Peter Burnett Elementary School

School Name

2014-15 School Development and Improvement Plan

Sacramento City Unified School District
Strategic Plan Framework

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:
Peter Burnett students will be a part of a caring and safe community where high expectations for students and staff are clearly outlined and modeled. Peter Burnett will also be a place where all students, staff, parents and community partners collaborate and work together in order to establish a culture of excellence and success for every member of our school community. Finally, Peter Burnett will be a place where everyone is respected, accepted and where accomplishments are continuously celebrated.

Mission:
In order to bring our vision into reality, we will:

1. Promote and encourage teacher collaboration across the grade levels

2. Develop consistency and uniformity in our instructional practices, student assessments and grading

3. Mentor, encourage and empower students to take ownership of their own learning experience

4. Provide staff with ongoing professional development that is relevant and addresses our focus areas

5. Promote and encourage parent and community involvement

6. Enforce high academic and behavioral expectations for all students

7. Enforce high professional expectations for all staff members

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				2012-13	**2013-14**	**2014-15 Target**
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST "proficiency" in ELA	Schoolwide	38%		
			Black or African American	26%		
			American Indian or Alaska Native	0%		
			Asian	48%		
			Filipino	75%		
			Hispanic or Latino	35%		
			Native Hawaiian or Pacific Islander	83%		
			White	44%		
			Two or More Races	38%		
			Socioeconomically Disadvantaged	38%		
			English Learners	20%		
			Students with Disabilities	24%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	**Indicator**	**Metric**	**Measurement**			
				2012-13	**2013-14**	**2014-15 Target**
		CST "proficiency" in Math	**Schoolwide**	55%		
			Black or African American	28%		
			American Indian or Alaska Native	0%		
			Asian	70%		
			Filipino	50%		
			Hispanic or Latino	53%		
			Native Hawaiian or Pacific Islander	83%		
			White	68%		
			Two or More Races	62%		
			Socioeconomically Disadvantaged	55%		
			English Learners	48%		
			Students with Disabilities	32%		
		"Proficiency" in Science		**2012-13**	**2013-14**	**2014-15 Target**
			Schoolwide	37%		
			Black or African American	44%		
			American Indian or Alaska Native			
			Asian	56%		
			Filipino			
			Hispanic or Latino	30%		
			Native Hawaiian or Pacific Islander	50%		
			White	33%		
			Two or More Races	0%		
			Socioeconomically Disadvantaged	37%		
			English Learners	27%		
			Students with Disabilities	42%		

			GUIDE TO SUCCESS FRAMEWORK OVERVIEW			
Area of Interest	**Indicator**	**Metric**	**Measurement**			
				2012-13	**2013-14**	**2014-15 Target**
		"Proficiency" in History-Social Sciences (pending)	Schoolwide			
			Black or African American			
			American Indian or Alaska Native			
			Filipino			
			Hispanic or Latino			
			Native Hawaiian or Pacific Islander			
			Two or More Races			
			Socioeconomically Disadvantaged			
			English Learners			
			Students with Disabilities			
	2. Post High School Preparation	8th grade cohort who graduate				
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*				
		On-track to meeting UC/CSU requirements (a-g)*	N/A			
		K-2 Literacy Assessment (Team desires to move to PK-12)	N/A			
	3. 21st Century Skills	Student Guide to Success (pending)	N/A			
ENGAGEMENT	4. Attendance	Chronic absenteeism	8.03%			
		Staff attendance	Certificated 94.17%			
			Non-Certificated 90.95%			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW			
Area of Interest	**Indicator**	**Metric**	**Measurement**
	5. School Connectedness	**School Environment (staff, students, families)**	N/A
		School Communication (staff, students, families)	N/A
		School Achievement (staff, students, families)	N/A
	6. Social-Emotional Learning	**Information on the five indicators**	
		Suspension Rate	suspension rate per 100 students 0.8
			Percent of school year missed (in days) from suspensions 0.01%
TRANSFORMATION	**7. State Academic Performance of Target Demographics**	**CST "catch-up/keep-up" in ELA**	**Grd. 3** 23.44%
			Grd. 4 70.69%
			Grd. 5 30.16%
			Grd. 6 70.00%
		CST "catch-up/keep-up" in Math	**Grd. 3** 59.38%
			Grd. 4 63.79%
			Grd. 5 39.06%
			Grd. 6 65.00%
		CST "catch-up/keep-up" in Science	
		CST Cohort Performance in ELA (2+ consecutive years at site)	**Grd. 3** 27.78%
			Grd. 4 70.91%
			Grd. 5 32.14%
			Grd. 6 69.64%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3	62.96%	
			Grd. 4	63.64%	
			Grd. 5	38.60%	
			Grd. 6	66.07%	
		CST Cohort Performance in Science (2+ consecutive years at site)			
		Achievement Gap Performance CST ELA		**Number Taken**	**Percent Passed**	**Gap**
			White	25	44.00%	N/A
			African-American	39	25.64%	18.36%
			Asian	73	47.95%	-3.95%
			Hispanic/Latino	230	34.78%	9.22%
			American Indian	1	0.00%	44.00%
			Filipino	4	75.00%	-31.00%
			Pacific Islander	6	83.33%	-39.33%
			Two or more ethnicities	13	38.46%	5.54%
			Non-Special Ed	333	40.54%	N/A
			Special Ed	58	24.14%	16.40%
			Non-ELL	154	38.96%	N/A
			ELL	168	19.64%	19.32%
			Non-Foster Youth	418	38.52%	N/A
			Foster Youth	6	0.00%	38.52%
			Non-FRPL			
			FRPL	391	38.11%	N/A

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	Percent Passed	Gap
		Achievement Gap Performance CST Math	White	25	68.00%	N/A
			African-American	39	28.21%	39.79%
			Asian	73	69.86%	-1.86%
			Hispanic/Latino	230	53.04%	14.96%
			American Indian	1	0.00%	68.00%
			Filipino	4	50.00%	18.00%
			Pacific Islander	6	83.33%	-15.33%
			Two or more ethnicities	13	61.54%	6.46%
			Non-Special Ed	333	59.16%	N/A
			Special Ed	58	32.76%	26.40%
			Non-ELL	154	49.35%	N/A
			ELL	168	48.21%	1.14%
			Non-Foster Youth	418	54.55%	N/A
			Foster Youth	6	50.00%	4.55%
			Non-FRPL			
			FRPL	391	55.24%	N/A
	8. Post High School Performance of Target Demographics	**8th Grade Graduation "Cohort Performance"**				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	**Percent Passed**	**Gap**
		Achievement Gap 8th Grade Graduation	**White**			
			African-American			
			Asian			
			Hispanic/Latino			
			American Indian			
			Filipino			
			Pacific Islander			
			Two or more ethnicities			
			Non-Special Ed			
			Special Ed			
			ELL			
			Non-Foster Youth			
			Foster Youth			
			Non-FRPL			
			FRPL			
		AP/IB Courses "Cohort Performance"				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	**Percent Passed**	**Gap**
		Achievement Gap AP/IB Enrollment	White			
			African-American			
			Asian			
			Hispanic/Latino			
			American Indian			
			Filipino			
			Pacific Islander			
			Two or more ethnicities			
			Non-Special Ed			
			Special Ed			
			ELL			
			Non-Foster Youth			
			Foster Youth			
			Non-FRPL			
			FRPL			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	Percent Passed	Gap
			White			
			African-American			
			Asian			
			Hispanic/Latino			
			American Indian			
			Filipino			
		Achievement Gap AP/IB Passing	Pacific Islander			
			Two or more ethnicities			
			Non-Special Ed			
			Special Ed			
			ELL			
			Non-Foster Youth			
			Foster Youth			
			Non-FRPL			
			FRPL			
		UC/CSU On-Track Catch-up and Keep-Up	N/A			
		UC/CSU On-Track "Cohort Performance"	N/A			
		Achievement GapUC/CSU On Track	N/A			
		Literacy "Catch-up and Keep Up"	N/A			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW			
Area of Interest	**Indicator**	**Metric**	**Measurement**
		Literacy Cohort Performance (2+ consecutive years at site)	N/A
		Achievement Gap Performance Literacy	N/A

Academic Performance Index – A.P.I.

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	747	744	5	-3	No	744	751	5	7	Yes					
Black or African American	632	698				695	653								
American Indian or Alaska Native															
Asian	815	792	A	-23	No	795	796	5	1	No					
Filipino															
Hispanic or Latino	746	734	5	-12	No	734	745	5	11	Yes					
Native Hawaiian or Pacific Islander															
White	761	770				770	797								
Two or More Races	782														
Socioeconomically Disadvantaged	748	748	5	0	No	748	751	5	3	No					
English Learners	754	745	5	-9	No	746	743	5	-3	No					
Students with Disabilities	508	571				571	613								

Adequate Yearly Progress (AYP) Components – Peter Burnett Elementary School (PI Status:)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	100	Yes		100	Yes					100	Yes		100	Yes	SH			
Black or African American	100	--		100	--					100	--		100	--				
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	100	Yes		100	Yes					100	Yes		100	Yes				
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	--		100	--					100	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes		100	Yes					100	Yes		100	Yes				
English Learners	100	Yes		100	Yes					100	Yes		100	Yes				
Students with Disabilities	100	--		100	--					100	--		100					

Adequate Yearly Progress (AYP) Components – Peter Burnett Elementary School (PI Status:)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	45.0	No		38.1	No					52.9	No		56.6	Yes	SH			
Black or African American	37.1	--		24.2	--					37.1	--		27.3	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	45.3	No		46.4	Yes	SH				65.6	No		73.9	Yes	SH			
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	45.5	No		36.1	No					50.6	No		54.2	Yes	SH			
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	46.4	--		42.9	--					64.3	--		71.4	--				
Two or More Races	--	--	N/A	--	--					--	--	N/A	--	--				
Socioeconomically Disadvantaged	45.6	No		38.1	No					53.6	No		56.6	Yes	SH			
English Learners	43.5	No		34.0	No					55.2	No		57.3	No				
Students with Disabilities	23.4	--		24.6	No					25.5	--		36.8	Yes	SH			

Adequate Yearly Progress (AYP) Components – Peter Burnett Elementary School (PI Status:)

Component 3: Academic Performance Index (API)
Additional Indicator for AYP

Component 4: Graduation Rate

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method	2012 Grad. Rate (Class of 2010–11)	Met Grad. Rate Criteria	Alt. Method	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	747	Yes		744	Yes						N/A			N/A				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for Peter Burnett Elementary School

Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

2014 AYP Percent Proficient Targets
ES: ELA: 100% / Math: 100%
MS: ELA: 100% / Math: 100%
HS: ELA: 100% / Math: 100%

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.

The·Cycle·of·Development·and·Improvement

CONTEXT

VISION

EVALUATION

PRIORITIES·&· ACTIONS

IMPLEMENTATION

[X] Gather data
[X] Analyze, reflect upon & discuss data
[X] Find Big Messages from Data
[X] Organize Big Messages by Common themes
[X] Identify 2-3 priorities from Big Messages
[X] Plan actions to support prioritiesf
[X] Merge actions, create time line and identify funding
[X] Design evaluation process and structures
[X] Inclusive list and dates of collaborative stakeholder meetings

This process began two years ago when a staff survey was done to determine the needs in nine different areas: Math, English Language Arts, English Language Development, Science, Social Studies, Intervention, School Culture/Environment, Parent Involvement and Technology. A staff survey was also conducted earlier this year that asked for specific feedback on the priorities already established. The following is a summary of feedback received from the survey:

1. Priority One--To improve learning by providing meaningful classroom support for teachers and students
- Aides are needed in the classrooms
- Intervention support for students not at grade level
- Updated technology and training
2. Priority Two--To increase opportunities for enrichment and extra-curricular activities
- Field trips and assemblies

- Music and art opportunities
- After school clubs and family nights
- Build more partnerships and expand volunteer group

3. Priority Three--To improve school culture and environment

- More parent participation
- More family night and events
- More staff social events
- Facilities maintenance and cleanliness

A "Self Evaluation Form" was completed where several "Big Messages" were indentified. Three priorities or focus areas were drafted for our plan. Those priority areas were discussed with and approved by the School Site Council.

A School Quality Review was conducted in March 2011 and the following priorities for improvement were identified:

1. Strengthen instructional leadership through more frequent feedback to teachers on the quality of students' learning, and by professional development to support them in developing their teaching strategies to give students more responsibility for their work and behavior.
2. Extend students' learning experiences, so that they have more opportunities for collaboration and independent learning and activities are differentiated to meet the needs of the slower learners while accelerating progress of the higher achievers.
3. Ensure all students know how to improve their work through better feedback, the posting of student-friendly rubrics, precise learning objectives in lessons, and the setting of short-term learning goals for each student.
4. Set long-term measurable goals for each student, with interim benchmarks to monitor progress toward them.
5. Develop a more consistent student- and family-centered culture as a basis for engaging parents more fully to support their children. Related to this, extend links with the wider community to enrich students' learning and out-of-class experiences.

Our School Site Council met several times during the course of this school year to discuss the progress made on the priorities established last year. While measureable progress was noted, it was agreed upon by the team that the same priority areas needed to remain a focus for this school year. The team also decided to conduct surveys with students, teachers and parents.

A parent meeting was held in November 2011 with about 30 parents present where several areas of improvement where identified. Among those are school safety, enrichment opportunities, student recognition and improvement of school facilities. A parent survey will be sent home to obtain more input . Their feedback will be added to this document as soon as it becomes available.

A student survey will also be done. Their input will be added to this document as soon as it becomes available.

Big Messages

From our analysis of current school context, the following BIG messages were identified:
Examine the needs of African American students to determine why students dropped in ELA and math.
Hispanic English Learners dropped in ELA while Asian English Learners improved. There is a need for explicit teaching of academic vocabulary.
There is a need for a system that helps determine the Lexile level of every student.
There is a need for grade level class sets and small group sets of varied lexile level literature books.
There is a need to update technology in the classrooms and provide staff trainings
There is a need to improve reading comprehension and writing across all grade levels.
There is a need to provide more practical and timely feedback to teachers regarding instructional practices, student engagement and student assessments.
There is a need to provide more timely feedback to students to ensure they know how to improve their work through the posting of student-friendly rubrics, precise learning objectives in lessons, and the setting of short-term learning goals for each of them.
Engage families through Family Nights
There is a need to develop a short term and long term plan for the implementation and professional development of the ELA and math Common Core.
There is a need to challenge all students through the use of higher level thinking questioning and increased opportunities to practice critical thinking and problem solving skills across the curriculum and throughout the entire school day.
There is a need to identify baseline skills, benchmark skills, and formative and summative assessments for every grade level. There is a need for math intervention. There is a need for students to spend time discussing, explaining, and representing math problems. There is a need for students to practice writing their explanation of math thinking. There is a need for students to question each others thinking and provide evidence of reasoning. There is a need to balance automaticity and reasoning.

Priority 1:	To improve student learning across all content areas
Priority 2:	To improve the instructional delivery of rigorous content and ensure consistency across classrooms as we transition to Common Core
Priority 3:	To determine an assessment aligned to Common Core that measures learning consistently across grade levels

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
$128,049	$186,066	$72,086			

Parent Engagement and Partnership Activities
To Reach School Priority Goal

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting
To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.
Communication
To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.
Home Learning
To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.
Volunteering
To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.
Decision Making
To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support
Community
To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

LCAP Goals and Sub Goals

Goal 1: Increase percent of students who are on track ot graduate college and career ready.
Sub Goal 1:1 Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Sub Goal 2.1: Students will be provided cleaner, better maintained learning environments. Sub Goal 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. Sub Goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD
Sub Goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Sub Goal 3.2 Stakeholders will receive improved district and site communications, including translation/interpretation services.

Whole School Priority #1

Priority Goal 1	To improve student learning across all content areas

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide opportunities for students to read rich literature in order to develop a passion for reading and engage in mentor text that will help develop tier II vocabulary. Ensure students have opportunities to read expository text in order to develop their abiltiy to learn new content and acquire tier III vocabulary.	Teachers, AP/SIC, Principal	SIC-$116,944 ($29,236 from Title I, 58,472 from LCFF F/R and $29,236 from LCFF LEP)	1.1	**Int 1** November-December Draft a plan to acquire a system that will determine the lexile levels of all students. Create a list of grade level class sets of books and a list of smaller sets of varied lexile level books.	Share the updated plan with School Site Council and obtain input from ELAC.	Classroom observations, reading list, student surveys
	Teachers, Support Staff (resource and retired teachers), Site Instructional Coordinator, Reading Partners and Principal	SIC (see breakdown above) Resource Teacher-$48,095 ($26,452 from LCFF F/R and 21,643 from Title I), Partners-$12,000 from LCFF F/R	1.2	**Int 2** January-February Assess all students and determine their lexile levels. Conduct a survey of students to determine their attitude about reading. Provide professional development for staff on use of lexile levels for independent reading (Literature Circles) and incorporating tier II and tier III words throughout the day.	Debrief School Site Council and ELAC Share with parents at the monthly parent meetings.	Classroom observations, reading list, student survey
	Site Instructional Coordinator	See above	3.1	**End** April-June Provide coaching and ongoing support for teachers.	Debrief School Site Council and ELAC	Classroom observations, reading list, student survey

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide regular in-class and/or pull-out support for struggling students in ELA or math through the use of additional teaching personnel or a structured intervention program. Additional support may be provided during an extended day.	Support Staff, Resource Teacher, SIC and Principal	Retired Teachers- $40,000 from LCFF F/R and $20,000 from LCFF LEP. Instructional Aide support - $20,000 from LCFF LEP See above for SIC and Resource Teacher. Supplemental Materials - $5,537 ($2050 from LCFF LEP and $3,487 from LCFF F/R)	1.2	**Int 1** September/October Identify students needing additional support using assessment data and teacher observation data	Inform parents during monthly gathering and sign up volunteers. Debrief School Site Council and ELAC	During School Site Council, ELAC and Leadership Team meetings
	Support Staff and Principal	See above	1.1	**Int 2** November-April Assign available support staff or program to individual teachers and students and implement interventions while regularly assessing students' progress (year-long intervention)	Inform parents during monthly gatherings, continue to sign up and train volunteers. Debrief School Site Council and ELAC	During School Site Council, ELAC and Leadership Team meetings
	Support Staff and Principal	See above	3.1	**End** May-June Continue regular intervention and complete and analysis of student progress to assess the effectiveness of the intervention	Inform parents during monthly gathering and hold a recognition/appreciation celebration for volunteers. Debrief School Site Council and ELAC	During School Site Council, ELAC and Leadership Team meetings

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide teachers and students additional access to technology, supplemental materials, and update technology as needed.	Principal, teachers, and district tech support	See above	1.1	**Int 1** September-October Inventory of computers that require updates.	Inform School Site Council, ELAC and other parents during monthly gathering	During School Site Council, ELAC and Leadership Team meetings
	Principal, teachers, and district tech support	see above	1.2	**Int 2** November-January Secure funding for updates	Have School Site Council approve all expenditures, inform ELAC and other parents during monthly gathering	During School Site Council, ELAC and Leadership Team meetings
	Principal, district tech support and Leadership Team	see above	3.1	**End** February-June Provide on-going support with technology and survey staff to determine needs for next year including non-technology related supplemental materials.	Have School Site Council approve all expenditures, inform ELAC and other parents during monthly gathering. Open the computer lab for parents and provide a "basic computer skills" course for all interested.	During School Site Council, ELAC and Leadership Team meetings
Provide opportunities for students to write and learn what good writer's do. Provide mentor text to support student writing. Examine student writing and provide a supportive environment where students receive feedback to improve their writing.	Principal, AP, support staff, teachers	see above	1.1	**Int 1** November-December Draft a plan to address the needs for ongoing writing and assessment.	Share the updated plan with School Site Council and obtain input from ELAC.	Review a copy of the plan with the School Site Council
	Principal, SIC, support staff, teachers	see above	1.3	**Int 2** January-February Provide professional development in Writer's Workshop and other areas as needed. Provide opportunities for teachers to observe other classrooms.(Substitutes may be needed)	Share the updated plan with School Site Council and obtain input from ELAC.	Academic conferences, grade level meetings, student work

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	SIC	see above	3.1	**End** March-June Provide ongoing coaching	Share the updated plan with School Site Council and obtain input from ELAC.	Academic conferences, grade level meetings, student work
Focus math practices on encouraging students to use a second sentence to explain their thinking, question others, and explain using academic language.	Teachers, Principal, SIC, District Coaches	see above	1.1	**Int 1** November-December Obtain class schedules. Conduct walkthrough observations to determine a baseline for the three math practices.	Share the results of focus, surveys and shifts with the school Site Council and ELAC	Schedules, observation data, student work
	Teachers, Principal, math coach, Site Instructional Coordinator / AP, District Coaches	see above	1.3	**Int 2** January-February Continue walkthrough observations. Compare baseline to current data to determine shifts in math practices. Share findings at a staff meeting. Provide coaching and support to teachers	Report data to the School Site Council. Provide presentation for parents about the math shifts at the monthly Parent Meeting.	Academic conferences, grade level meetings, student work
	Teachers, Principal and support staff, District Coaches	see above	3.1	**End** February-June Continue coaching and collaborative planning. Continue walkthrough observations. Provide opportunities for teachers to observe other classroom.	Share the changes in writing with the School Site Council and ELAC	Academic conferences, grade level meetings, student work

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide Social Emotional support to all students by ensuring their needs are met in the classrooms, via counseling, or nursing. Provide extended day extracurricular opportunities in order to support other Intelligence and hence, self esteem. Parent nights and trainings	Teachers, Principal, AP, Support Staff,Nurse, Counselor, School Community Liaison	Nurse-$91,310 ($45,655 from Title I and $45,655 from LCFF F/R). Parent Support - $2,100 ($1,300 fro Title I and $800 from LCFF LEP)	2.2	**Int 1** September-October Conduct Student Success Meetings to evaluate students academic, emotional, and health needs. Determine resources available to offer extended day extracurricular activities.	Discuss the process during the Monthly Parent Meetings, invite parents to follow-up meetings	Assistant Principal will review the teacher, support staff and administrative follow up forms
	Teachers, Principal, SIC, Support Staff, Nurse,	See above	3.1	**Int 2** November- January Conduct a follow-up meeting to determine if student needs are being met	Discuss the process during the Monthly Parent Meetings, invite parents to follow-up meetings	Student Success Team will review progress
	Teachers, Principal, SIC, Support Staff,Nurse	See above	3.2	**End** May Evaluate the effectiveness of the supports provided to students.	Discuss the process during the Monthly Parent Meetings, invite parents to follow-up meetings	Student Success Team will review progress

Whole School Priority #2

Priority Goal 2	To improve the instructional delivery of rigorous content and ensure consistency across classrooms as we transition to Common Core

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Grade levels teams will engage in ongoing collaboration to determine rigorous tasks that are consistent across classrooms. Tasks will include technology based activities and projects.	Principal, SIC	SIC-$116,944 ($29,236 from Title I, 58,472 from LCFF F/R and $29,236 from LCFF LEP). Release Time - $17,411 from Tittle I	1.3	**Int 1** November-December Meet with the leadership team to discuss a plan that would address a structure for consistent Common Core planning. Establish funds for the work.	Common Core shift will be shared during the Monthly Parent Meetings.	During SSC, ELAC, Student Council and Leadership Team meetings
	Principal, SIC, SSC	See above	1.1	**Int 2** January-February Using student work, identify areas of need in reading, writing, and math. Use formative assessments for grade level planning. Consider using substitutes.	Common Core shift will be shared during the Monthly Parent Meetings.	During SSC, ELAC, Student Council and Leadership Team meetings
	Principal, SIC, SSC and Leadership Team	See above	2.3	**End** March-June Examine student work to determine growth or lack of growth. Use the data to guide instruction. Evaluate the effectiveness of the work.	Common Core shift will be shared during the Monthly Parent Meetings.	During SSC, ELAC, Student Council and Leadership Team meetings
Provide professional development opportunities that prepare teachers to teach rigorous instruction.	Principal/Site Instructional Coordinator, District coaches	$12,804-from Title I	1.1	**Int 1** September-November Develop an plan for Professional development for ELA, math, and ELD.	Monthly meetings with SSC, ELAC and other parent and community groups	During SSC, ELAC, Student Council and Leadership Team meetings

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Principal/Site Instructional Coordinator, District coaches	See above	1.2	**Int 2** November-January Establish coaching support	Monthly meetings with SSC, ELAC and other parent and community groups	During SSC, ELAC, Student Council and Leadership Team meetings
	Principal/Site Instructional Coordinator, District coaches	See above	2.3	**End** January-June Ensure consistency across classrooms	Monthly meetings with SSC, ELAC and other parent and community groups	During SSC, ELAC, Student Council and Leadership Team meetings

Whole School Priority #3

Priority Goal 3	To determine an assessment aligned to Common Core that measures learning consistently across grade levels

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Use backward planning and Common Core Standards to determine outcomes for each grade level.	Teachers, Support Staff, Site Instructional Coordinator, Principal	SIC-$116,944 ($29,236 from Title I, 58,472 from LCFF F/R and $29,236 from LCFF LEP)	1.1	**Int 1** November-January Determine a plan for meeting with grade level teams to examine the standards and outcomes	Share with School Site Council, ELAC, and Monthly Parent Meetings	Completed plan shared with SSC
	Teachers, Support Staff, Site Instructional Coordinator, Principal	See above	1.3	**Int 2** January-February Use substitutes to meet with grade level teams to examine end of the year outcomes and exemplars	Share with School Site Council, ELAC, and Monthly Parent Meetings	Completed end of year expectations and samples exemplars
	Teachers, Support Staff, Site Instructional Coordinator, Principal	See above	2.3	**End** February-June Work with grade level teams to determine benchmark expectations for each trimester	Share with School Site Council, ELAC, and Monthly Parent Meetings	Completed benchmark expectations
Identify Common Core aligned formative and summative data to determine the needs of students.	Principal, Site Instructional Coordinator	See above for SIC	1.3	**Int 1** November-December Explore various summative assessments aligned to SBAC and identify formative assessments that provide useful data.	Share with School Site Council, ELAC, and Monthly Parent Meetings	The SSC will review the potential assessments

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Principal, Site Instructional Coordinator	See above for SIC	1.1	**Int 2** January-February Use purchased assessments to determine how students are progressing.	Share with School Site Council, ELAC, and Monthly Parent Meetings	The SSC will approve the purchase
	Principal, Site Instructional Coordinator	See above for SIC	2.3	**End** May-June Evaluate the effectiveness of the assessments.	Share with School Site Council, ELAC, and Monthly Parent Meetings	The Leadership team will determine the effectiveness.

School Site Council Membership: Peter Burnett Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Manuel Huezo	[X]	[ ]	[ ]	[ ]	[ ]
Sharon Shoenfeld	[ ]	[ ]	[X]	[ ]	[ ]
Tom Fleming	[ ]	[X]	[ ]	[ ]	[ ]
Margaret Vansoest	[ ]	[X]	[ ]	[ ]	[ ]
Theresa DeMars	[ ]	[X]	[ ]	[ ]	[ ]
Laurie Mar	[ ]	[X]	[ ]	[ ]	[ ]
Christine Oliver	[ ]	[ ]	[ ]	[X]	[ ]
Erika Mendoza	[ ]	[ ]	[ ]	[X]	[ ]
Maria Uribe	[ ]	[ ]	[ ]	[X]	[ ]
Lisa Romero	[ ]	[ ]	[ ]	[X]	[ ]
Joshlynn Pendarvis	[ ]	[ ]	[ ]	[X]	[ ]
Rachelle Marshall	[ ]	[ ]	[ ]	[X]	[ ]
Rowland Bennion	[ ]	[ ]	[ ]	[X]	[ ]
Ruben Frausto	[ ]	[ ]	[X]	[ ]	[ ]
Numbers of members of each category	**1**	**4**	**2**	**7**	

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.

Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Recommendations and Assurances

School   Peter Burnett Elementary
School

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

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

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

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

    [X]   English Learner Advisory Committee (ELAC)
    [ ]   Community Advisory Committee for Special Education Programs
    [ ]   Gifted and Talented Education Program Advisory Committee
    [ ]   Other (list)

4. This School Development and Improvement Plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance

5. This School Development and Improvement Plan was adopted by the Schoolsite Council on: 6 - 4 - 2014

Attested:

Manuel Huezo
_____   _____   6-4-2014
  Typed Name of School Principal   Signature of School Principal   Date

Tom Fleming
_____   _____   6-4-2014
  Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date
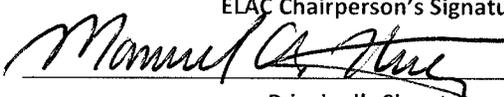
Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources

School: Peter   Burnett   Elementary
               School

Programs and Resources included in the School Development and Improvement Plan:

[X]   Title I (Schoolwide Program) (including carryover)

[ ]   Title I (Targeted Assistance) (including carryover)

[X]   Local Control Funding Formula (LCFF) – Free & Reduced

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

[X]   Program Improvement (PI)

[ ]   Discretionary Block Grant (Carryover)

[ ]   QEIA (Quality Education Investment Act)

[ ]   Art, Music and PE Grant (Carryover)

[ ]   Arts & Music Grant (Carryover)

[ ]   Other Grants:

[ ]   Other Grants:

[ ]   Other Grants:

[ ]   Other Grants:

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Tom Fleming

SSC Chairperson's Name Typed	6-4-2014	Thomas Fleming
	Date	SSC Chairperson's Signature
ELAC Chairperson's Name Typed	Date	ELAC Chairperson's Signature

Manuel Huezo

Principal's Name Typed	6-4-2014	Manuel A. Huez
	Date	Principal's Signature