

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT BELL MIDDLE SCHOOL

**2016-17**

37-68338-6059588

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Jackson-Hubbard, Precious

**Contact Person:** Jackson-Hubbard, Precious

**Position:** Principal

**Telephone Number:**

**Address:** 620 Briarwood Rd, Bell Middle, San Diego, CA, 92139-1302,

**E-mail Address:** pjackson@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval:** *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*



**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

## TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Data Reports
  - B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
  - C. Home/School Compact
  - D. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
  - E. 2016-17 SPSA Assessment and Evaluation
  - F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
  - G. WASC Recommendations (WASC Schools Only)

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The district movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS. For the 2016-2017 school year, we will implement site based assessments that we will use to assess student achievement. We have focused on collaboration and academic conversations to promote student agency and prepare our students to be actively engaged in their learning.

**SCHOOL VISION AND REALITY**

We spent the 2014-2015 and 2015-2016 school year collecting input from staff, students and families about what they expect from Bell and what they envision from Bell. We reviewed our academic and social reality, and our ideal state. Based on the conversations, dialog and data we came up with a vision statement that was basic, simple and straight to the point.

Our school vision:

We have an obligation to our community to *establish and maintain an academic and social community where everyone is respected, supported and successful.*

Our reality is that we need more training, professional development, events and resources allocated to meet our obligation. Furthermore, we can't do it without a partnership with parents and community.

**CORE AND SUPPLEMENTAL SUPPORTS**

Core District Programs:

**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades 6-8: 1:28.73

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Middle School counselor ratio is 1:481.

#### HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

#### **PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. We believe in life-long learning.

With this understanding, professional development time and training is provided for teaching staff, counseling staff, support staff and administration. District-wide the school year is broken into four learning cycles, each cycle building adult and student capacity.

At Bell we have focused on professional learning around social emotional needs, common core, academic conversations, and formative assessments. For the 2016-2017 school year, we will continue our professional learning in these four area with a focused lense on the learning's impact on instruction and grades. Furthermore, the administrative leadership team is engaged in a learning cycle with a few teachers to narrow the focus and be strategic about improving instruction. Our goal for 2016-2017 is to add frequent parent training as well.

#### **PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

Revision of the School improvement plan is in progress. Bell has been in program improvement for multiple years. The revised plan will eliminate interventions that have had little or no effect on improving student achievement, and add interventions and programs that will increase student achievement, increase effectiveness of the delivery of instruction and reduce the amount of behavioral issues that happen in classrooms as well as on and about the campus.

#### **SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has identified social emotional needs has the primary focus for the 2016-2017 school year. SSC analyzed the current reality for all student groups and has considered the effectiveness of key elements of the instructional program for students failing. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

We engaged stakeholders through monthly School Governance Team meetings (SGT), School Site Council Meetings (SSC), Coffee with the Principal Meetings, and staff meetings and other parent meetings and phone conversations. The message was loud and clear that they want a variety of electives and support classes and they want professional development and training for all staff. Most importantly, they wanted additional support for social emotional well being of our students.



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/24/2017, 75 % of Bell Middle Students will achieve a meet or exceed Common Core grade-level standards in SBAC, increasing from 17 % to 75 %, a gain of 58.00 % points

**Closing the Gap SMART Goal:**

- \* By 06/24/2017, 75 % of Bell Middle English Learner, Students will achieve a meet or exceed Common Core grade-level standards in SBAC, increasing from 17 % to 75 %, a gain of 58.00 % points
- \* By 06/24/2017, 75 % of Bell Middle Hispanic or Latino, Students will achieve a meet or exceed Common Core grade-level standards in SBAC, increasing from 17 % to 75 %, a gain of 58.00 % points
- \* By 06/24/2017, 75 % of Bell Middle Economically Disadvantaged, Students will achieve a meet or exceed Common Core grade-level standards in SBAC, increasing from 17 % to 75 %, a gain of 58.00 % points
- \* By 06/24/2017, 75 % of Bell Middle Students with Disability will achieve a meet or exceed Common Core grade-level standards in SBAC, increasing from 17 % to 75 %, a gain of 58.00 % points
- \* By 06/24/2017, 75 % of Bell Middle Black or African American, Students will achieve a meet or exceed Common Core grade-level standards in SBAC, increasing from 17 % to 75 %, a gain of 58.00 % points

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):**

Site Created Assessments

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Professional Learning Communities (PLCs) will analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress will be shared with parents and community via advisory groups and School Site Councils (SSCs).

At Bell all adults are encouraged to be lifelong learners. We have learning to do around academic conversations, customer service and social emotional wellbeing, and assessments. Each of our professional development session will address one of the four categories. We believe all four will have a positive impact on student achievement.

**Title 1 Arts Grant (Award Sites ONLY):**

Blank area for the Single Plan for Student Achievement.



**Area 2: Mathematics**

**Mathematics SMART Goal:**

\* By 06/24/2017, 75 % of Bell Middle Students will perform at meet Common Core grade-level standards level in SBAC, increasing from 12 % to 75 %, a gain of 63.00 % points

**Closing the Gap SMART Goal:**

\* By 06/24/2017, 75 % of Bell Middle Students with Disability will achieve a meet Common Core grade-level standards in SBAC, increasing from 12 % to 75 %, a gain of 63.00 % points

\* By 06/24/2017, 75 % of Bell Middle Black or African American, Students will achieve a meet Common Core grade-level standards in SBAC, increasing from 12 % to 75 %, a gain of 63.00 % points

\* By 06/24/2017, 75 % of Bell Middle Filipino, Students will achieve a meet Common Core grade-level standards in SBAC, increasing from 12 % to 75 %, a gain of 63.00 % points

\* By 06/24/2017, 75 % of Bell Middle Hispanic or Latino, Students will achieve a meet Common Core grade-level standards in SBAC, increasing from 12 % to 75 %, a gain of 63.00 % points

\* By 06/24/2017, 75 % of Bell Middle English Learner, Students will achieve a meet Common Core grade-level standards in SBAC, increasing from 12 % to 75 %, a gain of 63.00 % points

\* By 06/24/2017, 75 % of Bell Middle Economically Disadvantaged, Students will perform at meet Common Core grade-level standards level in SBAC, increasing from 12 % to 75 %, a gain of 63.00 % points

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

At Bell all adults are encouraged to be lifelong learners. We have learning to do around academic conversations, customer service and social emotional well-being, and assessments. Each of our professional development session will address one of the four categories. We believe all four will have a positive impact on student achievement.

**Title 1 Arts Grant (Award Sites ONLY):**

**Area 3: English Learner**

**English Learner SMART Goal:**

\* By 06/24/2017, 75 % of Bell Middle English Learner, Students will meet or exceed target growth in English/Language Arts

By June of 2017 90% of English Learner Students will grow by at least one level in language proficiency as determined by the CELDT

**Closing the Gap SMART Goal:**

75% of English Learners will increase proficiency bands by one level as indicated by ELA Benchmarks, student GPA, and teacher developed summative assessments.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Professional Learning Communities (PLCs) will analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress will be shared with parents and community via advisory groups and School Site Councils (SSCs).

At Bell all adults are encouraged to be lifelong learners. We have learning to do around academic conversations, customer service and social emotional well-being, and assessments. Each of our professional development session will address one of the four categories. We believe all four will have a positive impact on student achievement.

**Title 1 Arts Grant (Award Sites ONLY):**

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

\* By 06/13/2017, 96 % of Bell Middle Grade 08, Students will not have a grade of F in both Math and English in Report Cards

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Professional Learning Communities (PLCs) will analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress will be shared with parents and community via advisory groups and School Site Councils (SSCs).

At Bell all adults are encouraged to be lifelong learners. We have learning to do around academic conversations, customer service and social emotional well-being, and assessments. Each of our professional development session will address one of the four categories. We believe all four will have a positive impact on student achievement.

**Title 1 Arts Grant (Award Sites ONLY):**

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

\* By 06/16/2017, 60 % of Bell Middle Parents/Guardians will attend at least one parent/family activity to increase in Parent and Community Engagement

**Targeted Population:**

All parent sub groups are under represented on campus and few attend functions at the school. Special efforts are needed to communicate with all parents multiple times throughout the year. Parents and families need positive opportunities to interact with school staff and the Bell community. Town Hall meetings, community forums, family nights and parent-teacher conferences have been established throughout the year

**What data did you use to form these goals?:**

A low number in event sign-in sheets, physical head-counts, and parent volunteers. Also consistently low grades, referrals and suspensions of some students.

**Progress and Growth Monitoring:**

We will use event sign-in sheets, physical head-counts, increased parent volunteers, as well as, an increase in student grades, and a decrease in the number of referrals and suspensions.

**Title 1 Arts Grant (Award Sites ONLY):**

**Area 6: Additional Site Identified Area (Optional)**

**Additional Site Identified SMART Goal:**  
**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams    SBAC    DRA2

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**  
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:  
**Cycle 1**(August-November) -  
**Cycle 2** (November -February) -  
**Cycle 3** (February - April) -  
**Cycle 4** (April - June) -  
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Title 1 Arts Grant (Award Sites ONLY):**

Empty text box for Title 1 Arts Grant information.

**BUDGET: Resources Aligned to Area Goals**

**Core Program:** Edit the core program for your site

**Universal Access to Strong Core Instructional Program (Tier 1)**

- A variety of instructional strategies and differentiation of the process, product and content based on student need
- Physical environments that are welcome and engage all students
- Research based best teaching practices
- Positive Reinforcement of Behaviors and Interventions
- A 6-period schedule to extend learning time in all core curricular areas and provide for interventions within the school day
- Regular collaboration amongst all Bell learners and stakeholders
- Regular and on-going assessments
- Use of strategies to support all learners (i.e. Specialized Academic Instruction (SAI); QTEL; AVID)
- Administrators support of learning across the board

**Strategic Support (Tier 2)**

- Modified instructional plans to adjust for student needs
- Individualized Educational Plans (I.E.P)
- Pararell courses
- Primetime tutoring
- Teacher content area tutoring
- Individual/Family counseling
- Academic Counseling

**Intensive Intervention (Tier 3)**

- One-on-one/Small Group Counseling
- One-on-one/Small Group Mentoring
- SST Referrals
- Applied courses
- Behavior/Academic intervention supports
- Attendance Contracts
- Behavior Contracts
- Saturday Academy

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):**

1. Teachers need more learning time around lesson planning and academic conversations, and planning time for common lessons and assessments. Starting with a small group of four teachers I will engage in a learning cycle and see if we can make improvements with African American males and English Learners.
2. Increased FTE for CA whom will focus on English Learners; Full time FTE allocation for guidance assistant who will help with the social emotional,

## Bell Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

and professional development time and planning time to focus on academic conversations.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst, Employee SBB2464987 NEW POSN	0.5000	\$14,281.50	0302-30100-00-2404- 3110-0000-01000- 0000	Title I Basic Program	01, 02, 03, 04	This position will help address the social emotional needs of our students which will allow teachers to focus more on instruction and not be burdened with counseling in the classroom as much
Supplies	-	\$5,000.00	0302-30100-00-4301- 1000-1110-01000- 0000	Title I Basic Program	01, 02, 03	Supplemental instructional and curriculum materials for instruction.
Interprogram Svcs/Duplicating	-	\$2,000.00	0302-30100-00-5721- 1000-1110-01000- 0000	Title I Basic Program	01, 02, 03	Duplication of supplemental curriculum and instructional materials.
Software License	-	\$2,500.00	0302-30100-00-5841- 1000-1110-01000- 0000	Title I Basic Program	01, 02, 03	Online support programs for math, ELA, and reading
Supplies	-	\$1,000.00	0302-30106-00-4301- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03	Supplemental instructional and curriculum materials for instruction.

**How will you monitor these strategies/activities?:**

I will monitor student grades, attendance, referrals and suspension data to look for trends and signs of improvement as a result of funds allocated. I will also monitor parent involvement rates.

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):**

In order to close the achievement gap, teachers have to know their students. We need to spend time looking at data and making sure we know what levels our students are at and how they best learn. We will use some professional development time to review data, get to know our kids and close the gap. Also, using that time to plan common lessons and assessments.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly	-	\$5,893.00	0302-30100-00-1157-1000-1110-01000- 0000	Title I Basic Program	01, 02, 03	After school and Saturday tutoring
Classroom Teacher Hrly	-	\$9,412.00	0302-30106-00-1157-1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03	After school and Saturday tutoring

**How will you monitor these strategies/activities?:**

I will monitor student grades, attendance, referrals and suspension data to look for trends and signs of improvement as a result of funds allocated. I will also monitor parent involvement rates.

## Bell Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

### 3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. We believe in life-long learning.

With this understanding, professional development time and training is provided for teaching staff, counseling staff, support staff and administration. District-wide the school year is broken into four learning cycles, each cycle building adult and student capacity.

At Bell we have focused on professional learning around social emotional needs, common core, academic conversations, and formative assessments. For the 2016-2017 school year, we will continue our professional learning in these four area with a focused lense on the learning's impact on instruction and grades. Furthermore, the administrative leadership team is engaged in a learning cycle with a few teachers to narrow the focus and be strategic about improving instruction. Our goal for 2016-2017 is to add frequent parent training as well.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Consultants <=\$25K	-	\$1,000.00	0302-30100-00-5801-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Professional Consulting for teacher and administrative learning. Motivation and interventions for students.
Prof&Curriclm DevHrlyClstrmTchr	-	\$10,130.00	0302-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	01, 02, 03	After hours and Saturday professional development
Consultants <=\$25K	-	\$1,000.00	0302-30106-00-5801-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 05	Professional Consulting for teacher and administrative learning. Motivation and interventions for students.

#### How will you monitor these strategies/activities?:

I will monitor student grades, attendance, referrals and suspension data to look for trends and signs of improvement as a result of funds allocated. I will also monitor parent involvement rates.

### 4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):

We are committed to addressing the social/emotional needs of our students. There are many outside influences that impact out students' behavior and academics. We need additional support in the form of a counselor, therapists or social worker. We have to make sure our young people are mentally and emotionally taken care of before we can see the academic achievement we are aiming for.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst, Employee SBB2464987 NEW POSN	0.5000	\$14,281.50	0302-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	This position can help run groups and check in with individual students to make sure they are social and emotionally taken care of.



## Bell Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

Position School Nurse, Employee Nicole Stella	0.2000	\$15,189.60	0302-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	This position will support the Social, Physical and Emotional health of students
Interprogram Svcs/Field Trip	-	\$2,500.00	0302-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	This will provide for enriching experiences that are both academic and beneficial for the social emotional.
Counselor Hrly	-	\$500.00	0302-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Hourly time to support the academic, emotional, and social guidance of students. Hourly time for after school or evenings for college readiness.

**How will you monitor these strategies/activities?:**  
I will monitor student grades, attendance, referrals and suspension data to look for trends and signs of improvement as a result of funds allocated. I will also monitor parent involvement rates.

**5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):**  
Our parents want thier students to be successful. Many of them want to help their students be successful and the want or need training and information. Our parents have expressed interest in wanting to learn more about communication and common core. We have an obligation to provide workshops and classes and make the campus feel like its a place for them.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$395.00	0302-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Flyers for communication, Computer supplies for the parent center
Inservice supplies	-	\$1,500.00	0302-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	This will pay for refreshments for parent workshops and meetings
Clerical OTBS Hrly	-	\$500.00	0302-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	05	Clerical support for preparation for parent events and meetings
Other Support Prsnl PARAS Hrly	-	\$500.00	0302-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	child care for evening meetings and events

**How will you monitor these strategies/activities?:**  
I will monitor student grades, attendance, referrals and suspension data to look for trends and signs of improvement as a result of funds allocated. I will also monitor parent involvement rates.

**Local Control Funding Formula Goals**

**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal:**

The goal for intervention is to provide tier 2 and tier 3 supports.

**Identified Need:**

We need to make sure there is additional attention paid to students with academic, social/emotional, behavioral, and/or attendance challenges. The challenges can get in the way of the student's academic success at Bell and we need to address that. The goal is to provide these supports with consistency and fidelity to help the student be as successful as possible.

**Target Group:**

Bell learners who may be part of a state identified sub group, but also those who are displaced, have parents incarcerated, who have social challenges and more. We will not exclude any students who demonstrate a need for support.

**Monitoring:**

The Principal, the vice principals and the counseling department is responsible for monitoring the effectiveness of the programs and interventions.

**Personnel Responsible:**

Everybody has a role in ensuring all students have access to high quality instruction, which is the goal of all professional development. Students and parents are responsible for doing their best to achieve grade level success. Support staff are responsible for developing proficiency in their area of expertise and holding themselves to high standards for effective outcomes for students. Teachers are responsible for attending and implementing their learning in professional development, engaging in their professional learning communities consistent with research-based practices, planning and delivering rich and rigorous standards-based learning experiences for students, and providing effective interventions when children fall short of lesson and unit expectations. The Principal is responsible for ensuring all students and staff do their best to meet their goals and for providing feedback and supports as needed.

**Goal 2: Classroom Supports**

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal:**

The goal of classroom supports are to enhance and support the core instructional program. To provide access to a broad and challenging curriculum consistent with Common Core State Standards.

**Identified Need:**

In order to meet the rigor required by the Common Core ELA and Math standards, students have access to current, relevant, engaging and complex texts that our core curriculum may not provide. There is a need for teachers to supplement grade-level texts and supports to make sure students are academically challenged and successful. Students must have access to complex texts and tasks that are not currently included in our core curriculum and materials. The current math adoption occurred prior to the implementation of the Common Core state standards.

**Target Group:**

There is a need for classroom supports for tier one instruction and therefore should be provided for all Bell student learners, grades 6 - 8. Teachers are required to integrate materials from a variety of resources.

**Monitoring:**

Principal walk-throughs and classroom observations will be used to monitor implementation of the core curriculum. Cross-classroom visitations facilitate consistent grade level instruction and supports for all students. Interim assessments, instructional reading and math levels, and common formative assessments will be used to monitor the progress of all students.

**Personnel Responsible:**

Everybody has a role in ensuring all students have access to high quality instruction, which is the goal of all professional development. Students and parents are responsible for doing their best to achieve grade level success. Support staff are responsible for developing proficiency in their area of expertise and holding themselves to high standards for effective outcomes for students. Teachers are responsible for attending and implementing their learning in professional development, engaging in their professional learning communities consistent with research-based practices, planning and delivering rich and rigorous standards-based learning experiences for students, and providing effective interventions when children fall short of lesson and unit expectations. The Principal is responsible for ensuring all students and staff do their best to meet their goals and for providing feedback and supports as needed.

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Identified Need:**

## Bell Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

There is a need for teacher professional development and there is a need for teachers to collaborate during the school day and after hours to review data, analyze data and trends and plan for student achievement. There is also a need for the Instructional Leadership Team (ILT) to assess the school's progress consistent with district professional development goals.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

Our site also needs visiting teachers and/or hourly pay for teachers to participate in the professional development.

**Target Group::**

In order to have an impact on academic achievement we need to provide continued and differentiated feedback to our teachers and support staff. The professional development will be targeted to all staff based on data analysis and need.

**Monitoring::**

The ILT will work to monitor the school's progress based on the district's professional development cycle. We will use principal walkthroughs and classroom observations to monitor progress and implementation of professional learning. Cross classroom visitation can facilitate consistent grade-level implementation and vertical alignment of curriculum. Grade level teams will meet collaboratively to tailor their planning and assessments consistent with grade level standards.

The principal is responsible for ensuring all students have access to high quality standards-based instruction and for the effective evaluation of teachers and staff. The principal will adhere to SDEA guidelines for evaluating classroom teachers and support staff and providing differentiated support and feedback to ensure continuous improvement.

**Personnel Responsible::**

All Bell Learners have a role in ensuring all students have access to high quality instruction, which is the goal of all professional development. Students and parents are responsible for doing their best to achieve grade level success. Support staff are responsible for developing proficiency in their area of expertise and holding themselves to high standards for effective outcomes for students. Teachers are responsible for attending and implementing their learning in professional development, engaging in their professional learning communities consistent with research-based practices, planning and delivering rich and rigorous standards-based learning experiences for students, and providing effective interventions when children fall short of lesson and unit expectations. The Principal is responsible for ensuring all students and staff do their best to meet their goals and for providing feedback and supports as needed.

**90% Unduplicated Count Schools Only (1.0 FTE):** Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

**LCFF Intervention Supports**

Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor, Employee Patricia Mejorado	0.3000	\$23,394.30	0302-09806-00-1210-3110-0000-01000-0000	LCFF S/C Positions	LCFF 1	* Provide intervention support to students through individual, group, and whole class in order to optimize all student's time in the classroom during the instructional day.

## Bell Middle SINGLE PLAN FOR STUDENT ACHIEVEMENT

Position School Library Techn II, Employee Karen Lacey-Jackson	0.2500	\$9,695.00	0302-09806-00-2230- 2420-0000-01000- 0000	LCFF S/C Positions	[no data]	This position supports with "The Village" regarding behavior supports, Saturday School, and other social emotion wellness. She also supports teachers in finding multicultural text for students.
Position School Library Techn II, Employee Karen Lacey-Jackson	0.1250	\$4,847.50	0302-09800-00-2230- 2420-0000-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2	This position ensures that teachers have access to curriculum and supplemental materials for instruction and interventions
Position School Clerical Asst, Employee Melva Dunn	0.2500	\$7,341.50	0302-09800-00-2401- 2700-0000-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2	This positions supports with front office and attendance compliance and goals
Position Classroom Asst, Employee Monique Rios	0.8000	\$20,294.40	0302-09800-00-2101- 1000-4760-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2	This position will support English Learners by supporting teachers but also making sure we are compliant with district and state laws. She will also help us with parent workshops and classes.
Lease of Printer/Duplicator	-	\$14,000.00	0302-09800-00-5614- 2700-0000-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	This equipment supports instruction in the classroom, daily operations of the campus, after school activities and communication with families
Classroom PARAS Hrly	-	\$1,500.00	0302-09800-00-2151- 1000-4760-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	This allocation is for after hours training of paras and additional support needed for after hours interventions and/or events
Supplies	-	\$21,784.00	0302-09800-00-4301- 1000-1110-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2	Teachers need curriculum and supplemental materials
Classroom Teacher Hrly	-	\$3,291.00	0302-09800-00-1157- 1000-1110-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	To pay teachers for tutoring and other interventions after school and on the weekend
Non Clsrm Tchr Hrly	-	\$2,500.00	0302-09800-00-1957- 3160-0000-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2	CEDLT Testing
Campus Security Asst Hrly	-	\$500.00	0302-09800-00-2267- 8300-0000-01000- 0000	LCFF Intervention Support	LCFF 1	This is allocated to pay for campus security during interventions that occur after hours and in the evening.
Clerical OTBS Hrly	-	\$1,000.00	0302-09800-00-2451- 2700-0000-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	This is to pay clerks additional hourly to support interventions and classroom instruction, as well professional development for teachers
Counselor Hrly	-	\$500.00	0302-09800-00-1260- 3110-0000-01000- 0000	LCFF Intervention Support	LCFF 1, LCFF 3	This allocation is for counselors when there is a need for after hours work for awards, back to school night, college making it happen, etc....