

# The Single Plan for Student Achievement

**School:** John Barrett Middle School  
**CDS Code:** 34-67447-6034375  
**District:** San Juan Unified School District  
**Principal:** Brent Givens  
**Revision Date:** October 30, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Brent Givens  
**Position:** Principal  
**Phone Number:** (916) 971-7842  
**Address:** 4243 Barrett Road  
Carmichael CA, 95608  
**E-mail Address:** [brent.givens@sanjuan.edu](mailto:brent.givens@sanjuan.edu)

**The District Governing Board approved this revision of the SPSA on 11/19/13.**

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## School Mission

### John Barrett Middle School's Mission Statement

As an innovative community of creative thinkers, John Barrett Middle School's mission is to develop the personal, academic and social growth of our students as they strive to reach their greatest potential by setting high expectations while inspiring a passion for life-long learning, strengthening 21st century skills, and fostering individual responsibility within a safe, nurturing environment.

## School Profile

John Barrett Middle School is a 6th, 7th and 8th grade neighborhood school located in Carmichael, CA. Our current enrollment is just over 700 students with an ethnic breakdown as follows: 70% White, 14% Hispanic or Latino, 7% Black or African American, 3% Asian and 6% other races. It is one of eight middle schools in the San Juan Unified School District. It provides students a comprehensive curriculum aligned to California Content Standards. John Barrett Middle School provides an educational environment where each student can excel to their own potential. Barrett encourages excellence, positive social and personal responsibility for all students. Barrett is committed to measurable educational improvements.

## Comprehensive Needs Assessment Components

### Introduction

The Strategic Planning Team was made up of 38 teachers, parents and community members and met over the course of 14 weeks during the fall semester of the 2012-13 school year. The team discussed strengths and weaknesses at Barrett including a drop in state test scores (API, AYP) increased suspension rates and a focus on our growing special needs population. Action teams were developed to focus on curriculum development, character education and technology implementation. The curriculum development team focused on collaborative learning, arts integration and critical thinking across all content areas. The character education team focused on fostering a safer school environment, increased connections between students, families and school and increasing the levels of respect and responsibility amongst staff and students. The technology implementation team focused on identifying need, determining relevant technology and providing professional development around the use of educational technology.

### Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

The Strategic Planning Team looked at a variety of data to develop objectives and tactics that would lead to increased academic achievement and a enhanced sense of well being among our staff and students. Factors such as declining enrollment, a changing socioeconomic population and an increase in our suspension rate all were taken into account throughout the planning process.

### Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Barrett has an active PTA group of parents who meet regularly. We have many parents who assist in the office and in classrooms. Parents are also involved with students as chaperones on day field trips, overnight field trips and at school dances. We encourage parents to be involved in school activities and rely on frequent communication with school personnel. Our large music, intramural, performing and visual arts programs have huge audiences who enjoy student successes with us.

## Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

A discussion of critical issues arose among the planning team while reviewing the data. The critical issues discussed involved the persistent achievement gap between students with low socio-economic status and students without that designation as well as the drop in API scores. These issues coupled with concerns around enrollment, volunteerism and dwindling resources prompted the team to identify three key tactics within the strategic plan. Our tactics are to implement effective teaching strategies such as collaborative learning, arts integration, and critical thinking across all content areas to ensure academic rigor and student engagement, teach and model positive character traits that include respect, responsibility, and safety to ensure students and adults feel secure and contribute to a quality "Barrett Experience" and to prepare students for the 21st century through the use of current and relevant technology.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	849	801	714	624	569	494	55	52	52	30	26	27
<b>Growth API</b>	796	784	749	811	806	768	704	655	632	861	808	811
<b>Base API</b>	789	795	792	810	810	813	663	704	665	823	861	817
<b>Target</b>	5	5	5	A	A	A						
<b>Growth</b>	7	-11	-43	1	-4	-45						
<b>Met Target</b>	Yes	No	No	Yes	Yes	No						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	97	111	107	49	57	51	328	365	354	100	93	108
<b>Growth API</b>	752	741	701	690	727	664	724	705	690	564	531	562
<b>Base API</b>	712	752	750	732	690	732	703	723	716	488	564	549
<b>Target</b>			5				5	5	5			
<b>Growth</b>			-49				21	-18	-26			
<b>Met Target</b>			No				Yes	No	No			

#### Conclusions based on this data:

1. Overall API has declined for two consecutive years.
2. The API scores of all significant subgroups dropped by double digit numbers in 2013 underscoring the importance of addressing achievement for all students.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	98	99	99	98	97	96	95	97	100	100
Number At or Above Proficient	477	431	361	368	326	266	22	18	14	19	13	16
Percent At or Above Proficient	56.3	54.0	50.7	59.1	57.5	54.0	40.7	35.3	27.5	63.3	50.0	59.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	No	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	98	99	100	100	100	100	98	98	97	96	96
Number At or Above Proficient	45	53	48	19	19	14	135	151	141	30	22	31
Percent At or Above Proficient	46.4	47.7	44.9	38.8	33.3	27.5	41.2	41.7	40.1	30.3	24.4	29.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	Yes	No	--	--	--	No	No	No	--	--	--

#### Conclusions based on this data:

1. All significant subgroups fell short of the AYP target for ELA and most fell short within a range of 29.9% to 61.7%. With ever rising proficiency targets each year under NCLB, it is not reasonable to expect that we can meet the growth level targets. Our goal is to grow each year by 10% to reverse a downward trend.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	99	99	99	99	96	97	100	100	100
Number At or Above Proficient	465	405	272	356	305	200	22	18	7	22	17	17
Percent At or Above Proficient	54.9	50.8	38.1	57.2	53.8	40.6	40.0	35.3	13.5	73.3	65.4	63.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	No	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	97	99	100	100	100	100	99	99	98	99	97
Number At or Above Proficient	43	45	35	14	18	13	139	138	101	28	22	19
Percent At or Above Proficient	44.3	40.9	32.7	28.6	31.6	25.5	42.4	37.9	28.6	28.0	23.7	17.6
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	No	No	--	--	--	No	No	No	--	--	--

#### Conclusions based on this data:

1. All significant subgroups fell short of the AYP target for Math and most fell short within a range of 26.5% to 76%. With ever rising proficiency targets each year under NCLB, it is not reasonable to expect that we can meet the growth level targets. Our goal is to grow each year by 10% to reverse a downward trend. Areas of serious concern are for our African American and Special Educations students who had a gap of more than 70%.

## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6									*****	***	*****
7									*****	***	*****
Total									4	100	4

#### Conclusions based on this data:

1. No data available

### CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			3	27	4	36	4	36			11
7			4	44	2	22	1	11	2	22	9
8			2	33	4	67					6
Total			9	35	10	38	5	19	2	8	26

#### Conclusions based on this data:

1. No data available.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			3	23	4	31	4	31	2	15	13
7			4	36	2	18	1	9	4	36	11
8			2	33	4	67					6
<b>Total</b>			9	30	10	33	5	17	6	20	30

#### Conclusions based on this data:

1. No official data available, but we had 29 students who tested and of those 29, 65% tested in the Intermediate and Early Advanced range.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers		20	26
Percent with Prior Year Data		100.0%	100.0%
Number in Cohort		20	26
Number Met		--	--
Percent Met		--	--
NCLB Target	54.6	56.0	57.5
Met Target		*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			7	13	9	19
Number Met			--	--	--	--
Percent Met			--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target			*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

#### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Local Assessment Data

Data Worksheet

John Barrett Middle School

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	32.0	63.6	60.0	90
	African Am	17.4	54.5	50.0	90
	Hispanic	30.8	59.0	59.5	90
	Low SES	23.9	53.2	49.2	90
	English Lnr				90
	Special Ed	15.0	45.5	33.3	90
Ovl	Growth API	796.0	784.0	748.0	800
	African Am	704.0	655.0		800
	Hispanic	752.0	741.0	701.0	800
	Low SES	724.0	705.0	689.0	800
	English Lnr	690.0	727.0		800
	Special Ed	564.0	531.0		800
2	Reading on grade level (gr 2-11)	55.4	53.3	49.7	90
	African Am	39.3	30.6	27.6	90
	Hispanic	45.0	47.4	44.1	90
	Low SES	39.8	41.7	36.7	90
	English Lnr			10.5	90
	Special Ed	24.1	20.3	15.2	90
2	Math at grade level (gr 2-7)	58.3	49.5	40.9	90
	African Am	40.0	23.7	17.9	90
	Hispanic	44.9	38.2	35.9	90
	Low SES	44.4	37.4	30.8	90
	English Lnr			10.5	90
	Special Ed	24.1	20.3	15.2	90
2	Algebra 1 completed 1st time	71.8	69.5	49.7	90
	African Am	66.7			90
	Hispanic	70.6	59.1	44.4	90
	Low SES	53.8	60.0	41.2	90
	English Lnr				90
	Special Ed	63.6			90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.				70
3	Pct of students abs>10% (gr K-8)	16.4	17.1	17.9	3
	African Am	22.9	37.0	35.5	3
	Hispanic	13.4	23.2	15.3	3
	Low SES	24.3	24.7	24.7	3
	English Lnr	33.3	29.4	21.4	3
	Special Ed	21.9	28.6	27.1	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	17.0	18.8	16.7	<2
	African Am	29.8	42.9	38.2	<2
	Hispanic	11.0	20.4	13.7	<2
	Low SES	23.3	25.5	21.2	<2
	English Lnr	27.8	13.3	17.9	<2
	Special Ed	41.7	31.9	27.8	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Improved ability to read and understand complex text		115 67.0%	585 67.7%	32 46.9%		
Improved written communication skills		115 72.2%	586 72.0%	29 62.1%		
Improved spoken/oral communication skills		115 72.2%	580 64.5%	33 60.6%		
Improved ability to solve complex problems		115 61.7%	583 63.3%	32 50.0%		
Improved ability to use technology to find information/solve problems		115 65.2%	584 66.8%	31 38.7%		
Improved ability at working with other students on problems/projects		115 70.4%	582 70.8%	34 73.5%		
Improved leadership skills		115 59.1%	584 61.0%	32 56.3%		
Encouraged to share knowledge/ideas in a creative way		115 64.3%	583 55.2%	33 93.9%		
Curiosity/imagination is fostered		114 64.0%	585 60.5%	35 88.6%		
School promotes academic success of all students.		115 65.2%		33 69.7%		
<b>Personalized Learning</b>						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Academic goals have been collaboratively set and monitored.		104 46.2%	552 43.5%	32 71.9%		
Students have a learning plan/4-year plan.		103 35.0%	531 30.7%	32 21.9%		
Students are challenged at school through high standards of academic performance.		114 70.2%	576 65.3%	35 54.3%		
<b>Character Education</b>						
	<i>Pct Most/All of the Time (character)</i>	N Pct	N Pct	N Pct	N Pct	
Students model RESPECT at this school.		113 76.1%	549 62.7%	36 13.9%		
Students model RESPONSIBILITY at this school.		113 77.9%	538 53.2%	36 13.9%		
Students model HONESTY at this school.		113 60.2%	544 59.2%	36 25.0%		
Students model CARING at this school.		113 66.4%	548 63.7%	36 27.8%		
Students model COOPERATION at this school.		113 74.3%	537 53.6%	36 30.6%		
Students model COURAGE at this school.		112 66.1%	541 51.8%	36 19.4%		
The school fosters an appreciation of student diversity and respect for each other.			577 68.3%	36 80.6%		
<b>Parent/Family Involvement</b>						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Parents are well-informed about their child's progress in school.		107 64.5%				
Teachers provide information about a child's performance to parents who speak a language other than English.		52 61.5%		28 39.3%		
Teachers promptly contact parents when he/she is concerned about their child's progress.		106 35.8%		30 80.0%		
Teachers are responsive to parents when they call or want to meet.		105 52.4%		31 96.8%		
Teachers send home work or ideas that help parents support their students at home.		107 48.6%		28 64.3%		
Adults/staff in the office are helpful when parents/students come in or call.		108 72.2%	573 55.1%			
Translated materials (or a translator) for my language are available when parents come to school.		52 40.4%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		102 68.6%				
The school keeps parents well-informed about school activities.		106 71.7%				
I speak a language other than English and I receive general information from my student's school in my language.		52 65.4%				
This school offers parents opportunities to be involved in school and classroom activities.		107 44.9%		34 82.4%		
Parents are invited to meetings where the school's academic performance is discussed.		107 45.8%				
This school actively seeks the input of parents before making important decisions.		106 33.0%				

**Conclusions based on this data:**

1. Although we saw overall drops across the board for our testing data, we did see some growth in our writing scores over a three year period for all of our significant subgroups and our total population. In addition, we are concerned about improving our overall attendance percentages, which did decrease a small amount last year, but are still higher over the three year period.
2. Suspension rates decreased a small amount last year for all groups except English Learners, but are still generally higher than than our school wide average.
3. Almost a 45% difference exists between Parent and Teacher perception around calling or meeting to resolve concerns. Almost a 45% difference exists between Parent and Teacher perception about parent communication around student grades. Almost a 38% difference exists between Parent and Teacher perception around opportunities to be involved in school and classroom activities.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Effective Teaching Strategies</b>
<b>District Strategy:</b>
Strategy 4: We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students families and staff.
<b>Tactic #1:</b>
Barrett will focus professional development on implementing the Strategic Plan with a focus on effective teaching. Strategies such as: collaborative learning, integrating the arts and critical thinking across all content areas will ensure academic rigor and student engagement.
<b>Data Used to Form this Tactic:</b>
API, AYP and CST data.
<b>Findings from the Analysis of this Data:</b>
With the implementation of the Common Core State Standards we recognize the need to move the focus from coverage of curriculum to mastery and application of skills and knowledge. Students need to develop and utilize skills in the areas of communication, collaboration, problem solving, and critical thinking. Barrett teachers have already been engaged in implementing instructional practices that support CCSS through a variety of district, school and personal professional learning opportunities and will continue that work in an effort to increase academic proficiency levels and create an engaging learning experience. It is our goal that students will leave Barrett Middle School well equipped for success in high school, college and their future careers.
<b>Related Objective and how it will be Measured:</b>
Students will improve their performance on state CST, District MAP assessments and GPA. During SMART Walks data will be collected to ensure Professional Learning is translated into instructional practices.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Leadership Team: The leadership team will plan professional development that focuses on the implementation of the Strategic Plan which includes curriculum, character education and technology.</p> <ul style="list-style-type: none"> <li>grade level teams in each discipline will focus on Literacy Skills to incorporate writing (Writer's Workshop), speaking (student voice/academic discourse), thinking(Bloom's Taxonomy) and listening into daily curriculum</li> <li>Technology will focus on supporting teachers in using 21 century skill that include Word, power points, graphics, web searches etc....</li> </ul> <p>EL Intervention program: After school tutoring support will be offered by teachers twice a week to support the needs of our English Learners.</p>	6/13/2013 - 6/13/2014	Administration/Leadership Team/Teachers	<p>Classroom teacher for ELD support section.</p> <p>After school intervention program to support EL students.</p> <p>Supplemental resources/technology to support EL students in after school program.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Local Control Funding Formula (LCFF)</p> <p>Local Control Funding Formula (LCFF)</p> <p>Local Control Funding Formula (LCFF)</p>	<p>15,519</p> <p>2,967.72</p> <p>1,626.28</p>
<p>1.2 Department Chairs: Department Chairs will coach departments and teams on professional development focus of Literacy Skills in each daily lesson (listening, speaking, thinking and writing). In addition, they will support district learning goals during team collaboration.</p>			<p>Monthly department chair meetings.</p>	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Department Chairs will meet with team members to begin planning curriculum that will support the Strategic Plan. Full implementation of the Strategic Plan will start in 2014-2015.						
1.3 Staff Meetings: Establish/monitor collaborative groups/teams related to instruction that will implement collaborative norms. Each staff meeting the Leadership team will present information and discuss the Strategic Plan. Structures of "student voice" such as pair share/pair reading, chalk walk, philosophical chair will be modeled at each staff meeting so that teachers will incorporate "structures" into daily lesson plans.	6/13/2013 - 6/13/2014	Leadership Team	Staff meetings on the first and third Tuesday of the month.	None Specified		
1.4 Technology: Staff will participate in technology training to build 21st century learning skills for students which include power point presentations that embed articles, film clips etc... In addition, Zangle training will be provided to bring about greater understanding of the system for teachers.	6/13/2013 - 6/13/2014	All Teachers	Vanguard Action Research Team PD to support critical thinking for students in support of CCSS.	None Specified	Other	
1.5 Personalized Learning Plan: All staff will use collaborative strategies that build academic, behavior and social environment for their students. All teachers will have CLAD	6/13/2013 - 6/13/2014	Administration/Leadership Team/Teachers/Counselors	Student Support Systems	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>certification and be highly qualified in the subject area they are teaching.</p> <p>All teachers will use CLAD techniques to work with ELL students.</p> <p>EIA funds will be used to purchase instructional supplies/materials for ELL students.</p> <p>Parent conferences will be held, as needed, to discuss student strengths and areas of improvement.</p> <p>Teachers will use differentiated instruction that helps with student understanding.</p> <p>Counselor/Teacher/Administration will work with students/parents to set a plan for success. SST's, 504 conferences and special education testing will be scheduled as needed.</p> <p>The counselor will work with school psychologist, district nurse and program specialist to implement appropriate services.</p> <p>Vice Principal will be responsible for testing ELL students on an annual basis and to monitor classification.</p> <p>The counselor will act as the liaison to homeless students and provide needed assistance in: housing, clothing and food needs.</p>						

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Character Education</b>
<b>District Strategy:</b>
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
<b>Tactic #2:</b>
Barrett staff will teach and model positive character traits that include respect, responsibility, and safety to ensure students and adults feel secure and contribute to a quality "Barrett Experience."
<b>Data Used to Form this Tactic:</b>
API, AYP and Site Data, including CA Healthy Kids survey and SJUSD student, parent, staff surveys.
<b>Findings from the Analysis of this Data:</b>
Barrett Middles School needs to continue to focus on improving the quality of our school experience for all students. Teaching Character education and positive messages like kindness, respect and integrity are integral to student success and the success of an entire school. Character education builds relationships, creates positive school environments and helps students turn into engaged, responsible and productive citizens. Student surveys show that we need to increase the knowledge, skills, values and traits of our students to help them succeed in school and in the workplace. We are also working to help students live happy, worthy and fulfilling personal lives.
<b>Related Objective and how it will be Measured:</b>
CA Healthy Kids survey and SJUSD student, parent and staff surveys will be compared to see how students attitudes and comments change regarding school climate. culture and safety. We would also like to see our suspension rate continue to decrease as well as a drop in our rate of discipline referrals.



Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1</p> <p>Advisory classes have been created so that we can infuse character education lessons into our weekly schedule. These classes are 32 minutes long and curriculum is being provided by Barrett's teaching staff.</p>	<p>All year, four days a week.</p>	<p>Administration, Teachers, Counselors, Students, Classified staff and Parents.</p>	<p>Advisory classes.</p>	<p>None Specified</p>		
<p>2.2</p> <p>Attendance: Administrators and counselors will monitor student attendance to ensure that 98% of Barret's students attend school on a monthly basis. A positive incentive program consisting of classroom celebrations, individual student quarterly awards and end of the year recognition will be continued. Parents will be encouraged to keep students in school through SchoolMessenger messages and monthly parent newsletters. "Miss School Miss Out" district message will be displayed throughout the campus. Administrators and counselors will meet with students and parents to discuss chronic absences.</p>	<p>6/13/2013 - 6/13/2014</p>	<p>Administration, Teachers, Counselors, Students, Classified staff and Parents.</p>	<p>Incentive Program</p>	<p>0000: Unrestricted</p>		

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: 21st Century Technology Integration</b>
<b>District Strategy:</b>
Strategy 5: We will integrate relevant technology into teaching learning and system operations to best achieve our mission and objectives.
<b>Tactic #3:</b>
We will prepare students for the 21st century through the use of current and relevant technology.
<b>Data Used to Form this Tactic:</b>
API, AYP and Benchmark Tests
<b>Findings from the Analysis of this Data:</b>
Barrett has limited access to educational technology devices due to a lack of funding. Our two computer labs are old and outdated and we don't currently offer a technology elective. Our Mac lab does not meet current technology requirements to give the SJUSD MAP tests or the CA Smarter Balanced tests that will be piloted this year. We just received two COWS with Google Chromebooks (72 total) from the district technology department so that we could participate in MAP testing this year. At this time we don't own any class sets of iPads, iPods or tablets, which makes accessing the rich and engaging electronic resources a challenge.
<b>Related Objective and how it will be Measured:</b>
Funding will be sought to increase the access to technology in support of our learning goals. District resources, private grants, donations, and fundraisers will all be utilized in an effort to increase technology resources. Barrett's Technology Committee will meet on a regular basis to plan and discuss site needs and technology resources.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Technology: We will integrate relevant technology into teaching, learning, and system operations to best achieve our mission set forth in our technology plan. We will continue to review and update our school technology plan in order to meet the needs of our students. Principal will seek out grant opportunities and work with district, site council and parent group to support technology needs. The goal of updating technology at the site will be continued.</p> <p>Administrators will use Zangle to create student schedules and to design the master schedule based on student needs to include advanced and intervention classes in English and math. Administrators will ensure instructional minutes meet state and district guidelines in all areas.</p> <p>Administrators, teachers and counselors will use data from CST, Zangle, Data Director to inform decisions about student academic placement.</p>	6/13/2013 - 6/13/2014	All Staff	Technology resources	None Specified		

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	21,148	1,035.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Control Funding Formula (LCFF)	20,113.00

### Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)	1000-1999: Certificated Personnel Salaries	18,486.72
Local Control Funding Formula (LCFF)	4000-4999: Books And Supplies	1,626.28

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brent Givens	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terri Swartz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thomas Hunt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeanne Keller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Kelleher	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heidi Ursino (Chair)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oscar Armella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Melanie Armella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Landrum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vacant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vacant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vacant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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.

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:  
  
 State Compensatory Education Advisory Committee  
 English Learner Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on .

Attested:

Brent Givens

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Heidi Ursino

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## **John Barrett Middle School's Parent Involvement Policy**

John Barrett Middle School agrees to implement the following:

Principal will invite parents to: Back to School Night, Parent Visitation Days, Musical Productions, Band Performances, Open House, Evening Articulation (incoming 6-8 grades), Parent Orientation (incoming 6-8 grades), Field Trips, SSC, Dances, Principal's Quarterly Coffee, Career Day, PTA and Internet Safety Night.

Regular communication will be through: SchoolMessenger, monthly parent newsletter, school website, voice mail and email.

Principal will work with community groups such as Kiwanis, Carmichael Water District, Pennies for Patients and KCRA food drive.

Principal will contact parent community through newsletter/website to seek parent volunteers for school site and Parent Involvement Committee.

## **John Barrett Middle School's Parent Compact**

John Barrett Middle School agrees to implement the following:

Principal will invite parents to: Back to School Night, Parent Visitation Days, Musical Productions, Band Performances, Open House, Evening Articulation (incoming 6-8 grades), Parent Orientation (incoming 6-8 grades), Field Trips, SSC, Dances, Principal's Quarterly Coffee, Career Day, PTA and Internet Safety Night.

Regular communication will be through: SchoolMessenger, monthly parent newsletter, school website, voice mail and email.

Principal will work with community groups such as Kiwanis, Carmichael Water District, Pennies for Patients and KCRA food drive.

Principal will contact parent community through newsletter/website to seek parent volunteers for school site and Parent Involvement Committee.

## Annual Program Evaluation for 2013-14 Goals & Actions

### Planned Improvement Goal #1:

Barrett will focus professional development on implementing the Strategic Plan with a focus on effective teaching. Strategies such as: collaborative learning, integrating the arts and critical thinking across all content areas will ensure academic rigor and student engagement.

### Related Objective and how it will be Measured:

Students will improve their performance on state CST, District MAP assessments and GPA. During SMART Walks data will be collected to ensure Professional Learning is translated into instructional practices.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

### Data: Analysis/Findings:

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Leadership Team: The leadership team will plan professional development that focuses on the implementation of the Strategic Plan which includes curriculum, character education and technology. <ul style="list-style-type: none"> <li>grade level teams in each discipline will focus on Literacy Skills to incorporate writing (Writer's Workshop), speaking (student voice/academic discourse), thinking(Bloom's Taxonomy) and listening into daily curriculum</li> <li>Technology will focus on supporting teachers in using 21 century skill that include Word, power points, graphics, web searches etc...</li> </ul> EL Intervention program: After school tutoring support will be offered by teachers twice a week to support the needs of our English Learners.			



<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<p>Department Chairs: Department Chairs will coach departments and teams on professional development focus of Literacy Skills in each daily lesson (listening, speaking, thinking and writing). In addition, they will support district learning goals during team collaboration.</p> <p>Department Chairs will meet with team members to begin planning curriculum that will support the Strategic Plan. Full implementation of the Strategic Plan will start in 2014-2015.</p>			
<p>Staff Meetings: Establish/monitor collaborative groups/teams related to instruction that will implement collaborative norms. Each staff meeting the Leadership team will present information and discuss the Strategic Plan. Structures of "student voice" such as pair share/pair reading, chalk walk, philosophical chair will be modeled at each staff meeting so that teachers will incorporate "structures" into daily lesson plans.</p>			
<p>Technology: Staff will participate in technology training to build 21st century learning skills for students which include power point presentations that embed articles, film clips etc... In addition, Zangle training will be provided to bring about greater understanding of the system for teachers.</p>			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<p>Personalized Learning Plan: All staff will use collaborative strategies that build academic, behavior and social environment for their students.</p> <p>All teachers will have CLAD certification and be highly qualified in the subject area they are teaching.</p> <p>All teachers will use CLAD techniques to work with ELL students.</p> <p>EIA funds will be used to purchase instructional supplies/materials for ELL students.</p> <p>Parent conferences will be held, as needed, to discuss student strengths and areas of improvement.</p> <p>Teachers will use differentiated instruction that helps with student understanding. Counselor/Teacher/Administration will work with students/parents to set a plan for success.</p> <p>SST's, 504 conferences and special education testing will be scheduled as needed.</p> <p>The counselor will work with school psychologist, district nurse and program specialist to implement appropriate services.</p> <p>Vice Principal will be responsible for testing ELL students on an annual basis and to monitor classification.</p> <p>The counselor will act as the liaison to homeless students and provide needed assistance in: housing, clothing and food needs.</p>			

**Planned Improvement Goal #2:**

Barrett staff will teach and model positive character traits that include respect, responsibility, and safety to ensure students and adults feel secure and contribute to a quality "Barrett Experience."

**Related Objective and how it will be Measured:**

CA Healthy Kids survey and SJUSD student, parent and staff surveys will be compared to see how students attitudes and comments change regarding school climate. culture and safety. We would also like to see our suspension rate continue to decrease as well as a drop in our rate of discipline referrals.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Advisory classes have been created so that we can infuse character education lessons into our weekly schedule. These classes are 32 minutes long and curriculum is being provided by Barrett's teaching staff.			
Attendance: Administrators and counselors will monitor student attendance to ensure that 98% of Barret's students attend school on a monthly basis. A positive incentive program consisting of classroom celebrations, individual student quarterly awards and end of the year recognition will be continued. Parents will be encouraged to keep students in school through SchoolMessenger messages and monthly parent newsletters. "Miss School Miss Out" district message will be displayed throughout the campus. Administrators and counselors will meet with students and parents to discuss chronic absences.			

**Planned Improvement Goal #3:**

We will prepare students for the 21st century through the use of current and relevant technology.

**Related Objective and how it will be Measured:**

Funding will be sought to increase the access to technology in support of our learning goals. District resources, private grants, donations, and fundraisers will all be utilized in an effort to increase technology resources. Barrett's Technology Committee will meet on a regular basis to plan and discuss site needs and technology resources.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Technology: We will integrate relevant technology into teaching, learning, and system operations to best achieve our mission set forth in our technology plan. We will continue to review and update our school technology plan in order to meet the needs of our students. Principal will seek out grant opportunities and work with district, site council and parent group to support technology needs. The goal of updating technology at the site will be continued. Administrators will use Zangle to create student schedules and to design the master schedule based on student needs to include advanced and intervention classes in English and math. Administrators will ensure instructional minutes meet state and district guidelines in all areas. Administrators, teachers and counselors will use data from CST, Zangle, Data Director to inform decisions about student academic placement.			