

**Jefferson Middle School
Single Plan for Student
Achievement**

2016-2017



October 14, 2016

16-17 GOAL: JMS will foster and support implementation of the TUSD professional development, trainings, and Professional Learning Community model to maximize conditions of learning for all students and staff.

Identified Need	Action/Service	Expenditure	Expected Outcomes
<p>Study of RTI, PBIS, Grade Level and Department CFA and CAASPP data identify gaps and program needs to raise academic proficiency and advancement, decrease truancy and behavioral incidents, and increase student connectedness to school.</p> <p>Student achievement depends on rigorous standards and a knowledgeable of our JMS education team. To have high standards for students, there must be high standards for our staff members who work with them.</p> <p>Support, collaboration and articulation is required for beginning and newer teacher growth and connectives to the school.</p> <p>Continue to build curricular knowledge & expertise, whole child understanding & support, & leadership capacity across disciplines on campus to enrich our school culture while supporting all learners within our school community.</p> <p>Continue to encourage the characteristics and amplitude of life long-learners within our JMS teaching and support staff.</p> <p>Meet the needs of the 'Whole Child' for all our students to be healthy, safe, engaged, supported and challenged.</p> <p>Implement RTI and PBIS to fruition and to the highest capacity through the depth & knowledge, and expertise built across the staff in understanding instruction and curriculum to provide proper intervention for at-risk learners, EL learners, and specific special populations, in addition to be able to provide enrichment and extension to subject matter to engage and build critical thinking skills capacity.</p> <p>Continue to keep teachers and support staff up-to-date on new research on how to connect middle school students and how they learn-best, strategies and best-practices in implementing standards and curriculum, emerging technology tools for the classroom and new curriculum resources.</p> <p>Professional learning prepares teachers for the unique changes that are occurring in classrooms and within society.</p> <p>Professional development is an ongoing process throughout an educator's career, preparing our JMS team for the changing classroom, and providing rich opportunities our staff to continue to develop teaching skills, standards and subject matter knowledge and mastery. The result progresses the quality of teaching, enhances student learning, and ensures effective, high quality teachers are placed in all classrooms.</p>	<p>Re-evaluate current multi-tiered systems of support for strengths & areas to grow / Staff S.W.O.T analysis</p> <p>Encourage TUSD professional development & curricular committee participation, & LACOE, State opportunities, and other professional growth opportunities</p> <p>Expand PBIS R.E.A.L = Respect, Explore, Achieve, Lead student goal setting & incentive recognition, to include JAGUAR mantra</p> <p>PBIS Site Team trained in Year implementation</p> <p>Site PBIS Coordinator and PBIS Conference Period in place</p> <p>Site RTI Coordinator and RTI Conference in place</p> <p>Site ELD Coordinator and ELD Conference in place</p> <p>RTI, PBIS, & ELD Conference periods aligned for articulation & collaboration among coordinators, and w/ Administration.</p> <p>Expand Tutorial Schedule days (intervention & extension, and enrichment support)</p> <p>Offer a variety and grow on student leadership programs</p> <p>Continue implementation & development of intervention support programs such as ALEKS Mathematics, Achieve 3000 & Accelerated Reader through continued professional tiered development.</p> <p>Build on long-term School-wide SMART goal(s) with schedule benchmark check-ins during PLC, in addition to short-term Department and Grade Level SMART goal(s)</p> <p>Encourage & support educational opportunities to attend and share conferences, professional development & Wk.Shops on CCS, PLC, RTI & Best Practices</p> <p>Master Calendar - Schedule release time for continued department articulation days.</p> <p>Master Calendar – Schedule PLC 'Full team' Grade Level and Department team time</p> <p>Site Intervention Team and Principal expansion of site ParaEducator PLC time.</p> <p>Master Schedule developed to incorporate shared conference periods for peer-to-peer department articulation</p> <p>Master Schedule revised to incorporate a Homeroom Period to address RTI intervention and PBIS needs, building on School Connectedness – Flexible grouping of students paired with staff to meet specific needs during period. Weekly HmRm Calendar for team outlines "tight" & "loose" activities developed by RTI/ELD/PBIS Coordinators & Principal for intense, purposeful & laser focused approach.</p> <p>Navigate implementation at the 7th & 8th grade level w/ Homeroom to move beyond becoming familiar w/ program, the Strengths Assessment & 3 possible career paths, to career & college discussion, research, & goal setting.</p>	\$5,000	<p>CAASPP, CFA, and overall academic assessments showing student mastery with an 80% + percentage of student proficiency or above in all core subject areas.</p> <p>English Language Learners move a one CELDT level a year.</p> <p>Increase in Re-designated (R-FEP) students from less than 5% of our EL population re-designated to a minimum of 25%</p> <p>An increase of 5-8 students receiving the Biliteracy Seal award at Promotion to a minimum of 15 students</p> <p>Increased teacher experts on campus –via increased knowledge, mastery and capacity of CCS, NGSS, PLC, RTI, Common Formative Assessments, and Best Practices to increase teacher leadership capacity and cross discipline project-based student learning</p> <p>Increase our Teacher Leads (TLs) within CMAST (from 1 to at least 2), D3/A3 (From 2 to 3), and NGSS Leadership (From 1 to 3), Trainers of Trainers (TOTs) proficiency and staff as a site resources</p> <p>Increased student academic, leadership, and extension / enrichment opportunities to reach the diversity of learners, talents, and needs on campus.</p> <p>Increased school attendance from 97.72 to a minimum of 98%</p> <p>Increased 7th and 8th grade student and parent participation in school events</p> <p>Lower number of discipline referrals and incidents from 297 to below 100 incidents.</p> <p>Maintain or decrease suspension rate of 1.1 to 0</p> <p>Increased students reaching Honor Roll and Principal's Honor Roll to over 100 students per 6th, 7th, and 8th grade in each category.</p> <p>Increase student acceptance into the California Junior Scholarship Federation (CJSF) to over 20 students in both the 7th and 8th grades.</p> <p>Increase the number of GATE students from 88 to over 100.</p> <p>School Connectedness - Increased participation and engagement in student groups, clubs intervention/enrichment programs to where there are waiting lists to attend.</p> <p>Teacher proficiency and expertise in SDAIE, Depth & Complexity, positive behavior management support, Project-based learning, and key differentiation and scaffolding best-practices.</p> <p>Cross-Discipline teacher proficiency and mastery in implementing Integrated and Designated ELD within daily learning.</p>

Analysis of Results. What happened and why? What else did you notice?

Results indicate an increased participation rate in the number of students joining academic, leadership, and enrichment opportunities.

Increased student and parent participation in school events and activities.

15/16 Site Science Teacher acceptance into Northrup-Grumman Teacher Fellowship Program

14/15 and 15/16 Site TUSD Middle School Teacher of the Year

Increase in GATE identification & participation

School attendance maintained above site goal of 97% at 97.72%

Lower number of discipline referrals and incidents

Increased Service Learning Project Completion: 98% from 95% of 8th grade students completed 30 hours

Increased % of students reaching honors status is both Honor Roll & Principal's Honor Roll

Student participation and achievement increased along with school attendance. We contribute the positive results to the following:

- * Site Collaboration and Cohesion of programs, student support, and consistency
- * Site Core Belief System - "They are all our students, whether in our class or not"
- * Focused Site and Department Goal Setting and tracking w/ Common Assessments
- * Data Analysis * GOLD RIBBON Recognition based on PLC practices & Outcomes
- * Focus on Student Connectedness to the school
- * Consistency with the PLC Guiding Practices Cycle: 4 PLC Questions
- * Student well-being and morale
- * Campus Beautification and Pride
- * Increased staff confidence and leadership capacity

Changes in actions/ services as a result of these outcomes.	<p>Continue with implementation of tiers with laser focus on Tier I interventions and implementations</p> <p>Continue Data Analysis and benchmarks of: (1.) tiered interventions, (2.) tiered programs, and (3.) student achievement</p> <p>Continued Training and Implementation of curricular best-Practices</p> <p>Math Team: Alignment of the math content and practice standards, Computational skills are taught through comprehensive, standards-based</p> <p>Departments' use of CFAs to drive instruction, guide interventions, and set student goals</p> <p>Departments' Designated ELD and Integrated ELD implemented daily in the classroom</p> <p>Lesson design based on the student needs, levels, and prior knowledge.</p> <p>L 1-5 with Guided Reading and Daily 5 practices, daily</p> <p>Data Analysis of ELL students to support further within specific interventions / RTI tiers</p> <p>Teachers valuing in students: divergent thinking</p> <p>Scaffolding where appropriate, but allowing productive struggling</p> <p>Asking challenging and interesting questions - DOK!</p> <p>Implementation of PTLW program</p>
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16-17GOAL: Expand the multi-tiered system of support programs on campus to meet the needs of the whole child, improve wellness and behavioral interventions, increase school connectedness and provide a means for consistent progress monitoring.

Identified Need	Action/Service	Expendi ture	Expected Outcomes
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<p>15-16 Year two focus and revision of multi-tiered system of support program</p> <p>Data Analysis points to a continued laser focus on Tier I and Tier II classroom core interventions</p> <p>Discipline data analysis and discussion lead staff to revise and implement Behavior Norms based on PBIS</p> <p>School-wide PBIS data – Year 1 training 16-17</p> <p>Laser focus and tiered intervention for at-risk and significant sub- groups' needs</p> <p>Data Analysis show a gap and need to build upon RTI program and levels of support</p>	Evaluate current multi-tiered systems of support for strengths & areas to grow / Staff S.W.O.T analysis	- - -	Increased teacher understanding, knowledge and capacity of CCS, PLC, RTI, Common Assessments, and Best Practices
	Expand PBIS program from Respect, Explore, Achieve, Lead R.E.A.L student goal setting and incentive recognition, to additionally include the mantra of R.O.A.R = Respect Others Act Respectively	2,000 –	
	Continue Camfel Character Assembly each Semester	2,500 –	Increase teacher leadership capacity – Teacher Leads (TLs), Trainers of Trainers (TOTs) and staff as site resources
	Monthly R.E.A.L Recognition Assemblies: Student of the Month, AAA, and P.A.N.D.A Attendance	1,000 –	
	Semester Recognition Assemblies: Honor Roll, Principal's Honor Roll, Perfect Attendance, and MWC	1,500 –	Increased academic, leadership, and enrichment opportunities to reach a variety of learning styles and needs.
	Implement Tutorials w/in school day incorporating both intervention & enrichment support	700 –	
	Offer a variety and grow on student leadership programs (i.e. CJSF, iLead, John Neu Leadership Academy, Project Choice, Student Council, Site Clubs)	1,000 – (noted Goal 3.1)	Increased participation in student groups and intervention/enrichment programs.
	Implement intervention support programs	5,000 – (noted Goal 3.1)	Increased / Improved school attendance and participation in school events
	Revisit long-term School-wide Focus SMART Goal(s), and develop 16-17 short-term Department and Grade Level SMART Goals, with Common Formative Assessments and benchmark goal check-in periods	5,000 –	Lower number of discipline referrals and incidents from 297 to below 100 incidents.
	Staff Conferences, Professional Development & Wk.Shops on CCS, PLC, RTI & Best Practices	2,500 –	Increased students reaching Honor Roll and Principal's Honor Roll to over 100 students per 6th, 7th, and 8th grade in each category.
	Release days for Department & Gd Lvl Team Articulation Days	1,200 –	Increase student acceptance into the California Junior Scholarship Federation (CJSF) to over 20 students in both the 7th and 8th grades.
	8th grade Service Learning Showcase and Awards		Increase the number of GATE students from 88 to over 100.
	8th grade Service Learning Community Project, completion of volunteer hours, and presentation		CAASPP, CFA, and overall academic assessments showing student mastery with an 80% + percentage of student proficiency or above in all core subject areas.
	Continue implementation of school spirit activities (for example Class Competitions) and education days (i.e. Career Day, Multicultural Day, College Spirit Week)		English Language Learners move a one CELDT level a year.
	8 Week Character Ed lessons for all students in each grade level, 6th, 7th, and 8th – lead and taught by school counselor		Increase in Re-designated (R-FEP) students from less than 5% of our EL population re-designated to a minimum of 25% A
	Counselor run Social Groups to address middle school female and male relationships and social emotional needs “Man Club” and “Girl Code”		An increase of 5-8 students receiving the Biliteracy Seal award at Promotion to a minimum of 15 students
	Camp Jaguar for incoming 6th grade students and students new to JMS. Students' assigned 7th or 8th grade trained student mentor		Increased percentage of students meeting or exceeding standards
	Train and continue implementation of Peer mentors and tutors		Maintain or decrease suspension rate of 1.1 to 0
			Increased percentage of students meeting or exceeding standards (minimum 80% in all core subject matter) as determined by CFAs, portfolios, formative & summative assessments, and CFAs

Analysis of Results. What happened and why? What else did you notice?	<p>Increased participation rate in the number of students joining academic, leadership, & enrichment opportunities</p> <p>School attendance at 97.72%, above the goal of 97% or above</p> <p>Lower number of discipline referrals and incidents</p> <p>Increased % of student participation in School Spirit and Grade Level Competitions, Clubs and after-school activities</p> <p>Students school spirit participation increased, especially in the 6th grade – Class winner of Class Competitions for the 15-16 year.</p> <p>Students took ownership of their school (i.e. beautification student days, maintenance of bulletin boards, activates.)</p> <p>Leadership programs, groups and overnight camps reached capacity with waiting lists to participate.</p> <p>Staff leadership capacity grew and there was more participation, ownership and sharing in PLC and in leading PLC discussions and trainings</p> <p>Increased JMS staff leadership capacity at the District Level</p> <p>Overall positive morale of the campus and school community - School Connectedness</p>
Changes in actions/ services as a result of these outcomes.	<p>Train all staff in Response to Intervention (RTI), including the behavioral components</p> <p>RTI Site Coordinator and Intervention Site Team in place</p> <p>PBIS Site Coordinator and PBIS Site Team in place</p> <p>Include behavior supports weaved within the implementation of RTI tiers</p> <p>Data Analysis of: (1.) tiered interventions, (2.) tiered programs, (3.) student achievement, (4.) student behavior and discipline has become a c</p> <p>Revisit Tutorial Schedule logistics to redefine interventions and number of days Tutorials are in place.</p> <p>Continued Training and Implementation of Best Behavioral Practices - PBIS training for staff 16-17</p> <p>Fully implemented R.E.A.L program with individual student goal setting</p> <p>16-17 Implement R.O.A.R motto – Respect Others Act Respectively</p>

16-17 GOAL: Improve Parent Involvement and Outreach at Jefferson Middle School to be inclusive of consistent communication, especially for significant subgroups, and by increasing a variety of opportunities where parents can both contribute and benefit.

Identified Need	Action/Service	Expendit	Expected Outcomes
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<p>To better understand & support the varied subgroups and student learning needs there will be an increase of school community collaborative opportunities at JMS:</p> <p>Student Surveys</p> <p>Parent Surveys</p> <p>Parent Education & Resources</p> <p>Parent/Family Education Events and Nights</p>	<p>Increase parent education, family night's opportunities and parent resources (Cyber Safety, Addiction Ed Night, College Night, Naviance).</p>	1,000 –	<p>Increased awareness, access, and usage of District and School resources and events (i.e. ELMAC Conference, GATE Parent events, Nutrition information and resources etc.)</p>
	<p>Increase event communication via Intouch phone/email/text system, school website, school social media accounts, and flyers.</p>	100 –	<p>Increased participation in school activities and events such as but not limited to: Family Nights, Parent Education events and nights, PTSA, School Site Council, Site/District Committees, Campus Volunteers</p>
	<p>Increased parent participation in surveys and school/district events.</p>	100 –	
	<p>Continue Site GATE Parent Advisory Committee with quarterly meetings and quarterly student-parent activities/events</p>	3,200 –	<p>Improve school connectedness for the middle school student</p>
	<p>BTSN Classroom & Event Sign-ins</p>		<p>Improved student attendance & ADA from 97.72% to 98%</p>
	<p>JMS Parent Volunteer/Docent Training Implement and offer participation: Family Math Night, Multicultural Day, Career Day, College Night, GATE Parent Advisory Meetings, Beautification Committee Meetings and events, CJSF Parent Network Committee</p>	2,500 –	<p>Lower number of discipline referrals and incidents from 297 to below 100 incidents.</p>
	<p>Weekly School E-Newsletter – The Paw Print</p>		<p>Lower number of counseling referrals from 10+ a month to 5 or less monthly</p>
	<p>Weekly Mid-Week PTSA-Site Parent E-Blasts</p>	1,000 –	<p>Increased percentage of students meeting or exceeding standards (at least 80% in all core subject matter) as determined by CFAs, portfolios, formative & summative assessments, and CFAs</p>
	<p>Daily Bulletin posted</p>		<p>Parent proficiency in Parent Connect/Student Information System and Naviance to be apprised of student progress, goals, and requirements to prepare for high school and college.</p>
	<p>School Website school news updated a minimum weekly</p>		<p>Parent preparedness and awareness of A-G requirements and WHS resources and offerings to better prepare their child for both high school and college</p>

<p>Analysis of Results. What happened and why? What else did you notice?</p>	<p>Parent Involvement Goal</p>
	<p>Increased parent participation at BTSN, Parent Edu. Events, Incoming 6th Grade Parent-Student meetings, and Family Nights and Campus activities</p>
	<p>Increased 2015 Student Enrollment: 14/15 – 580 students / 15/16 – 630 student / 16-17 655 students</p>
	<p>Continued increased communication in a variety of forms from Administration, Teachers, and PTSA on school activities, school news, and school events</p>
	<p>Parent and student positive satisfaction level and positive feedback in surveys attributed due to consistent and increased communication via Intouch</p>
	<p>Fundraising support and volunteers at the PTSA and SSC level increased and fundraising goals were met in 15/16 as opposed to 14/15. In addition, the PTSA and SSC were able to meet their goals for the year.</p>
	<p>Volunteer support was high in school activities such as, but not limited to, Family Math Night, College Night, Incoming 6th grade Parent-Student meetings, and Family Nights</p> <p>Overall Community Pride and Care of JMS</p>

Changes in actions/ services as a result of these outcomes.	<p>Implemented a Family Literacy Night, Cyber Safety Night, and Preventative Drug Addiction Night in 15/16 – Continue to build of family, and pa</p> <p>Continue recruiting and building capacity within our PTSA and School Site Council</p> <p>A minimum of weekly school website updates</p> <p>Increase GATE Parent Advisory and ELMAC run student activities</p> <p>Connect with new TUSD Family Involvement Coordinator for JMS resources and support</p> <p>Continue to build and connect with local businesses to bring resources and support to JMS</p>
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Stakeholder Input Timeline

Jefferson Middle School 2016-2017

EVENT	LOCATION	DATE
2015-2016 School Year		
9 September 2015 -JMS Staff Presentation	All Faculty: Classified & Certificated	Library
29 September 2015- GATE Advisory Parents - ELL Parents BTSN	Parents	Cafeteria Room 7
10 September 2015-Email Community Info	Parents	E- Blast: JMS Community
19 September 2015- Reminder Email to Community	Parents	E-News: JMS Community
22 September 2015- Informational Meeting	Parents	Library
06 – October 2015 – PTSA Informational Meeting	Parents	Room 24
09 October 2015- Email Community Info	Parents	E-News: JMS Community
27 October 2015-Informational Meeting	Parents	Library
19 January 2016 - Review of Goals and Accomplishments	Certificated Staff	Library
2016-2017 School Year		
7 September 2016 JMS Staff Presentation at PD	All Faculty: Classified & Certificated	Room 26
20 September 2016 School Site Council Presentation	Parent and School Community	Room 8
27 September 2016 Informational Mtg at BTSN 5pm	Parents and School Community	Cafeteria
27 September 2016 GATE Advisory Mtg (BTSN) 7pm - Kara Presentor	Parents	Cafeteria
27 September 2016 ELMAC Meeting (BTSN) 7pm -Lisa presentor	Parents	Room 7
11 October 2016 JMS Staff Revision Input of Goals at PLC	Certificated Staff	Library
18 October 2016 PTSA Meeting Presentation	Parent and School Community	Library
24 October 2016 JMS Newsletter Communication	Parent and School Community	E-Blast
24 January 2017 JMS Staff PLC Mid-Year Review of Goals & Progress	Certificated Staff	Library
13 June 2017 JMS Staff PLC End of Year Review of Goals & Progress	Certificated Staff	Library

Goal #	Jefferson Middle School will model staff practices after the TUSD hiring goals of effectively recruiting, developing and retaining highly qualified teachers, other specified certificated staff, classified staff, and other non-classified staff members.	Related State and/or Local Priorities						
		1 2 3 4 5 6 7 8						
		School Priority 1						
		TUSD LCAP Goal/Action: 1-A-C						
Identified Need :	(1) Maintain No Child Left Behind compliance (2) Provide all JMS students with highly qualified instruction and whole child support. (3) Hire staff, when possible, to align to and identify with JMS student population and languages (4) Recruit highly qualified candidates for open teaching and support staff positions.							
Goal Applies to:	Schools:	Jefferson Middle School						
	Applicable Pupil Subgroups:	All						
LCAP Year: 2016-2017								
Expected Annual Measurable Outcomes:	(1) Maintain 100% No Child Left Behind compliance for JMS teaching staff (2) Align Professional Learning Community site teacher lead practices and outcomes related to growing leadership capacity (3) Successful 100% JMS teacher induction program completion (4) Positive Staff Evaluation Outcomes: Meeting Expectations (5) Positive School Site Council Site and JMS Parent End-of-Year Survey Feedback (6) Increase of teacher experts and leads on campus (1 CMAST II to at least 1 per Math and Science), DVA's Leads from 3 to 4, ELA Writing participants from 2 to one per grade level, ELA Core LA participant from 1 to one per grade level, and NGSS lead from 1 to one per grade level. (6) New hires to reflect and assist with social connectedness of student-to-student community and population							
Actions/Services	Scope of Service	Pupils to be served within scope of service					Budgeted Expenditures	
A. Expand the search and collaborative connections with local colleges and universities to better inform potential candidates of Jefferson Middle School's outstanding reputation and staff support offerings, by:	School-Wide	X, ALL OR: Low income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups (Specify)					(No Cost Associated with function)	
B. Support our TUSD Induction program and JMS Induction participating teachers via:	School-Wide	X, ALL OR: Low income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups (Specify)					(District Funded)	
C. Administration to attend and support new teachers by:	School-Wide	X, ALL OR: Low income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups (Specify)					\$1,000.00 SA/SA PD	
D. Support and guide site implementation of peer-coaching model conducted through the District New Generation Science Standards Teacher Lead Network and Common Core State Standards Mathematics Teacher Lead Network for best-practices, informing teaching and instruction, and support of staff articulation, collaboration and feedback.	School-Wide	X, ALL OR: Low income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups (Specify)					(District Funded)	
E. Team Collaboration and Articulation (1) Provide Department release time for Articulation Days each semester. (2) Provide cross-site department articulation and collaboration. Music (instrumental and choirs), Visual and Performing Arts, & STEM Middle School teacher PLC cross-articulation to support development and implementation of STEAM opportunities. (3) Host middle school PLC teacher department PLC time to build PLC teacher capacity on all child wellness. (4) Continue site and department/grade level "Data Days" for data analysis to identify and develop informal essential skills (Note: all staff participants, certificated, classified and other). CTEs and team members SMAT goals. (5) Continue scheduled department and grade level PLC time. (6) Continue implementation of team Common Formative Assessment development and implementation. (7) Support continued implementation of far focused whole-team PLC, Department PLC, and Grade Level PLC articulation time and capacity building through staff and PLC focused, and Solution Tree conference workshops and coaching sessions. (8) Continue with the growth and implementation of our JMS Para Educator PLC for support and professional development.	School-Wide	X, ALL OR: Low income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups (Specify)					\$2,000.00 Supplemental	

Council & Network. (2.) Site implemented after school and weekend extension & enrichment classes and field trips to enhance TUSD offerings. (3.) Site implemented GATE and Advanced Student School Day Field Trip opportunity. Student Leadership Camps for GATE and Advanced Students (i.e. 6th grade Camp Pali, 7th Grade Astro Camp, and 8th Grade Camp CDM). and (4.) Continued support, supplies, activities and materials needed for campus clubs and groups to promote student leadership such as iLead, CSIS, John A. Neu Leadership academy, Model United Nations, Girl Code and Man Cave, and Drugs Kill Dreams (formerly Project Choice).		OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	GATE Program) and \$4,000 Supplemental
D. Increase and expand upon curricular expertise and leadership on campus. Via the development and training of additional site CCSS Resource Teachers, NGSS and CMAST Leadership, Site Mathematics' and Science Teacher Leads, and English Language Arts & Social Studies A3/D3, Core Literacy, and Writing participant Leads. Build on our PLTW leadership and program. In addition to our ELD Coordinator, add a PBIS Coordinator and site team, and a RTI Coordinator in the 16-17 school year.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	(Goal Overlaps funding. See Goal 2.A)
E. Team Collaboration and Articulation implemented by (1.) Providing Department Articulation Days at least 2 times a year for each team. (2.) Support cross-site department articulation and collaboration. (3.) Support Music & STEM Middle School teacher PLC cross-articulation for the development and implementation of STEAM opportunities in the classroom. (4.) Implement site 'Data Days' for department, grade level and site data analysis and goal setting. (5.) Build-in department and grade level PLC time each month. (6.) Continue implementation of team Common Assessment development and implementation. (7.) Support continued implementation of enhanced whole-team PLC, Department PLC, and Grade Level PLC articulation time by capacity building through Solution Tree conferences, workshops and coaching academies. (8.) Master Calendar schedule and provide release time for continued department articulation days, and PLC Full Team time, Department time, and Grade Level time for the school year. (9.) Master Scheduled developed to best provide department and cross-departmental articulation among humanities and STEM teams during conference periods.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	(Goal Overlaps funding. See Goal 2.A)
F. Coordinator Programs and Frameworks: (1.) Ensure a site PBIS, RTI, and ELD coordinator are in place. (2.) Align site PBIS, RTI, and ELD coordinator conference periods to meet TUSD meeting needs and site collaboration and articulation needs. (3.) Site PBIS Team in place and site articulation time scheduled on Master Calendar for team. (4.) PBIS site team trained in Year 1 implementation. (5.) RTI Coordinator intervention team in place with assigned houses of intervention groups and programs, ensuring success in Tier 1 or all staff assigned to monitor intervention groups and programs, as determined by data and staff. (6.) All staff assigned to monitor intervention groups and programs, as determined by data and staff. (7.) Increase percentage of students meeting criteria to participate in campus Leadership Groups (i.e. iLead, CSIS, Student Council, etc.). (8.) Leadership Camps, and Leadership activities so that each group is full. (8.) Increase the percentage of students meeting Honor Roll and Principal Honor Roll status to a minimum total of 50% of the student population.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	(District Funded) \$1,000 Supplemental (For release time, as needed, on intervention and identified targeted student groups)
G. Continue site partnership with: Torrance Police Department, Torrance Fire Department, Behavioral Health Agency, Thelma McMillian Center, and City agencies to support TUSD expectations and staff emergency and disaster preparation and training, to include but not limited to CPR, Shelter-in-Place, Fire, and natural disasters.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	PTSA Grant Supported
H. Referral process and support for homeless families and foster youth will continue to provide assistance in areas of food, shelter, clothing, school supplies, counseling, bus tokens and parent resources for students and families within targeted populations.	Targeted Student Groups: Title I and Foster Youth	_ALL OR _X_Low Income pupils _English Learners _X_Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	\$2,000 Supplemental
I. JMS will continue enhancement and implementation of social-emotional and connectethers' interventions, and student leadership opportunities, both during the school day and before/after school. Offerings will include, but not limited to: Project Choice, Model United Nations, CSIS, iLead, TPD John A. Neu Leadership Academy, Man Cave male student support and Girl Code female student support on campus, peer lunchtime tutoring and within Weekly Tutorial, and peer mentoring training and implementation incorporated into Camp Jaguar, Student Council, and Weekly Tutorials.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	\$2,500 Supplemental and \$243 SA/SA PD
J. Transition to Middle School, School Connectedness, and Mentoring: JMS will build-on the implementation and support of 'Camp Jaguar' for all incoming sixth grade students and students new to JMS to support in student transition into a new site, new grade level, and a new school year. A 6th grade transition page has been posted on our school website for parents, in addition in the 16-17 school we will create a 'Transitioning into High School' webpage and handbook for parents and students as a resource. We will continue to train and implement peer mentors to support in such programs as Camp Jaguar, Girl Code, and Man Cave. In addition 8th grade peer mentors will continue to be trained as Peer Tutors during tutorial period. JMS will continue to research transition resources and programs such as, but not limited to WEB, to be support our students.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	(Goal Overlaps funding. See Goal 2.D)
K. Career Technical Education 16-17 Implementation of Project Lead the Way: Engineering and Architect course, one section, 8th grade to provide students with real world 21st century skills that make them career and college ready, and articulate into West High School CTE programs.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	(Other: CTE Grant)
GOAL: 3	Ensure all Jefferson Middle School students have (1.) access to, (2.) are supported in, and (3.) reach their fullest academic and personal potential in a rigorous cross-curricular and project-based Common Core State Standard aligned curricular program to prepare them relevant real world content for academic studies while promoting teamwork, critical thinking skills and cooperative learning. 1 2 3 4 5 6 7 8 School Priority: 4 TUSD LCAP Goal/Action: 4 A-F		
Identified Need:	(1.) Annual site data connected to the initial California Assessment of Student Progress and Performance 2016 (2.) Currently in initial stages of developing site common assessments to align to CCS to measure on-going student progress towards proficiency and advancement. (3.) English Language Learners to meeting AMAO 1 = 67.9%, AMAO 2 (less than 5 years) = 36.8, AMAO 2 (more than 5 years) = 63.6% (4.) Increase English Learner re-designation percentage as fluent English proficient by 5%+ annually (5.) Build on our RTI intervention framework to ensure a comprehensive structure is in place to support, connect and motivate underserving students, expand and enrich learning for proficient and advanced students, and provides behavioral and social-emotional support and provide school community connectedness' for the middle school student.		
Goal Applies to:	Schools: Jefferson Middle School Applicable Pupil Subgroups: All		
LCAP Year: 2016-2017			
Expected Annual Measurable Outcomes:	(1.) Increase percentage of students' qualified for Advanced Placement courses. (2.) Increase percentage of students succeeding in Advanced Placement courses to 99% proficient or advanced. (3.) Increase percentage of our 80 English Language Learners successfully moving up CELDT levels of proficiency, one strand annually. (4.) Increase the percentage of English Language Learners Re-designated as English Language Proficient from 5 students in 14-15. (5.) Student success and proficiency as measured by SBAC, Site Common (Formative) Assessments, and other JMS-TUSD formative and summative assessments to be at a rate of 80% or above proficient or advanced. (6.) Increase the percentage of GATE students successfully succeeding in core classes and earning placement in Advanced Courses to 95% or above. (7.) Increase percentage of students meeting criteria to participate in campus Leadership Groups (i.e. iLead, CSIS, Student Council, etc.). (8.) Leadership Camps, and Leadership activities so that each group is full. (8.) Increase the percentage of students meeting Honor Roll and Principal Honor Roll status to a minimum total of 50% of the student population.		
A. Expand JMS support systems to: (1.) Assist in the recruitment and criteria completion of students in identified targeted populations (i.e. at-risk students not meeting proficiency, Hispanic male students, population, EL Learners, GATE students, Foster Youth, and our IEP students and 504 students.) (2.) Expand of support systems will assist students in selecting a more rigorous course schedule throughout the middle school years, including the selection of advanced placement courses (i.e. hyper-compact courses: Algebra, and WHS offered courses) and programs, and honor courses as students transition into the high school settings. (3.) Ensure our support systems are effective and meeting student needs, monitoring and analysis of student data and the implementation of the long-term plan for English Language Learners, Re-designated Fluent English Proficient students, Economically depressed, and Foster Youth students will continue. (4.) Offer tutorials within and outside of the school day to support academically at-risk students.	School-Wide	_ALL OR _X_Low Income pupils _X_English Learners _X_Foster Youth _X_R redesignated fluent English proficient _X_Other Subgroups (Specify) Hispanic Male Population, GATE students, and Students not meeting proficiency	(Goal Overlaps funding) and \$5,000 Supplemental
B. JMS Counseling Program continued Development and Outreach: (1.) Include the implementation of gender specific lunch time programs to support the social and emotional well-being and development of the pre-teen through programs such as Girl Code and Man Cave ran by certificated staff and supported by trained 8th grade student mentors. (2.) Continue to build on counseling support program(s) to include grade level lessons, via Social Study/History classes and Homeroom on Middle School specific social and emotional well-being, character education to include bullying, and in addition to career & college support. Goal to teach lessons for 8-10 week periods, led by the counselor and focused on successful character, relationship skills, and the five college core commitments. (3.) Include training and/or supplemental materials to support lesson/ program implementation. (4.) Continue and build upon counselor's support of College and Career week, with a College Family Night. (5.) Track data to ensure the percentage of student participants in leadership programs such as iLead, CSIS and Student Council, and employ their services during such site activities and focus weeks continues to increase across campus and across student populations. (6.) Continue with counselor as lead and a key instructor for site iLead group, along with 1-2 teacher co-leads to build capacity and support leadership development.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	\$2,000 Supplemental and PTSA Grant Supported
C. Build upon articulation with West High School to support student high school transition and preparation. This articulation and collaboration is to include English teacher 8th and 9th grade articulation, Spanish Teacher collaboration and articulation, and ELD Coordinator/Teacher 8th grade to 9th grade collaboration and articulation, in addition to administration collaboration of schedules and program offerings. In 15-16 JMS researched the implementation of ACT preparation courses and testing for eight grade students, and will implement in the 16-17 school year.	School-Wide	X _ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify).	\$500 SA/SA PD
D. Research and expand implementation of CTE, enrichment and support programs, in addition to the technology needed to support such.	School-Wide	_ALL	\$5,000

Programs on site. For example, JMS Robotics League, STEAM History of Rock and Roll course, Coding Course, and the 16-17 implementation of CTE Course, Project Lead the Way (PLTW) and expansion of the course and teachers trained in PLTW in upcoming years. Incorporate intervention programs in sheltered classrooms, in addition to Study Skills objectives, Learning Center intervention groups, and as intervention within flexible grouping assigned in weekly tutorial sessions and during SSR periods. The initial programs in this goal are as follows, but not are not limited to, Achieve 3000, ALiKs mathematics, TCI Social Studies lessons. JMS will continue to research and implement best-practices and research-based programs, in addition to developing the implementation of our weekly Tutorial schedule to 'expand' curriculum, enrich learning, and provide intervention to scaffold understanding.		OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify) _____	Supplemental and (Goal Overlaps funding, See Goal 2.A)
E. JMS will continue to develop the implementation of social-emotional interventions both during the school day and before/after school offerings will include, but not limited to: Project Choice, Model United Nations, CNS - EL Lead, 17D John A. New Leadership Academy, Man Cave male student support and Girl Code female student support on campus, peer lunchtime tutoring and with in Tutorial Period, and peer mentoring training and implementation incorporated into Camp Jaguar, Student Council, and Weekly Tutorials.	School-Wide	X ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify) _____	(District Funded and Goal Overlaps funding, See Goal 2.I)
F. Transition to Middle School, School Connectedness, and Mentoring (Under Goal 2 and 3) JMS will build-on the implementation and support of 'Camp Jaguar' for all incoming sixth grade students and students new to JMS to support in student transition into a new site, new grade level, and a new school year. A 6th grade transition page has been posted on our school website for parents, in addition to the 16-17 school we will create a 'Transitioning into High School' webpage and handbook for parents and students as a resource. We will continue to train and implement peer mentors to support in programs as Camp Jaguar, Girl Code, and Man Cave. In addition 8th grade peer mentors will continue to be trained as Peer Tutors during tutorial period. JMS will continue to research transition resources and programs such as, but not limited to WEB, to be support our students.	School-Wide	X ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify) _____	(Goal Overlaps funding, See Goal 2.J)
G. Continue site partnerships with Local Support Agencies, Torrance Police Department, Torrance Fire Department, and City agencies to support TUSD expectations and staff emergency and disaster preparation and training, to include but limited to CPR, Shelter-in-Place, Fire, and natural disasters.	School-Wide	X ALL OR _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify) _____	(Goal Overlaps funding, See Goal 2.G)

GOAL: 4	All students will minimally increase by a proficiency level as determined by the CAASPP, and show continued progress through results of site Formative and Summative assessments and frequent Common Formative Assessments to attain proficiency or better in English Language Arts and in mathematics, science, social studies and in career technical or elective subject(s).		Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 School Priority: 4 TUSD LCAP Goal/Action: 4 A-F
Identified Need :	(1) Annual site data connected to the initial California Assessment of Student Progress and Performance 2016 (2) Currently in initial stages of developing site common assessments to align to CCS to measure on-going student progress towards proficiency and advancement. (3) English Language Learners to meeting AMAO 1 = 67%, AMAO 2 (less than 5 years) = 36.8, AMAO 2 (more than 5 years) = 63.6% (4) Increase English Learner re-designation percentage as fluent English proficient by 5%+ annually (5) Build on our RTI intervention framework to ensure a comprehensive structure is in place to support, connect and motivate underserving students, expand and enrich learning for proficient and advanced students, and provides behavioral and social-emotional support and provide school community connectedness' for the middle school student.		
Goal Applies to:	Schools: Jefferson Middle School		
LCAP Year: 2016-2017	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	(1.) Increase proficiency on the CAASPP assessment data from base 2015 results, and from 2016 results for the 2017 assessment. (2.) Implement site Response-to-Intervention plan to respond to underserving students. (3.) Continue development of site Common Assessments and measures of student achievement. (4.) English Language Learner proficiency including increased progression in re-leveling and re-designation rates, as measured by CELDT, AMO's and classroom performance data. Move our 80 ELL students up 1 EL level, as determined on the CELDT, a year, in addition to students progressing Guided Reading Level spans to reach proficiency by the end of the year. (5.) Increase Re-Designated (R-FEP) students from less than 5% of our EL population re-designated to a minimum of 25%. (6.) Increase our average of 5-8 students receiving the Seal of Biliteracy award at Promotion, to a minimum of 15 students. (7.) Move students in Tier I intervention groups out of Tier I intervention and ensure proficiency. Move identified Tier II intervention group students at least into Tier I support and into proficiency, and move identified Tier III students out of Tier III and into Tier II or Tier II support and then into proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified	Budgeted Expenditures
A. Implementation and expansion of JMS staff Response-to-Intervention (RTI) training will continue in order to (a.) develop a site strategic plan, (b.) support underperforming students, (c.) implement sheltered structures and/or courses, (d.) provide research-based staff professional development (i.e. trainings, conferences, PLC, and PD), and (e.) Research, implement and/or purchase technology (such as but not limited to building the capacity of additional Chromebook carts/devices on campus to move to 1:1 support), materials, and supplemental materials/supplies and build assessments, such as but not limited to programs such as MobyMax software, Accelerated Reader, ELA IXL program, and the ongoing programs of ALEKS Mathematics and Achieve 3000.	Targeted Student Groups: Title I, EL Learners, Foster Youth, and Redesignated EL	ALL OR _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redeigned fluent English proficient _X_Other Subgroups (Specify) _At-Risk Students	(District Funded) and \$16,215 Supplemental
B. Students identified in targeted groups will receive specific support and extended learning time within and beyond the school day through the following: The JMS Intervention Center to include support available from Speech/Language, Psychologist, the Learning Center team, assessment center, meeting room and counselor all in one location. In addition this goal will include: (1.) Summer learning at JMSpart offerings. (2.) Targeted student groups will be offered integrated supports throughout the school day via Homework flexible groupings to provide universal access periods and tutorial intervention, extension, and enrichment sessions. (3.) Opportunities to participate in support programs such as Achieve 3000, Homework Club, GATE courses, activities and field trips, and before school opportunities such as Study Hall and Million Word Literacy Challenge Campaign.	Targeted Student Groups: Title I, EL Learners, GATE, Foster Youth and Redesignated EL	ALL OR _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redeigned fluent English proficient _Other Subgroups (Specify) _____	(District Funded) and \$3,000 Supplemental
C. JMS will continue and build on the implementation and development of our Guided Reading program its expansion is to include (a.) additional staff training additional staff to build knowledge, support and capacity of Guided Reading on campus. (b.) the addition of supplemental curricular and assessment materials and supplies, (c.) provide literacy resources, core literacy texts and support texts, and (d.) to provide extra and/or supplementary core literacy text for our sheltered classrooms, learning center, at-risk students, and ELL students, as needed, to have a second copy to maintain at home. A next step for JMS within this goal is to create a Guided Reading leveled book room on campus, once Bond Measure construction is completed on site, for both the staff and students to utilize.	Targeted Student Groups: Title I, EL Learners, Foster Youth, and Redesignated EL	ALL OR _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redeigned fluent English proficient _Other Subgroups (Specify) _____	\$5,000 Supplemental and (Goal Overlaps funding, See Goal 2.A)
D. Continue the refinement and implementation of our site Local Control Accountability Plan (LCAP) Align with TUSD goals and actions, (2.) Utilize funding distributed on a per unduplicated pupil rate (\$305 per student), in order to ensure quality programs, professional development, tiered interventions, and support materials, technology, and supplies. (3.) To identify annual site goals, specific actions geared toward implementing those goals, and measurement of the progress for student subgroups across multiple performance indicators based on the state eight priorities	Targeted Student Groups: Title I, EL Learners, Foster Youth, GATE, and Redesignated EL	ALL OR _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redeigned fluent English proficient _X_Other Subgroups (Specify) _At-Risk Students, & GATE	(District Funded)
E. 21st Century, Project-based and Cross-Curricular Learning and Technological Support Continue to increase site Chromebooks and Chromebook carts quantity on site for an approximate ratio of 1:1. This goal is to support all students and programs. It meets the needs of our current 21st Century generation's learning style and access to information, while supporting the desired need of the JMS staff to fully implement curriculum, and the access to new adaptations, to the fullest potential. This goal aligns with our 16-17 Site SMART Goal to effectively implement cross-curricular and project-based learning to provide our students relevant and real-world content for all academic studies. A key to this goal is to effectively and properly support programs, implementation of CCS, and the execution of the annual SBAC assessment, in addition to student usage on campus. The proper and effective implementation of initial intervention programs such as Achieve 3000, ALEKS Mathematics, Sheltered courses and classrooms, and English Language classes and support but not limited to, will be monitored and data analyzed to ensure a smooth deployment and implementation of the addition Chromebook devices, soft and hardware. This goal will additionally ensure departments, grade levels, and/or individual teachers can support curriculum, the implementation of CCS curriculum, NGSS, assessments and online support material, research, career & college skills, and meet the needs of this generations learners.	School-Wide	OR _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redeigned fluent English proficient _Other Subgroups (Specify) _____	\$31,214 - Supplemental

GOAL: 5	JMS will foster the implementation of the TUSD professional development model, trainings, and Professional Learning Center model on campus in order to reach the whole child and maximize the conditions of learning for all students. (This implementation will be fostered through continued enhancement and cross-curricular and project-based learning of Common Core State Standards at JMS, tiered implementation of the Next Generation Science Standards, researching and then implementation of the new History Framework, continued mastery and implementation of the ELD Standards, Framework and newly adopted ELA program, and additional key performance standards for grades 6-8.)		Related State and/or Local Priorities: 2 3 4 5 6 7 8 School Priority: 5 TUSD LCAP Goal/Action: 5 A-D
Identified Need :	Our site Staff Study and S.W.O.T analysis of our RTI, PBIS, Grade and Department CFA and CAASPP data identify growth, however gaps in student achievement and programing to support that achievement. We believe by enhancing, extending and the refinement of teaching skills and strategies to deliver best instructional practices of the Common Core State Standards, Next Generation Science Standards in all JMS classrooms, in addition to the implementation of RTI and PBIS frameworks: (1.) Quality and Essential data shared via classroom walk-through observational feedback and formal classroom observations. (2.) Quality data shared via Teacher Evaluations (3.) JMS Common (Formative) Assessment data (4.) JMS Formative and Summative benchmarks towards SMART Goals) and data. (5.) Teacher survey data on TUSD and JMS support needed in implementation of CCSS/NGSS/ ELD standards, site-wide and department SMART Goals progress, and mission/vision benchmark progress monitoring. (6.) Reach our site goal of 80% of our students meeting proficiency or above in both ELA and Mathematics on the CAASPP assessment. (7.) Note: Refer to the SPSSA Annual Review section of this document for additional and detailed 'Identified Needs' under this goal.		
Goal Applies to:	Schools: Jefferson Middle School		
LCAP Year: 2016-2017	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	(1.) Prepare the school community for the annual CA Assessment of Student Progress and Performance assessment by providing the appropriate hardware, software, and supplemental intervention and extension programs necessary to enhance learning and student achievement so that JMS students reach 80% or above proficient in ELA, Mathematics, and Science on the SBAC. (2.) Align Professional Learning Community site teacher lead practices and outcomes related to growing leadership capacity and a well-defined and successful PLC Cycle of inquiry and best-practices. (3.) Successful JMS teacher induction program completion (4.) Positive Staff Evaluation Outcomes (5.) Positive School Site Council Site and JMS Parent End-of-Year Survey Feedback (6.) Increase of teacher experts and leads on campus (i.e. 1 CMAST TL to at least 1 per Math and Science), D3/A3 Leads from 3 to 4, ELA Writing participants from 2 to one per grade level, ELA Core Lit participant from 1 to one per grade level, and NGSS lead from 1 to one per grade level), (6.) New letters to reflect and assist with school-community connections of staff-to-student community and population, and (7.) <u>None</u> . Refer to the SPSA Annual Review section of this document for additional and detailed "Expected Outcomes" under this goal.		
Actions/Services	Scope of Service	Pupils to be served within identified	Budgeted Expenditures
A. Monitor and support: (1) ELA & Social Studies A3/D3 implementation, (2) English and ELD Textbook adoption implementation, (3.) Spanish textbook adoption implementation, (4.) English Core Lit. Study and Writing Study, (5.) Mathematics CMAST and Common Core State Standards implementation, (6.) Continued grade level tiered implementation of the Next Generation Science Standards professional development and implementation into the classroom, and (7.) the implementation of CTE Project Lead the Way section.	School-Wide	X ALL OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	(District Funded) and (Goal Overlaps funding. See Goal 2.A)
B. Expand curricular knowledge, expertise and leadership Encourage and offer training and participation in conference, workshops, and professional development which supports the goals of JMS via PLC, SMART goals, and our Vision and Mission statements to meet the needs of our learners, students and adults within our school community.	School-Wide	X ALL OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	(Goal Overlaps funding. See Goal 2.D)
C. Evaluate and implement Curricular support and supplemental material, and technology (device, hard and software) needs to support above implementation. For example but not limited to, Science lab materials and tool repairs, Social Studies TCHistorical Writing Supplemental materials and conferences, Math manipulatives and/or supplemental materials/programs, English Language Development Guided Reading leveled materials and literary books, English Language Arts core literary texts and supplemental materials per newly revised TUSD list	Targeted Student Groups, Title I and Foster Youth	_ ALL OR _ Low Income pupils _ English Learners _ X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	\$2,500 Supplemental
D. JMS will continue expansion the implementation of social-emotional interventions both during the school day and before/after school. Offerings will include, but not limited to: Project Choice, Model United Nations, CNEP -Lead, TPP John A. New Leadership Academy, Map Cave male student support and Girl Code female student support on campus, peer lunchtime tutoring and with in Weekly Tutorial, and peer mentoring training and implementation incorporated into Camp Jaguar, Student Council, and Weekly Tutorials.	School-Wide	X ALL OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	(Goal Overlaps funding. See Goal 2.I)

GOAL: 6	Improve Parent Involvement and Outreach at Jefferson Middle School to be inclusive of consistent communication, especially for significant subgroups, and by increasing a variety of opportunities where parents can both contribute and benefit.	Related State and/or Local Priorities: 1, 2, 3, 4, 5, 6, 8, 7, 8 School Priority: 6 TUSD LCAP Goal/Action: 6 A-D
Identified Need :	Increase collaboration opportunities between JMS and parents to assist parents in navigating middle school to support student achievement and to build the support of our student community. Identified need data: (1.) Parent site surveys, feedback, and education night forums showing positive feedback (2.) Improved site communication of vision, expectations for student achievement and success, in addition to site activities and events shared at SSC, ELMAC, GATE Parent Advisory group, and with the PTSA. (3.) Increased support for translation of presentations and dialogues in home language. (4.) Continued consistency with home-school communications on a weekly basis (Each Friday), and as needed within the week, (5.) Expedited and improved emergency procedure communication with parents. (4.) Improve upon or replace Campus Website which is currently non-user friendly and difficult to access.	
Goal Applies to:	Schools: Jefferson Middle School	
	Applicable Pupil Subgroups:	All

LCAP Year: 2016-2017			
Expected Annual Measurable Outcomes:	(1.) Increase awareness, access, and usage of District and site resources and events (i.e. DELMAC Conference, GATE Parent events and opportunities, High School articulation events, Nutrition information, support and resources, etc.), in addition to connecting students to our Family Welcome Center. (2.) Increased parent participation in site and district events and activities beyond the approximate 15-20% of the population in attendance. (3.) Increased parent volunteers and participation for site and PTSA events and fundraising from the same. 10-15 core parent volunteers to bring in new parents and build capacity (4.) Maintain consistency and intervals of site electronic and in-person communication on three levels: Principal Generated (weekly), Classroom Generated (weekly), PTSA Generated (weekly-monthly). (4.) Positive qualitative results relating to school climate and parent involvement surveys and event participation. (5.) Improved school connectedness for the middle school student and parent(s). (6.) Improved student attendance and ADA from 97.72% to 98% +. (7.) Decreased behavior referrals and incidents (i.e. from 297 to below 100 incidents). (8.) Lower number of counseling referrals from 10+ a month to 5 or less monthly. (9.) Increased number of students meeting proficiency or above as measured by site formative and summative assessments, portfolios, project-based results, and CFAs, and the CAASPP (at least 80% proficient or above in core subject matter). (10.) Parent proficiency in uses resources such as teacher websites, the school website, accessing weekly E-Newsletters, Parent Connect Student Information System and Naviance to be apprised of student progress goals, and requirements to prepare for high school and A-G completion, and college.		
Actions/Services	Scope of Service	Pupils to be served within identified	Budgeted Expenditures
A. Parent Involvement and Education: Parent education and family nights focused on building curricular understanding and means to support and guide at home. Site services will continue to be built upon and improved. A sub-goal is to increase overall parent participation and involvement, ensuring our ELLs, low income, and homeless families are supported and provided resources/materials in the following: Family Math Night, College Night, College & Career week, Multi-Cultural Day, and Articulation Nights. For the 16-17 school year, a goal is to incorporate a Family Literacy Night to our parent night offerings and activities.	School-Wide	X ALL OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	PTSA Grant Supported and \$2,000 Supplemental
B. Specific Program Support and Involvement: (a.) GATE Parent Advisory Council meetings to include material, resource, and strategies for parents, networking and student enrichment events. Material, supplies and resources to support GATE extension and enrichment opportunities (b.) ELMAC meetings that meet logistical requirements but are enhanced by adding mini-workshops, resources and materials for parents based on parent needs as determined by a survey. For example this October 2016 our English department presented during ELMAC on the new English adoption and strategies to assist students at home, (c.) Back-to-School Night GATE Parent meeting and workshop and ELMAC Parent meeting to assist with strategies in effectively supporting students transitioning back to school, (d.) Noon-Time Volunteer Decent Training, (e.) Adventures in Art Decent training, (f.) Family Education Nights, and Parent workshops to include student drug and alcohol prevention (through Behavioral Health services), Cyber Safety, and academic workshops. Additionally, a goal for the 16-17 school year is to continue the positive increase in parent participation in both site and PTSA and site activities, events, fundraising, and surveys. (g.) DEMAC Parent Conference JMS materials, supplies and resources to distribute to participating families.	School-Wide	X ALL OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	\$3,000 Supplemental
C. School Website as a Community Resource: Enhance our JMS Twitter page and continue to make our new JMS website a resource for our community and to show pride and accolades for our school.	School-Wide	X ALL OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	1) District Funded 2) Bond Measure F
D. Community Communication: Continue effective use of our site call-out / text / e-blast system for emergency and weekly consistency in communication, to communicate our E-Newsletter, special events, and student and/or parent opportunities, resources, and/or offerings.	School-Wide	X ALL OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups (Specify):	1) District Funded 2) Bond Measure F

**Form D: School Site
Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[1]

Elementary = 10 members (5 parents, principal & 4 teachers/st

Secondary = 12 members (3 parents, 3 students, principal & 5 teachers/staff)

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kara Heinrich	X				
Lisa Lindeman		X			
Bomi Kim		X			
Michael Hanniff		X			
Christina Paredes			X		
Lynn Welsh				X	
Donna Perkins-Mooney				X	
Annette Benedict				X	
Anne Bamguart				X	
Wendy Eddy				X	
Numbers of members of each category	1	3	1	5	

[1] 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.

JEFFERSON MS

As of September 2016

Funding Source	SPSA Goal #	Supp.	SA/SA PD	Title I	Other: CTE	Total	District
2016-17 Budgets		\$104,929	\$6,743	\$0	\$63,600		Funded
(Goal #1) Staff Practices							
	1.A.	0	0	0	0	\$0	
	1.B.	0	\$1,000.00	0	0	\$1,000	X
	1.C.	\$2,500.00	0	0	0	\$2,500	X
	1.D.	0	\$1,000.00	0	0	\$1,000	X
	1.E.	\$2,000.00	\$2,000.00	0	0	\$0	
(Goal #2) Multi-Tiered Support Systems							
	2.A.	\$8,000	0	0	\$63,600	\$71,600	
	2.B.	\$5,000	\$2,000	0	\$0	\$7,000	
	2.C.	\$4,000	\$0.00	0	\$0.00	\$4,000	X
	2.D.	\$0	\$0	0	\$0	\$0	X
	2.E.	\$3,000	\$0	0	\$0	\$3,000	
	2.F.	\$1,000	\$0	0	\$0		X
	2.G.	\$0	\$0	0	\$0		
	2.H.	\$2,000	\$0	0	\$0		
	2.I.	\$2,500	\$243	0	\$0		
	2.J.	\$0	\$0	0	\$0		
	2.K.	\$0	\$0	0	\$0		X
(Goal #3) Rigorous & CCS Aligned Curriculum							
	3.A.	\$5,000	\$0	0	\$0.00	\$5,000	X
	3.B.	\$2,000.00	\$0	\$0	\$0	\$2,000	
	3.C.	\$0.00	\$500	0	\$0	\$500	X
	3.D.	\$5,000.00	\$0	\$0	\$0.00	\$5,000	
	3.E.	\$0.00	\$0	\$0	\$0	\$0	X
	3.F.	\$0.00	\$0	\$0	\$0		
	3.G.	\$0.00	\$0	\$0	\$0		
(Goal #4) Proficiency and Above in Core & Technical Courses							

	4.A.	\$16,215.00	\$0	0	\$0	\$16,215	X
	4.B	3,000.00	0	0	\$0	\$3,000	X
	4.C.	\$5,000.00	\$0	\$0	\$0	\$5,000	
	4.D.	0	0	0	\$0	\$0	X
	4.E.	\$31,214.00	\$0	0	\$0	\$31,214	X
(Goal #5) Professional Development							
	5.A	\$0.00	\$0	\$0	\$0	\$0	X
	5.B	0	\$0	\$0	\$0.00	\$0	
	5.C	\$2,500.00	0	0	\$0	\$2,500	
	5.D	\$0.00	\$0	0	\$0	\$0	
(Goal #6) Parent Involvement and Outreach							
	6.A.	2,000.00	\$0	0	\$0	\$0	X
	6.B.	\$3,000	\$0	0	\$0.00	\$0	X
	6.C.	0.00	\$0	0	\$0	\$0	X
	6.D.	0	\$0	0	\$0	\$0	X

Totals: \$104,929 \$6,743 \$0 \$63,600

Balance: \$0 \$0 \$0 \$0

Form E: 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 following groups or committees before adopting this plan (**Check those that apply**):

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☒ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

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 District Local Control Accountability 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: Tuesday, September 20, 2016.

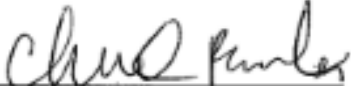
Attested:

Kara Heinrich
Typed name of school principal

Signature of school principal

09/20/16
Date

Christina Paredes
Typed name of SSC chairperson


Signature of SSC chairperson

09/20/16
Date