# 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.

7 X 100 X X X	conditions of learning for all students and staff.		n . 10 .
Identified Need	Action/Service	Expenditure	Expected Outcomes
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	Re-evaluate current multi-tiered systems of support for strengths & areas to grow / Staff S.W.O.T analysis	\$5,000	CAASPP, CFA, and overall academic assessments showing student mastery with an 80% + percentage of student proficiency or above in all core subject areas.
behavioral incidents, and increase student connectedness to school.	Encourage TUSD professional development & curricular committee participation, & LACOE, State opportunities, and other professional growth opportunites		English Language Learners move a one CELDT level a year.
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	Expand PBIS R.E.A.L = Respect, Explore, Achieve, Lead student goal setting & incentive recognition, to include JAGUAR mantra		Increase in Re-designated (R-FEP) students from less than 5% of our EL population re-designated to a minimum of 25%
staff members who work with them.	PBIS Site Team trained in Year implementation		An increase of 5-8 students receiving the Biliteracy Seal award at Promotion to a minimum of 15 students
Support, collaboration and articulation is required for beginning and newer teacher growth and connectives to the	Site PBIS Coordinator and PBIS Conference Period in place		Increased teacher experts on campus –via increased knowledge,
school.	Site RTI Coordinator and RTI Conference in place		mastery and capacity of CCS, NGSS, PLC, RTI, Common Formative Assessments, and Best Practices to increase teacher leadership
Continue to build curricular knowledge & expertise, whole child understanding & support, & leadership capacity across	Site ELD Coordinator and ELD Conference in place		capacity and cross discipline project-based student learning
disciplines on campus to enrich our school culture while supporting all learners within our school community.	RTI, PBIS, & ELD Conference periods aligned for articulation & collaboration among coordinators, and w/ Administration.		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
Continue to encourage the characteristics and amplitude of life long-learners within our JMS teaching and support staff.	Expand Tutorial Schedule days (intervention & extension, and enrichment support)		Increased student academic, leadership, and extension / enrichment
Meet the needs of the 'Whole Child' for all our students to be	Offer a variety and grow on student leadership programs		opportunities to reach the diversity of learners, talents, and needs on campus.
healthy, safe, engaged, supported and challenged.  Implement RTI and PBIS to fruition and to the highest	Continue implementation & development of intervention support programs such as ALEKS Mathematics, Achieve 3000 & Accelerated Reader through continued professional tiered development.		Increased school attendance from 97.72 to a minimum of 98%
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,	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)		Increased 7th and 8th grade student and parent participation in school events
and specific special populations, in addition to be able to provide enrichment and extension to subject matter to engage	Encourage & support educational opportunities to attend and share conferences,		Lower number of discipline referrals and incidents from 297 to below 100 incidents.
and build critical thinking skills capacity.	professional development & Wk.Shops on CCS, PLC, RTI & Best Practices		Maintain or decrease suspension rate of 1.1 to 0
Continue to keep teachers and support staff up-to-date on new research on how to connect middle school students and	Master Calendar - Schedule release time for continued department articulation days.		Increased students reaching Honor Roll and Principal's Honor Roll to
how they learn-best, strategies and best-practices in implementing standards and curriculum, emerging technology	Master Calendar – Schedule PLC 'Full team' Grade Level and Department team time		over 100 students per 6th, 7th, and 8th grade in each category.
tools for the classroom and new curriculum resources.	Site Intervention Team and Principal expansion of site ParaEducator PLC time.		Increase student acceptance into the California Junior Scholarship Federation (CJSF) to over 20 students in both the 7th and 8th grades.
Professional learning prepares teachers for the unique changes that are occurring in classrooms and within society.	Master Schedule developed to incorporate shared conference periods for peer-to-peer department articulation		Increase the number of GATE students from 88 to over 100.
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	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 Calendarfor team outlines "tight" & "loose" activites developed by RTI/ELD/PBIS		School Connectedness - Increased participation and engagement in student groups, clubs intervention/enrichment programs to where there are waiting lists to attend.
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.	Coordinators & Principal for intense, purposeful & laser focused approach.  Naviance implementation at the 7th & 8th grade level w/ Homeroom to move beyond		Teacher proficiency and expertise in SDAIE, Depth & Complexity, positive behavior management support, Project-based learning, and key differentiation and scaffolding best-practices.
	becoming familiar w/ program, the Strengths Assessment & 3 possible career paths, to career & college discussion, research, & goal setting.		Cross-Discipline teacher proficiency and mastery in implementing Integrated and Designated ELD within daily learning.

### 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
- \* 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	Continue with implementation of tiers with laser focus on Tier I interventions and implementations
result of these outcomes.	Continue Data Analysis and benchmarks of: (1.) tiered interventions, (2.) tiered programs, and (3.) student achievement
	Continued Training and Implementation of curricular best-Practices
	Math Team: Alignment of the math content and practice standards, Computational skills are taught through comprehensive, standards-based
	Departments' use of CFAs to drive instruction, guide interventions, and set student goals
	Departments' Designated ELD and Integrated ELD implemented daily in the classroom
	Lesson design based on the student needs, levels, and prior knowledge.
	L 1-5 with Guided Reading and Daily 5 practices, daily
	Data Analysis of ELL students to support further within specific interventions / RTI tiers
	Teachers valuing in students: divergent thinking
	Scaffolding where appropriate, but allowing productive struggling
	Asking challenging and interesting questions - DOK!
	Implementation of PTLW program

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.

		Expendi	
Identified Need	Action/Service	ture	Expected Outcomes

	E	1	L
15-16 Year two focus and revision of multi-tiered system of support program	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
Data Analysis points to a continued laser focus on Tier I and Tier II classroom core interventions	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 – 2,500 –	Increase teacher leadership capacity – Teacher Leads
Discipline data analysis and discussion lead staff to revise and implement Behavior Norms based on	Continue Camfel Character Assembly each Semester  Monthly R.E.A.L Recognition Assemblies: Student of the Month, AAA,	1,000 –	(TLs), Trainers of Trainers (TOTs) and staff as site resources
PBIS	and P.A.N.D.A Attendance	1,500 –	Increased academic, leadership, and enrichment opportunities to reach a variety of learning styles and
School-wide PBIS data – Year 1 training 16-17  Laser focus and tiered intervention for at-risk and	Semester Recognition Assemblies: Honor Roll, Principal's Honor Roll, Perfect Attendance, and MWC	700 –	needs.
significant sub- groups' needs  Data Analysis show a gap and need to build upon	Implement Tutorials w/in school day incorporating both intervention & enrichment support	1,000 – (noted Goal 3.1)	Increased participation in student groups and intervention/enrichment programs.
RTI program and levels of support	Offer a variety and grow on student leadership programs (i.e. CJSF, iLead, John Neu Leadership Academy, Project Choice, Student Council, Site Clubs) Implement intervention support programs	5,000 –	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		Lower number of discipline referrals and incidents from 297 to below 100 incidents.
	Common Formative Assessments and benchmark goal check-in periods	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.
	Staff Conferences, Professional Development & Wk.Shops on CCS, PLC, RTI & Best Practices	1,200 –	Increase student acceptance into the California Junior Scholarship Federation (CJSF) to over 20 students in bo the 7th and 8th grades.
	Release days for Department & Gd Lvl Team Articulation Days		Increase the number of GATE students from 88 to over 100.
	8th grade Service Learning Showcase and Awards 8th grade Service Learning Community Project, completion of voluntee hours, and presentation	er	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 minimu 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
	The second of th		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
		1	

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

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

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

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

#### Parent Involvement Goal

Increased parent participation at BTSN, Parent Edu. Events, Incoming 6th Grade Parent-Student meetings, and Family Nights and Campus a Increased 2015 Student Enrollment: 14/15 – 580 students / 15/16 – 630 student / 16-17 655 students

Continued increased communication in a variety of forms from Administration, Teachers, and PTSA on school activities, school news, and sch

Parent and student positive satisfaction level and positive feedback in surveys attributed due to consistent and increased communication via I

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 ad-

Volunteer support was high in school activates such as, but not limited to, Family Math Night, College Night, Incoming 6th grade Parent-Stud

Overall Community Pride and Care of JMS

Changes in actions/ services as a result of these outcomes.	Implemented a Family Literacy Night, Cyber Safety Night, and Preventative Drug Addiction Night in 15/16 – Continue to build of family, and page 15.00 miles and page 15.00 miles are continued to build of family, and page 15.00 miles are continued to build of family, and page 15.00 miles are continued to build of family, and page 15.00 miles are continued to build of family, and page 15.00 miles are continued to build of family, and page 15.00 miles are continued to build of family, and page 15.00 miles are continued to build of family.
result of these outcomes.	Continue recruiting and building capacity within our PTSA and School Site Council
	A minimum of weekly school website updates
	Increase GATE Parent Advisory and ELMAC run student activities
	Connect with new TUSD Family Involvement Coordinator for JMS resources and support
	Continue to build and connect with local businesses to bring resources and support to JMS

### Stakeholder Input Timeline Jefferson Middle School 2016-2017

EVENT	LOCATION	DATE					
2015-2016 School Year							
9 September 2015 -JMS Staff Presentation	All Faculty: Classified & Certificatetd	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 Sc	chool Year						
7 September 2016 JMS Staff Presentation at PD	All Faculty: Classified & Certificatetd	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 Newletter 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: 1	Jefferson Middle School will model highly qualified teachers, 'other' spec	staffing practices after the TUSD hiring goals of effective iffied certificated staff, classified staff, and 'other' non-cla	ely recruiting, developments	oping and retaining rs.	School Priority: 1	
Identified Need :	(1.) Maintain No	Child Left Behind compliance (2.) Provide all JMS stude align to and indentify with JMS student population and la	nts with highly qua	lified instruction an	TUSD LCAP Goo d whole child supp	
	support staff posi	tions.	inguages (4.) Recru	it highly qualified c	andidates for open	teaching and
Goal Applies to:	Schools: Applicable Pupil	Jefferson Middle School Subgroups: All				
LCAP Year: 2016-2017		lasses and a second				
Expected Annual Measurable Outcomes:		(1.) Maintain 100% No Child Left Behind compliance felad practices and outcomes related to growing leadersh (4.) Positive Staff Evaluation Outcomes: Meeting Expect Feedback (6.) Increase of teacher experts and leads on a 30 ot, ELA Writing participants from 2 to one per gradifrom 1 to one per grade level), (6.) New hirers to reflect population	or JMS teaching sta ip capacity. (3.) Suc tations (5.) Positve 5 ampus (i.e 1 CMAS e level, ELA Core L and assist with scho	ff (2.) Align Profess cessful 100% JMS School Site Council TTL to at least 1 p it participant from ool connectedness of	sional Learning Co teacher Induction p Site and JMS Pare er Math and Scient I to one per grade b of staff-to-student c	mmunity site teacher program completion int End-of-Year Survice), D3/A3 Leads from level, and NGSS lead ommunity and
Actions/Services			Scope of Service	Pupils to be served scope of service	d within identified	Budgeted Expenditures
Middle School's outstanding reputation and attract highly qualified teaching candidates a teaching candidates to fulfill observations ar recruit and fill open positions.	staff support offerings by (1.) Building and support staff to Jefferson Middle S and student teaching at JMS, and (3.) Constitution of the student teaching at JMS and (3.) Constitution of the	sities to better inform potential candidates of Jefferson g partnerships with local colleges and universities to chool. (2.) Extending opportunities for potential ammunicating with local colleges and universities to	School-Wide	_X_ALL OR: _Low Incon Learners _Foster Youth _ fluent English pro Subgroups:(Specie	Dadasianatad	(No Cost Associated with function)
Teachers to provide support for all Year I as for new JMS teachers to observe qualified at Provide collaboration time before and after t teachers release time to reflect and work on participating teacher. (4.) Principal to collab Principal to serve and assist on Induction Ac	nd Year 2 teachers at JMS, (2.) Provide aff members within specific departme the above observation(s), in addition to inquiry, collaboration and planning prorate with Induction Coaches and Res lyisory Committee	Lxig (1,5 Support TUSD in the expansion of Resource embattituse to implement New Teacher Support Days' ints on site or within other TUSD middle school sites, (3,) planning time. (4) Additionally provide MS Induction scess 2x a year (1 s each semissics) as needed by ource Team to support program in TUSD and at JMS, (6,	School-Wide	_X_ALL OR: _Low Incon Learners _Foster Youth_ fluent English pro Subgroups:(Special	Redesignated ficient Other	(District Funded) \$1,000.00 SA/SA PD
C. Administration to attend and support new Institute, (2.) providing release time for artic trainings, and workshops.	teachers by (1.) Attending Summer I ulation and Induction support, and (3.	nduction Training program and the New Teacher Summe supporting attendance in professional develop,	School-Wide	X_ALL OR: _Low Incon Learners _Foster Youth fluent English pro Subgroups:(Specie	Redesignated ficient Other	(District Funded) \$2,500 SA/SA PD
instruction, and support of staff articulation,	collaboration and feedback.	ugh the District New Generation Science Standards e.ead Network for best-practices, informing teaching and	School-Wide	X_ALL OR:Low Incon LearnersFoster Youth fluent English pro Subgroups:(Specif	Redesignated	(District Funded) \$1,000 SA/SA PD
department articulation and collaboration. M PLC cross-articulation to support developme department PLC time to build PE teacher car data analysis to identify and develop inform short-term SMART goals. (5.) Continue sch (Formative) Assessment development and ir	Iusic (instrumental and chorus), Visua ent and implementation of STEAM op pacity on whole child wellness. (4.) Co ed essential skills (Note: all staff partic eduled department and grade level PL plementation. (7.) Support continued	uticulation Days each semester (2.) Provide cross-site and Performing arts, & STEM Middle School teacher portunities, (3.) Host middle school P.E. teacher ominine site and departmentigrads level "Data Days" for "injunes, certificated, classified and other), CT-As and team crime to the control of the properties of the control of the co	School-Wide	X_ALL OR: _Low Incon Learners _Foster Youth fluent English pro Subgroups:(Special	ne pupilsEnglisl _Redesignated ficient Other	\$2,000 SA/SA PD and \$2,000 Supplemental
GOAL: 2	enrichment, with consistent progress	-			School Priority: 2 TUSD LCAP God	al/Action: 2 A-G
Identified Need:	Enhancing, exten Standards, and N. Essential data sha Evaluations (3,) I Teacher survey of progress, and mis and Mathematics 97,73% to minim Lower Chronic ta the CA Physical I referral sessment for a detailed des	ting and the refinement of teaching skills and strategies as Constraint Schall	o deliver best instruin addition to the im in addition to the im in formal classroom mative and Summat- of CCCSS / NGSS ar site goal of 80% of proficiency and abo innually, Suspension stereferred to SART d 504 support needs Note: Refer to the 'S	ctional practices of pplementation of RT in observations. (2.) ive benchmarks tow / ELD standards, si of our students mee ove. (7.) Increase an in to 5 incidents or le (10.) Under 80% of (6.) Increased cou /PSA Annual Review	the Common Core II and PBIS frames Quality data share vards SMART Goa te-wide and depart ting proficiency or nutual attendance 2C ess and expulsion r of students meeting nseling and comm w' section of this d	State Standards, E.L. vorks: (1.) Quality and via Teacher l(s) and data, (5.) ment SMART Goals above in both ELA 115-2016 rate of ates maintain at 0 (9. or exceeing a 5 or 6 anity outreach ocument, on this goal
Goal Applies to:	Schools:	Jenerson Middle School				
LCAP Year: 2016-2017	Applicable Pupil	Subgroups: All				
Especied Annual Measurable Outcomes:		11) Incase proficency on the CAASPP accessment of langineers fast Repostron before version plan to respon Assessments and measures of student achievement (4). Reveiling and re-designation rates, as measured by CELID level, as determined on the CELID 7, a year, in addition to end of the year. (5) Increase Re-Designate (R-EFP) 8, 22%, (6), Increase in the Single (R-EFP) 8, 22%, (6), Increase our average of 5-8 students receiving increase of teacher spectra and lead on cumpus (cf. 1C) per grade level), (6), Lower number of behavior incident on the contract of the contrac	It to underachieving English Language I English Language I T, AMO's and class o students progressis tudents from less th the Seal of Bilitera MAST TL to at least Core Lit participant is from 297 to below (For example, but re student qualificati m 80% participation proficiency. Move Tier III students ou laser-focused practi ding in of programs.	students. (3.) Conti- Learner proficiency proom performance ing Guided Reading an 5% of our EL pc y award at Promot st 1 per Math and St t from 1 to one per p w 100, (8.) Increase to to limited to: Incre on and acceptance i to ot learner identified Tier II in t of Tier III and into test in our PLC cycl frameworks and tr 16-17 via PLT 16-17 via PLT.	inue development i including increase data: Move our 80 Level spans to rea cience), D3/A3 Le grade level, and N6 sechool annual atte grade level, and N6 sechool annual atte into leadership pro- ticipation), (10, N) tetrvention group s D Tier II or Tier II 3 le of guided practic aimings to the cycle aimings to aimings aimings to aimings to aimings aimings	of site Common d progression in re- ELL students up 1 E the proficency by the the proficency by the tasted to a minimum of of 15 students. (7.1) do from 3 to 4.2 for 3.2 for 3.2 for 3.2 for 3.2 for 3.2 for 4.2 for 4.2 for 5.2 for
			Scope of Service	Pupils to be served scope of service	d within identified	Budgeted Expenditures
Spanish textbook adoption implementation, State Standards implementation, (6.) Continu development and implementation into the clamplement curricular support and supplement implementations. For example but not limite materials and conferences, Math manipularity leveled materials and literary books, English	(4.) English Core Lit. Study and Writi used grade level tiered implementation assroom, and (7.) the implementation ntal material, and technology (device, d to, Science lab materials and tool re- ves and/or supplemental materials/proj t Language Arts core literary texts and ading to implement within sheltered ci-	rugheh and FLD Textbook desprises irruplementation [3], as gailsay (5), Midmetanie CMAST and Common Corr of the Next Generation Science Standards professional of CFE Project Lead the Way section-Spatiate and Justice and Science Standards professional hard and software) needs to support above juries, Social Studies CTH-Historical Winting Supplementary, Social Studies CTH-Historical Winting Supplementary, Social Studies CTH-Historical Winting Supplementary, Social Studies CTH-Historical Winting Supplementary Social Studies (September 12), and supplementary and suppl	School-Wide	X_ALI.  OR:  _Low Income pi Learners _Foster Youth _fluent English pro Subgroups:(Specif	Padarianatad	S8,000 Supplemental and \$63,600 Other: CTI
B. Provide release time and encourage attencommittees. TUSD provided, LACOE, State staff to support effective teacher implements materials, Project Lead the Way CTE course Assessment development, PLCs, RTI, PBIS extension and enhancement.	dance in educational professional deve opportunities, and other professional ation of: Mathematics, ELD, Spanish, e, STEAM strategies and programs, Hi and general Common Core Standard i	lopment_conferences_workshops and curricular_ growth opportunities for certificated and administrative and English Language Arts textbook adoption and story framework implementation, in addition to Common mplementation, cross-curricular and project-based	School-Wide	X_ALL OR:Low Incom LearnersFoster Youth fluent English pro Subgroups:(Specie	Redesignated	\$2,000 SA/SA PD and \$5,000 Supplemental
C. Provide continued services for Gifted and	Talented Education (GATE) and adva	need students to include: (1.) GATE Parent Advisory	School-Wide	X_ALL		(District Funded:

offerings. (3.) Site implemented GATE and Advanced Students (i.e. 6th grade Camp Pal activities and materials needed for campus c	1.6. Network. (2.) Site implemented after-school and weekend extension & enrichment classes and field trips to enhance TUSD  1.6. (3.) Site implemented (ATE and Advanced Student School Day Field Trip opportunity, Student Leadership Camps for GATE and  2. Collection (1.0. do Jacob Camp Pall). To Garde Autro Camp, and 8th Grade Camp Cally, and (4.) Continued support, supplies,  1. Footer Youth Redesignate  1. South Reconstruction and groups to promote student leadership such as it Lead (LSF, John A. Neu Leadership  1. South Reconstruction (1.0. do Jacob Reconstruction). The Collection of the Collection (1.0. do Jacob Reconstruction). The Collection (1.0. do Jacob Reconstructio						GATE Program) and \$4,000 Supplemental
Resource Teachers, NGSS and CMAST Lea Studies A3/D3, Core Literature, and Writing Coordinator, add a PBIS Coordinator and sit	ndership, Site Mather g participant Leads. I te team, and a RTI C		Language Arts & Social ddition to our ELD	School-Wide	_X_ALL OR: _Low Incor Learners _Foster Youth _ fluent English pro Subgroups:(Speci	(Goal Overlaps funding, See Goal 2.A)	
for the development and implementation of level and site data analysis and goal setting, team Common Assessment development and Department PLC, and Grade Level PLC arti- academies. (8.) Master Calendar schedule ar	STEAM opportunitie (5.) Build-in departed d implementation. (7 iculation time by cap and provide release tir the school year (9.)?	viding Department Articulation Days at least 2 it (3.0 Support Music & STEM Middle School tea is in the classroom. (4.) Implement site 'Data Da near that grade level IPL (time each month). (6.) (5.) Support continued implementation of enhance city) building through Solution Tree conferences the for continued department articulation days, are darter Scheduled developed to best provide departing conference periods.	ys' for department, grade Continue implementation of d whole-team PLC, s, workshops and coaching and PLC Full Team time,	School-Wide  OR: _Lov Income pupils _English Learners  Foster Youth _Redesignated fluent English proficent _Other Subgroups:(Specify)Other			(Goal Overlaps funding, See Goal 2.A)
coordinator conference periods to meet TUS site articulation time scheduled on Master C intervention team in place with assigned hou	SD meeting needs and alendar for team. (4. ases of intervention s intervention groups a	S, RTI, and ELD coordinator are in place. (2.) A six collaboration and articulation needs. (3) SN PIBIS six team Implementation PIBIS six team Implementation to the six propriets and staff, and all and programs, ensuring success in Tier I or Tier II.	ite PBIS Team in place and m. (5.) RTI Coordinator staff assigned to monitor	.D School-Wide	_X_ALL OR: _Low Incor Learners _Foster Youth_ fluent English pro Subgroups:(Speci	oficient _Other	(District Funded) \$1,000 Supplemental (For relase time, as needed, on Intervention and identified targeted student groups)
G Continue site partnership with: Torance P Center, and City agencies to support TUSD to CPR, Shelter-in-Place, Fire, and natural d	Police Department, To expectations and sta- lisasters.	orrance Fire Department, Behavioral Health Age If emergency and disaster preparation and trami	ncy, Thelma McMillian ng, to include but limited	School-Wide	X_ALL  OR: _Low Incon Learners _Foster Youth _ fluent English pro Subgroups:(Speci	oficient Other	PTSA Grant Supported
H. Referral process and support for homeless clothing, school supplies, counseling, bus to	s families and foster skens and parent reso	youth will continue to provide assistance in area urces for students and families within targeted pro-	s of food, shelter, opulations.	Targeted Student Groups: Title I and Foster Youth	ALL OR:_X_Low IncoEnglish Learne _X_Foster Youth fluent English pro Subgroups:(Speci	rs n_Redesignated oficient_Other	\$2,000 Supplemental
opportunities, both during the school day an Nations, CJSF, iLead, TPD John A. Neu Lea	d before/after school adership Academy, N	-emotional and connectedness' interventions, an Offerings will include, but not limited to: Proje- fan Cave male student support and Girl Code fee I peer mentoring training and implementation in	et Choice, Model United male student support on	School-Wide	\$2,500 Supplemental and \$243 SA/SA PD		
Jaguar' for all incoming sixth grade students a new school year. A 6th grade transition pa- create a 'Transitionine into High School' we	s and students new to ge has been posted of ebpage and handbool programs as Camp Ja tutorial period. JMS	orship. JMS will build-on the implementation as JMS to support in student transition into a new no our school website for parents, in addition in the for parents and students as a resource. We will guar, Girl Code, and Man Cave. In addition 8th will continue to research transition resources an	site, new grade level, and he 16-17 school we will continue to train and	I, and OR:_Low Income pupils _English fundi will Learners			
K. Career Technical Education 16-17 Impler provide students with real world 21st centur- programs.	mentation of Project y skills that make the	Lead the Way: Engineering and Architect course m career and college ready, and articulate into V	e, one section, 8th grade to West High School CTE	School-Wide	X_ALL OR:Low Incon LearnersFoster Youth fluent English pro Subgroups:(Speci	oficient _Other	(Other: CTE Grant)
GOAL: 3	Ensure all Jefferso personal potential prepare them relev learning.	a Middle School students have (1.) access to, (2. n a rigorous cross-curricular and project-based ( ant real world content for academic studies while the content of the	) are supported in, and (3.) common Core State Standa e promoting teamwork, crit	reach their fullest a rd aligned curricula ical thinking skills a	cademic and r program to and cooperative	Related State and/  1234_x  School Priority: 4  TUSD LCAP Gos	5_6_7_8_
Identified Need:		(1.) Annual site data connected to the initial Calisite common assessments to align to CCS to mee to meeting AMAO 1 = 67.9%, AMAO 2 (less the percentage as fluent English proficient by 5%; support, connect and motivate underachievies social-emotional support and provide school considerations.	asure on-going student pro an 5 years) = 36.8, AMAC annually (5.) Build on our l audents, expand and enrich annually connectedness' for	gress towards profic 2 (more than 5 year RTI intervention frame	iency and advance rs) = 63.6% (4.) In nework to ensure a	Currently in initia ment. (3.) English I crease English Lear a comprehensive str	I stages of developing anguage Learners ner re-designation acture is in place to
Goal Applies to:		Schools: Jefferson ! Applicable Pupil Subgroups:	Middle School All				
LCAP Year: 2016-2017  Expected Annual Measurable Outcomes:  A. Expand JMS support systems to (1.) Ass	proficient or advan the percentage of I SBAC, Site Comm Increase the percer of students meeting group is full. (8.) Is sist in the recruitmen	stage of students' qualified for Advanced Placen cod. (3.) Increase percentage of our 80 English I. Inglish Language Learners Re-designated as Iriga on (Formative). Assessments, and other JMS-TU lange of GATE students successfully successfully successfully criteria to participate in campus Leadership Gri- circiase the percentage of students meeting Hono transaction and order to a completion of students in identified	anguage Learners success lish Language Proficient fi SD formative and summat in core classes and earning oups (i.e. il.ead, CISF, Stu- ir Roll and Principal Honor I targeted populations (i.e.	fully moving up CE rom 5 students in 14 ive assessments to be placement in Adva	LDT levels of prof -15. (5.) Student si e at a rate of 80% and Courses to 95	iciency, one strand uccess and proficier or above proficient 5% or above. (7.) In , and Leadership act 6 of the student pope	annually. (4.) Increas cy as measured by or advanced. (6.)
students and \$04 students, \( (2 \) Expand of st the middle school years, including the select courses) and programs, and honor courses as and meeting student needs, monitoring and a Learners, Re-designated Fluent English Prof tutorials within and outside of the school day	upport systems will a tion of advanced place s students transition : analysis of student di ficient students, Econ y to support academi		e schedule throughout zbra, and WHS offered ort systems are effective for English Language will continue. (4.) Offer		OR:_X_Low Inco _X_English Learn _X_Foster Youth fluent English pro	ners  _X_Redesignated oficient _X_Other ify) Hispanic Male E students, and	
In MSC Consecting Prozum continued Development and Outreagh (1 ) Include the implementation of gender specific lunch time programs by the SC color and Man Case with a property of the Color and Man Case with a property of the Color and Man Case with a property of the Color and Man Case with a property of the Color and Man Case (1, care and by periodic staff and supported by trained 8th grade student mentors, (2.) Continue to build on consenting support programs(s) to include grade level sensor, so Scoral Shught February classes and Homeson on Modile Schools specific secal and neutronianual well-benegic Alexander character to include builying; and in addition to care at college import. Geal to teach sessors for 8-10 week periods, lad by the counselor and the staff of the Color					\$2,000 Supplemental and PTSA Grant Supported		
collaboration is to include English teacher 8t Coordinator/Teacher 8th grade to 9th grade program offerings. In 15-16 JMS researched implement in the 16-17 school year.	th and 9th grade artic collaboration and art I the implementation	tent high school transition and preparation. This rulation, Spanish Teacher collaboration and artic iculation, in addition to administration collabora of ACT preparation courses and testing for eight support programs, in addition to the technology	ulation, and ELD tion of schedules and t grade students, and will	School-Wide	_X_ALL OR:Low Incon LearnersFoster Youth_ fluent English pre Subgroups:(SpeciALL	oficient Other	\$500 SA/SA PD

		I

<u>mozamus on site.</u> For example, JMS Robotic's 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 Judy Solls decives, Learning Center intervention group and as intervention within flexible grouping assigned in weekly tutorial sessions and during SSR periods. The initial programs in this goal are followed, but of are followed to A, chieve 2000, ALESS machinemics, CT SGostal Studies lessons. Most will continue to research a implemented bed-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 earlfold understanding.						OR:Low Incom Learners Foster Youth_ fluent English pro Subgroups:(Speci	ficient _Other	Supplemental and (Goal Overlaps funding, See Goal 2.A)
E. JMS. will continue to develop the implementation of social-amotional interestions both during the school day and before/after school. Offerings will include, but not limited to: Project Choice, Model United Nations, CISN, iLead, IPD John A. Neu Leadershy Academy, Moreover, and the Company of the Compa						_X_ALL OR: _Low Incom LearnersFoster Youth _ fluent English pro Subgroups:(Speci	_Redesignated ficientOther	District Funded and Goal Overlaps funding, See Goal 2.I
F. Transition to Middle School. School Conn support of 'Camp Jaguar' for all incoming sinew grade level, and a new school year. A 61 16-17 school we will create a 'Transitioning continue to train and implement peer mentor peer mentors will continue to be trained as P programs such as, but not limited to WEB, to	ixth grade students a th grade transition p into High School' v is to support in such eer Tutors during to to be support our stu	and students new to age has been poste webpage and handb programs as Camp ttorial period. JMS dents.	JMS to support in d on our school w ook for parents ar Jaguar, Girl Cod- will continue to re	n student transition into a new site, ebsite for parents, in addition in the dd students as a resource. We will e, and Man Cave. In addition 8th grae search transition resources and		X_ALL OR: _Low Incom Learners _Foster Youth_ fluent English pro Subgroups:(Speci	ficient _Other	(Goal Overlaps funding, See Goal 2.J)
G. Continue site partnerships with Local Sur support TUSD expectations and staff emerge and natural disasters.	pport Agencies: Tor ency and disaster pr	ance Police Depart eparation and traini	ment, Torrance Fi ng, to include but	re Department, and City agencies to limited to CPR, Shelter-in-Place, Fir	School-Wide	X_ALL OR:Low Incom LearnersFoster Youth_ fluent English pro Subgroups:(Speci	ficient _Other	(Goal Overlaps funding, See Goal 2.G)
GOAL: 4  Identified Need:	results of site Forr English Language	native and Summat Arts and in mather	ive assessments a natics, science, so	evel as determined by the CAASPP, and frequent Common Formative Associal studies and in career technical or	essments to attain pro- elective subject(s).	ficiency or better in	Related State and/ 1 2 3 4_x_ School Priority: 4 TUSD LCAP Goa	5678 l/Action: 4 A-F
Goal Applies to:		support, connect a social-emotional s Schools:	nd motivate under upport and provid	e initial California Assessment of Str CCS to measure on-going student pr 0.2 (less than 5 years) = 36.8, AMA int by 5%+ annually (5.) Build on ou achieving students, expand and enric e school community connectedness' Jefferson Middle School	ogress towards profic O 2 (more than 5 yea RTI intervention fra h learning for profici- for the middle school	riormance 2016 (2. riency and advancer rs) = 63.6% (4.) Inc mework to ensure a ent and advanced st student.	Currently in initia ment. (3.) English L crease English Lear comprehensive str udents, and provide	stages of developing anguage Learners ner re-designation ucture is in place to s behavioral and
LCAP Year: 2016-2017		Applicable Pupil S	iubgroups:	All				
LLAY Tear. 2016-2017 Espected Annual Measurable Outcomes:			Implement site R Assessments and leveling and re-di level, as determir end of the year. ( 25%. (6.) Increas Move students in group students at	iciency on the CAASPP assessment esponse-to-Intervention plan to respo- measures of Student achievement. (4 esignation rates, as measured by CEI, ed on the CEI.DT, a year, in addition 5.) Increase Re-Designated (R-FEP): e our average of 5-8 students receiving Tier I intervention groups out of Tie least into Tier I support and into pro dt then into proficiency.	nd to underachieving ) English Language I DT, AMO's and class t to students progressi tudents from less that tg the Seal of Bilitera r I intervention and er	students. (3.) Cont earner proficiency froom performance ing Guided Reading in 5% of our EL pop cy award at Promot issure proficiency. M	nue development o including increased data: Move our 80 ¿Level spans to rea sulation re-designat ion, to a minimum fove identified Tier	f site Common I progression in re- EI.L students up 1 E. ch proficiency by the ed to a minimum of of 15 students. (7.) If intervention and into Tier II or
Actions/Services  A. Implementation and expansion of JMS st. plan, (b) support underperforming students, professional development (i.e. trainings, com to limited to building the capacity of additionaterials/supplies and build assessments, suppogram, and the ongoing programs of ALEI	(c.) implement shel ferences, PLC, and onal Chromebook c ch as but not limited KS Mathematics an	tered structures and PD), and (e.) Researts/devices on cam I to programs such d Achieve 3000.	I/or courses, (d.) arch, implement a ipus to move to 1: as MobyMax soft	provide research-based staff' ad/or purchase technology (such as b 1 support), materials, and supplemen ware, Accelerated Reader, ELA IXL	Targeted Student Groups: Title I, EI Learners, Foster Youth, and Redesignated EL	_X_Foster Youth fluent English pro Subgroups:(Speci Students	me pupils ers X Redesignated	Budgeted Expenditures (District Funded) and \$16,215 Supplemental
B Sadents identified in targeted apropes will receive specific around and extended learning specific language the following: The MS Inservation Center to neclude specific around the specific control to the control to				will include: (1.) Summer learning a chool day via Homeroom flexible ssions. (3.) Opportunities to	Targeted Student Groups: Title I, EL not Learners, GATE, Foster Youth and Redesignated EL	ALL OR:_X_Low Inco X_English Learr _X_Foster Youth fluent English pro Subgroups:(Speci	ers _X_Redesignated ficientOther	(District Funded) and \$3,000 Supplemental
C.JMS will continue and build on the impler additional staff training additional staff to bu supplemental curricular and assessment mate to provide extra and/or supplementary core I needed, to have a second copy to maintain at on campus, once Bond Measure construction	ild knowledge, sup erials and supplies, iterary text for our s	port and capacity of (c.) provide literary sheltered classroom	f Guided Reading resources, core li s. learning center.	on campus. (b.) the addition of teracy texts and support texts, and (d. at-risk students, and ELL students, a	Targeted Student Groups: Title I, EI Learners, Foster Youth, and Redesignated EL	ALL OR: X_Low Inco _X_English Learr _X_Foster Youth fluent English pro Subgroups:(Speci	_X_Redesignated ficient Other	\$5,000 Supplemental and (Goal Overlaps funding, See Goal 2.A)
D. Continue the refinement and implementation of our site Local Control Accountability Pi (2) Utilize finding distributed on a per unduplicated pupil rate (305 per student), in order development, tree distributed on a per unduplicated pupil rate (305 per student), in order development, tree distributed interventions, and support materials, betwooday, and supplies, (3) To geared toward implementing those goals, and measurement of the progress for student sub- based on the state eight priorities				nnual site goals, specific actions	Targeted Student Groups: Title I, EI Learners, Foster Youth, GATE, and Redesignated EL	OR:_X_Low Inco X_English Learr X_Foster Youth	ers X_Redesignated	(District Funded)
						fluent English pro Subgroups:(Speci Students_& GAT	ficient _X_Other fy)_At-Risk	
E. 21st Century. Protest-based and Cross-Curricular Learning and Technological Supgort 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 on current 21st Century generation's learning-glot and access to information, while supporting the desirted need for BMS staff roll in implement curriculum, and the access to new adoptions, to the fullest potential. This goal aligns with our 16-17 Sate SMART Goal to effectively implement cross-curricular and project-based learning to provide our students because and need work content for all academistations. Always to this goal is too effectively and properly support programs, implementation of CCS, and the execution of the annual SMAC associated. Sate to the content of all academistations of the content of a staff content of the staff and the staff and the content of the staff and the content of the staff and the staff					School-Wide	_X_ALL	e pupilsEnglish _Redesignated ficient Other	\$31,214 - Supplemental
(1 in implementation with the towerest introger communed emandercement and cross-curricular and project-sect searning of common.  Core State Standards at JMS, Exerci implementation of the Next Generation Science Standards, researching and their implementation of the new History Framework, continued mastery and implementation of the ELD Standards, Framework and newly adopted ELA.						_x_6_x_7_x_8		
program, and additional key performance standards for grades 6-8.   Identified Need:  Our te Stall Study and St. N. O. T analysis of our RT, PBIS, Grade and Department CFA and CASSPP data identify growth, however gap sche-eneutral and programing to support that achievement. We believe by enhancing extending and the refinement of teaching, alkil sand additive best immerication and programing to support that achievement. We believe by enhancing extending and the refinement of teaching, alkil sand additive to the implementation of RT and PBIS frameworks (1,1) Quality and Essential class and formal classroom observations. (2) alkily data data-red in Teacher Faultations (3), MIS Common (Formative) Assessment data (4) and Summative benchmarks towards SMART Goal(s) and data, (5) Teacher survey data on THSD and JMS support needed in implement NGSS / ED standards, tie-wide and department SMART Goals (spores, and mission/visuament) progress monitoring, (6). Reach SPPs of our students meeting proficiency or above in both EL1 and Mathematics on the CASSPP assessment (7). Note: Refer to the SPPs Review section of this document for additional and detailed **Leitherfile** (Needs under this goal.**)						er gaps in student and strategies to all JMS classrooms, in rvational feedback i. (4.) JMS Formative mentation of CCCSS		
Goal Applies to:		Schools:		Jefferson Middle School				
Applicable Pupil Subgroups: All  LCAP Year: 2016-2017								

Expected Annual Measurable Outcomes:			(1.) Prepare the school community for the annual CA	Assessment of Studer	t Progress and Per	formance assessme	nt by providing the
Measurable Outcomes:			appropriate hardware, software, and supplemental in achievement so that JMS students reach 80% or above	proficient in ELA. N	lathematics, and S	cience on the SBAC	. (2.) Align
			Professional Learning Community site teacher lead r	ectices and outcomes	related to erowine	leadership capacity	and a well-defined
			and successful PLC Cycle of inquiry and best-practic Evaluation Outcomes (5.) Positive School Site Coun	s. (3.) Successful JM Site and JMS Paren	End-of-Year Surv	program complete ey Feedback (6.) Ir	on (4.) Positive Staff acrease of teacher
			from 2 to one per grade level, ELA Core Lit participa New hirers to reflect and assist with school connecte	ess of staff-to-studer	t community and p	opulation, and (7.)	Note: Refer to the
Actions/Services			SPSA Annual Review section of this document for a	Scope of Service	Expected Outcom	es' under this goal.  ed within identified	
Actions/Services				Scope of Service	rupus to be serve	a within identified	Expenditures
A. Monitor and support: (1.) ELA & Social S	Studies A3/D3 impler	mentation, (2.) Er	nglish and ELD Textbook adoption implementation, (	) School-Wide	_X_ALL		(District Funded)
Spanish textbook adoption implementation, ( State Standards implementation, (6.) Continu	(4.) English Core Lit. ued grade level tiered	Study and Writin	ng Study, (5.) Mathematics CMAST and Common Co of the Next Generation Science Standards professiona		OR: _Low Income p		and (Goal Overlaps funding, See Goal
development and implementation into the cla	assroom, and (7.) the i	implementation of	of CTE Project Lead the Way section.		Learners		2.A)
					Foster Youth fluent English pro	X_Redesignated	
					Subgroups:(Spec	ify)	
B. Expand curricular knowledge, experts and	l leadership Encourage	e and offer training	ng and participation in conference, workshops, and	School-Wide	_X_ALL		(Goal Overlaps
needs of our learneres, students and adults w	ithin our school comr	munity.	ls, and our Vision and Mission statements to meet the		OR: Low Income r	unils English	funding, See Goal 2.D)
					Learners		
					_Foster Youth fluent English pro	Redesignated oficient Other	
					Subgroups:(Spec	ify)	
C. Evaluate and implement: Curricular suppor	rt and supplemental m	naterial, and tech	nology (device, hard and software) needs to support	Targeted Student	ALL		\$2,500
Writing/Supplemental materials and conferen	nces, Math manipulat	tives and/or suppl	tool repairs, Social Studies TCI/Historical lemental materials/programs, English Language	Groups: Title I and Foster Youth	OR:	pupilsEnglish	Supplemental
Development Guided Reading leveled mater newly revised TUSD list.	ials and literary books	s, English Langu	age Arts core literary texts and supplemental materials	odr	Learners		
newy residu 103D list.					_X_Foster Yout fluent English pro	Redesignated oficient Other	
					Subgroups:(Spec	ify)	
D. JMS will continue expansion the implement	ntation of social-emot	tional intevention	as both during the school day and before/after school.	School-Wide	_X_ALL		(Goal Overlaps
Cave male student support and Girl Code fer	male student support of	on campus, peer l	CJSF, iLead, TPD John A. Neu Leadership Academy, lunchtime tutoring and with in Weekly Tutorial, and p	r	OR: Low Income r	unils English	funding, See Goal 2.I)
mentoring training and implementation incor	rporated into Camp Ja	aguar, Student Co	ouncil, and Weekly Tutorials.		Learners		
					Foster Youth fluent English pro	Redesignated	
					Subgroups:(Spec	ify)	
GOAL: 6	Improve Parent Invo significant subgroup	otvement and Out ps, and by increas	treach at Jefferson Middle School to be inclusive of co sing a variety of opportunities where parents can both	sistent communication intribute and benefit.	n, especially for	Related State and	or Local Priorities:
significant subgroups, and by increasing a variety of opportunities where parents can both co						School Priority: 6	
						TUSD LCAP Go:	
Identified Need :	Ir	ncrease collabora	ation opportunities between JMS and parents to assist	rents in navigating m	iddle school to su	TUSD LCAP Gos	
Identified Need :	II ti	ncrease collabora he support of our	ation opportunities between JMS and parents to assist student community. Identified need data: (1) Parent	rents in navigating m	iddle school to sur and education nigh	port student achiev	ement and to build positive feedback (2.)
Identified Need :	It	mproved site con	nmunication of vision, expectations for student achiev	nent and success in a	iddition to site acti	oport student achiev at forums showing p wities and events sh	rement and to build sositive feedback (2.) ared at SSC
Identified Need:	Ir E	mproved site con ELMAC, GATE I Continued consist	nmunication of vision, expectations for student achiev Parent Advisory group, and with the PTSA. (3.) Increstency with home-school communications on a weekly	nent and success, in a ed support for transla usis (Each Friday), ar	iddition to site acti tion of presentation d as needed within	poort student achiev at forums showing p vities and events sh as and dialogues in the week, (5.) Exp	rement and to build sositive feedback (2.) ared at SSC, home language. (4.) ediated and improve
Identified Need:	Ir E C er	mproved site con ELMAC, GATE I Continued consist	nmunication of vision, expectations for student achiev	nent and success, in a ed support for transla usis (Each Friday), ar	iddition to site acti tion of presentation d as needed within	port student achiev it forums showing p vities and events sh is and dialogues in the week, (5.) Exp	rement and to build sositive feedback (2.) ared at SSC, home language. (4.) ediated and improve
Identified Need :  Goal Applies to:	Ir E C e a a	mproved site con ELMAC, GATE I Continued consist emergency proced access. Schools:	immunication of vision, expectations for student achiev Parent Advisory group, and with the PTSA. (3) Increa tency with home-school communications on a weekly fure communication with parents. (4.) Improve upon of Jefferson Middle School	nent and success, in a ed support for transla usis (Each Friday), ar	iddition to site acti tion of presentation d as needed within	port student achiev it forums showing p vities and events sh is and dialogues in the week, (5.) Exp	rement and to build sositive feedback (2.) ared at SSC, home language. (4.) ediated and improve
Goal Applies to:	Ir E C e a a	mproved site con ELMAC, GATE I Continued consist emergency proceducess.	immunication of vision, expectations for student achiev Parent Advisory group, and with the PTSA. (3) Increa tency with home-school communications on a weekly fure communication with parents. (4.) Improve upon of Jefferson Middle School	nent and success, in a ed support for transla usis (Each Friday), ar	iddition to site acti tion of presentation d as needed within	port student achiev it forums showing p vities and events sh is and dialogues in the week, (5.) Exp	rement and to build sositive feedback (2.) ared at SSC, home language. (4.) ediated and improve
Geal Applies to: LCAP Year: 2016-2017	Ir E C e a a	mproved site con ELMAC, GATE I Continued consist emergency proced access. Schools:	mmunication of vision, expectations for student achiev Parent Advisory group, and with the PTSA. (3.) Incre- tence with home-school communications on a weekly dure communication with parents. (4.) Improve upon of Jefferson Middle School  Subgroups:  All	nent and success, in and support for translates is (Each Friday), ar replace Campus Web	ddition to site acti tion of presentation d as needed withir site which is curre	port student achiev it forums showing i vities and events sh is and dialogues in the week, (5.) Exp ntly non-user frience	rement and to build oositive feedback (2.) ared at SSC, home language. (4.) ediated and improve illy and difficult to
Goal Applies to:	Ir E C e a a	mproved site con ELMAC, GATE I Continued consist emergency proced access. Schools:	munication of vision, expectations for student achiev Parent Advisory group, and with the PTSA. (3) Increa- tence of the Communications on a weekly dure communication with parents. (4.) Improve upon or Jefferson Middle School Subgroups: All [1.) Increase awareness, access, and usage of District	ment and success, in and support for translates is (Each Friday), are replace Campus Web	addition to site acti- tion of presentation d as needed withir site which is curre events (i.e. DELM	port student achiev it forums showing i vities and events sh is and dialogues in the week, (5.) Exp ntly non-user friend	rement and to build oositive feedback (2.) arred at SSC, home language. (4.) ediated and improve lly and difficult to ATE Parent events
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## 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/sta

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	

<sup>[1]</sup> 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	Х
	1.C.	\$2,500.00	0	0	0	\$2,500	Χ
	1.D.	0	\$1,000.00	0	0	\$1,000	Χ
	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	Χ
	2.D.	\$0	\$0	0	\$0	\$0	Χ
	2.E.	\$3,000	\$0	0	\$0	\$3,000	
	2.F.	\$1,000	\$0	0	\$0		Χ
	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		Х
(Goal #3) Rigorious & CCS Aligned Curriculum							
	3.A.	\$5,000	\$0	0	\$0.00	\$5,000	Χ
	3.B.	\$2,000.00	\$0	\$0	\$0	\$2,000	
	3.C.	\$0.00	\$500	0	\$0	\$500	Χ
	3.D.	\$5,000.00	\$0	\$0	\$0.00	\$5,000	
	3.E.	\$0.00	\$0	\$0	\$0	\$0	Х
	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	£40.04E	Х
	4.A.	\$10,213.00	φυ	U	φυ	\$16,215	^
	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	Х
(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	Х
	6.C.	0.00	\$0	0	\$0	\$0	Х
	6.D.	0	\$0	0	\$0	\$0	X

\$6,743

\$0

\$0

\$0

\$63,600

\$0

\$104,929

\$0

Totals:

Balance:

#### 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:

- The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 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.
- The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X School Advisory Committee for State Compensatory Education Programs
X English Learner Advisory Committee
Community Advisory Committee for Special Education Programs
X 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.
- 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.
- This school plan was adopted by the school site council at a public meeting on: \_ <u>Tuesday</u>, <u>September 20, 2016</u>.

Attested:

Kara Heinrich		_09/20/16_
Typed name of school principal	Signature of school principal	Date
Christina Paredes Typed name of SSC chairperson	Signature of SSC chairperson	09/20/16 Date

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