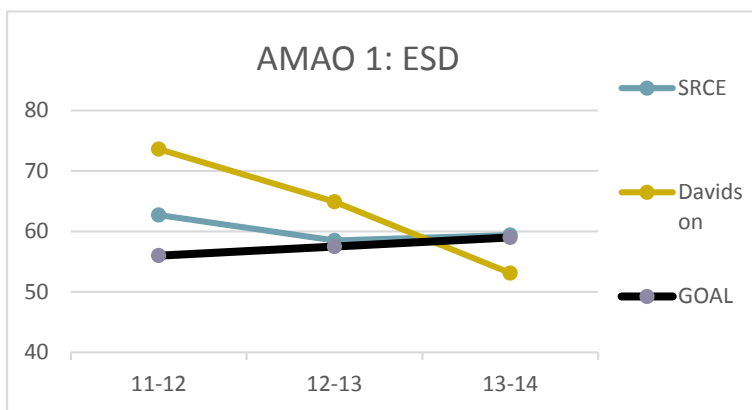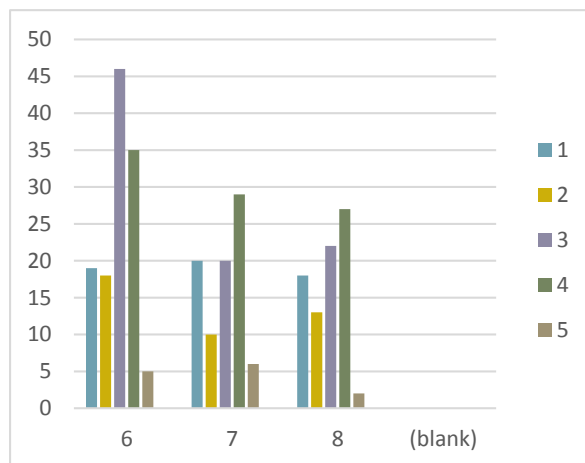|	L	S	R	W
Years in US Schools	Average CELDT Listening	Average CELDT Speaking	Average CELDT Reading	Average CELDT Writing
0	1.30	1.13	1.26	1.22
1	1.47	1.53	1.79	1.53
2	1.91	2.55	2.00	1.91
3	2.80	2.60	2.20	3.00
4	2.60	3.00	2.60	3.00
5	2.00	2.50	2.00	2.00
6	3.49	3.61	3.07	3.31
7	3.75	3.70	3.05	3.36
8	3.62	3.84	3.00	3.49
9	4.09	3.91	2.82	3.55
10	3.25	4.00	3.00	3.25
Average	3.09	3.18	2.67	2.91

Overall CELDT vs Average Lexile by Grade

	Average SRI Lexile by Grade and CELDT Score			
14-15 CELDT Overall Score	6	7	8	Sub Total
1	226	168		204
2	328	295	323	315
3	502	389	536	467
4	683	637	637	659
5	760	716	664	714
(blank)	57		773	415
Sub Total	553	505	563	538

James B. Davidson Middle School
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2015-16 CELDT Data

Overall Scale Score						Grand
Grades	1	2	3	4	5	Total
6	19	18	46	35	5	123
7	20	10	20	29	6	85
8	18	13	22	27	2	82
Grand Total	57	41	88	91	13	290

AMAO 1: ESD

AMAO 2, <5 Yrs: ESD

James B. Davidson Middle School
2015-2016

2014-2015 Smarter Balanced Results

2014 School	James B. Davidson Middle

Average of SRI March 2015

Grades	EO	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**

2014 School	James B. Davidson Middle

SBAC ELA/Literacy Scale Score

Grades	Not Met	Nearly Met	Met	Exceeds	Grand Total
6	99	107	108	57	373
7	128	81	110	33	358
8	83	103	93	29	321
Grand Total	**310**	**291**	**311**	**119**	**1052**

2014 School	James B. Davidson Middle

Count of Mathematics Scale Score

Grades	Not Met	Nearly Met	Met	Exceeds	Grand Total
6	136	112	68	56	377
7	144	97	68	49	361
8	135	102	55	48	340
Grand Total	**415**	**311**	**191**	**153**	**1078**

James B. Davidson Middle School
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Data Analysis

Data	Key Findings
Demographics	• Davidson's enrollment of both Latino and White students increased by roughly the same amount, therefore maintaining the overall demographic makeup of the school. • The percentage of Free/Reduced Lunch students has increased steadily since 2010 from roughly 450 students to roughly 650 students in 2015. • Though also an indicator for EL programs, the Number of EL students increased by 52 and the number of FEP students decreased by 12 students.
ELA **Math**	**Scholastic Reading Inventory:** • There is a 90 point gap in average SRI between FEP and RFEP • There is a roughly 700 point gap between FEP and LEP • The FEP average rises from 6th to 8th grade • We are seeing that the primary indicator of underperformance for our LTELs is their SRI score – fluency, vocabulary, and comprehension **Standardized Testing Data:** • Davidson's overall SBAC data placed the school at the state average and in line with the projected score. • Davidson's overall math scores were lower in comparison to ELA. • 700+ students placed in the 1st and 2nd quartile in Math • Need Acuity Benchmark data?
EL Data	• There are significant numbers of students (LTEL's) who are stagnant at CELDT levels 3 and 4 in year 6, 7, and 8. • Many students at 6-8 years in US schools are at CELDT level 3 and 4 and are transferred to Davidson from our feeder elementary schools. • The Reading and Writing subtests of the CELDT for LTEL's reflect the plateau. • The majority of our EL students being reclassified are long-term ELs. • Roughly half the ELs who have been in US schools for 6+ years are not CELDT proficient. • There are approx. 117 students that are at CELDT levels 3/4/5 that have been in US schools 6-8 years. Of those, roughly half receive Special Education services. • Of the four subtests, Reading is the CELDT subtest that is consistently the lowest score. • Out of 244 EL students, 73 receive special education services. This has a significant effect on all ELL scores.
Climate/Culture	• The PBIS Committee is collecting data on the referral process such as # of referrals, # "buddy room" visits, # of suspensions and diverted suspensions, and PAWS (Positive Action Awards) given. This data will be a valuable resource as we work on improving the climate and behavior of DMS. • 80% of students polled reported that community building circles has had a positive effect on school climate and believed it should continue. Teacher survey results were mixed.

James B. Davidson Middle School
2015-2016

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, 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 FOCUS POINTS

- Common Core aligned units of instruction will include all components as identified by the district and undergo a review process prior to placement in the district, online repository.
- Full implementation of Common Core math standards:
  - · K-5 *Every Day Math* CCSS
  - · K-12 Implementation of Math Practices
- Gain a deeper understanding of new ELD 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); course descriptions will be developed based upon this pacing guide.
- Maximize bell-to-bell instructional time

COMMON CORE STATE STANDARDS *Essential Shifts in instruction*

Shifts in English Language Arts/Literacy			Shifts in Mathematics	
1	Balancing Informational and Literary Text	Students read a true balance of informational and literary texts.	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	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.	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	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.	3 Fluency	Students are expected to have speed and accuracy with simple calculations. Teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.	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 the math.
5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument	5 Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
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.	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

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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, 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 Biegs 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.

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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 the District's Common Core Three Year Implementation Plan

- Identify Common Unit Template across all subject areas
- Complete development, teaching, revision, and uploading of two CCSS aligned instructional units by June 2016
- Develop School-wide Common PLC Protocols
- Implement the Acuity Benchmark Assessments

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/21-6/9	Site Level Common Core Implementation Team (CCIT) Subject Area Teaching Teams	Certificated Staff Committee, Thursday PLC Time, two release days for each team	$ 15,198	MCF Grant
8/21-6/9		Materials	$1,000	Lottery

Action Step 1.1.2: Implement School-wide AVID strategies such as Cornell Notes, Socratic Seminar, WICOR

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	AVID Team, Administration, Teachers	Teacher Training at AVID Conference, staff meetings, PD days, and PLC/dept. mtgs.	$2,500	Title I

Action Step 1.1.3: Classroom Observation (both formal and informal) Based on California Standards of the Teaching Profession (CSTP's) and District Observation Protocols

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Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Site Admin	N/A	N/A	N/A

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
8/15-6/16	Admin, Classified, and Certificated Staff	Other conferences/release time	$1,629	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.

- Early Risers Morning Program
- Strategic English Classes
- Academic Coaching
- Subject Area Tutoring
- AVID Elective
- Lexia

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Admin	2 Chrome book Carts for Lexia use during Great Start Program	$20,644	LCAP – RESC 0910
8/15-6/16	Admin, Teacher Coaches	Academic Coaching Hours	$15,000	Title I
8/15-6/16	Admin, Teacher Coaches	Early Risers Teacher/Classified Hourly	$43,599	LCAP – RESC 0910
8/15-6/16		Lexia Reading Program License	free pilot for 15-16	LCAP – RESC 0910
8/15-6/16		Materials/Supplies	$5,000	LCAP – RESC 0910
1/16-		Coordinators Stipend	$9,000	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

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| 8/15-6/16 | Marin Theater Company | Contract | $15,000 | Title III LE |
| 8/15-6/16 | Admin/ELD Dept. | 20 Chromebooks for online software | $5,430 | Title III IE |

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	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
8/15-6/16	Admin, Classified, Science Teachers	Reproduction of NGSS Aligned Unit Workbooks	$1,000	Lottery
8/15-6/16	iTeam participants	Stipends	N/A	Grant
	iTeam participants	Sub Release	N/A	Grant
	iTeam participants	Materials	N/A	Grant

Action Step 1.2.2: Implement the newly adopted math program Big Ideas

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Site and District Admin, Math Department	Textbook/materials Purchases	N/A	N/A

Action Step 1.2.3: Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs.

- Academic Coaching
- Early Risers Morning Program
- Before, During, and After School Tutoring

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source

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| 8/15-6/16 | All Staff | See Above in 1.1.5 | | |

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

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	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 pilot and prepare to implement SBAC-aligned Acuity Benchmarks in ELA and Math for Fall 2016

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16 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
8/15-6/16	Subject Area Collaborative Teams	See 1.1.1		

Action Step 1.3.3: Site administrators and lead teachers will collaborate in the analysis of assessment results to address professional development needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Ed Services, Admin	Materials and Supplies	$200	Lottery

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

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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 Community Building Circles Training

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/18	Admin	Circles Training	$1,000	Lottery

Action Step 2.1.2: All teaching staff participate in site-based AVID training.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Admin	1.1.2		Staff Meetings

Action Step 2.1.3: Provide ongoing PD for staff on the use of Google Apps for Education

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
9/14	Site Admin, A. Singer, M. McCabe, A. Fell	Google Summit Conference Staff Meeting Time PD 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
8/15-6/16	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
- Community Building Circle Curricula

	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Site Administrators	N/A	N/A	

Strategy 2.3: Classified staff will participate in district-provided professional development.

Action Step 2.3.1:

- 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
8/15-6/16	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
8/15-6/16	Site Admin, Community Liaison	CL Salary + Benefits (partial)	$15,000	Title III LE
8/15-6/16	Site Admin, Community Liaison	CL Salary + Benefits (Partial)	$16,270	Title I
	Certificated and Classified	Extra duty for translations for parent meetings/conferences (only certain types of translation can be funded by Title III)	$3,500	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
- Connect Ed Phone and Email messages
- Social Media

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	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
9/15-5/16 1/16-3/16 1/15-3/16	Site Admin, Community Liaison Parenting Partnership DMS YSB	Materials/Supplies Materials and Tuition Scholarships Classified Translation/Childcare	$2,457 $1500 $2721	Title III – IE

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
8/15-6/16	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
8/15-6/16	Tier 1 team	Positive Rewards		

Strategy 3.3: Promote and Develop Positive School Climate and Wellness

Action Step 3.3.1: Provide Counseling Services to All Students That Need It

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	A. Oseguera (coordinator) Bay Area Community	MOU's Sunny Hills	 $11,000	 Title I

| | Resources, Community Institute for Psychotherapy, Sunny Hills | Community Institute for Psychotherapy | $8,000 | Title I |
| | | Bay Area Community Resources | $12,500 | Title I |

Action Step 3.3.2: Provide Restorative Practices, Coordinate Suspension Diversion

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Site Admin, Restorative Practices Coordinator	Salary and Benefits	$17,528	Title III – Limited Eng.

Action Step 3.3.3: Implement Community Building Circles weekly for all staff and students

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/15-6/16	Site Admin, All Staff	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
8/15-6/16	Admin, Program Coordinators	Stipends	$1,500	

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Summary of Centralized Services

<u>**Program Common to Most Schools**</u>

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*