

2015-16 Single Plan for Student Achievement

Marin Elementary School



The Single Plan for Student Achievement

School: Marin Elementary School

District: Albany Unified School District

County-District School (CDS) Code: 01-61127-6095376

Principal: Alexia Ritchie

Date of this revision: 5/14/2015

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:

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The District Governing Board approved this revision of the SPSA on _____.

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EXECUTIVE SUMMARY

This summary is written in support of the 2015-16 Single Plan for Student Achievement at Marin Elementary School. It includes a reflection of how we did with the 2014-15 plan, indicators that support those conclusions, and a description of how this review has influenced our action steps for next year.

How well did we do implementing this year's plan?

The main goals of this year's plan included identifying and serving students who need academic intervention, supporting teachers with Common Core professional development, and allowing time for staff to assess students and analyze that data with colleagues and families. Using funding from multiple district and community sources, Marin has an intervention team that was able to identify students who needed additional support for reading, written language and math by the end of September and was implementing in-class, small group pullout and even extended day options for students depending on grade and assessed needs. Common Core State Standards development included having stellar support from our Teacher on Special Assignment who forecasted and followed up on every request for site based professional development, Smarter Balance Assessment Consortium training/logistics and local assessment data collection. We also received valuable training from district-sponsored liaisons, including publishers and other field experts, in the areas of math and written language. Action steps related to assessment were implemented this year by giving teachers release time to align local math benchmarks with CCSS, giving those math and English Language Arts assessments and, analyzing our findings with grade level teams. Working with the other elementary schools, Marin assisted in revising all three District Benchmark Assessments for grades TK-5 and was able to collect reading and writing local data in the absence of state standardized assessment results for 2012-13 and 2013-14.

How do we know if we were successful or not?

With the absences of state data, Marin analyzed local math, English Language Arts and English Language Learner results to identify those students meeting standards and those that did not. Mathematics is formally assessed in grades K-5 three times a year using teacher developed and CCSS aligned benchmarks. Spring 2014 5th grade results indicated that 77% of students demonstrated at or above grade level content mastery. Although the benchmark content was revised this year, our first trimester assessment given in November 2014 indicated that over 96% of 5th graders were meeting at or above grade level content mastery in mathematics. Reading is assessed in the primary grades with the Fountas and Pinnell benchmark assessment system and in 4th/5th grades with the Gates-MacGinitie for vocabulary and comprehension skills. When looking at 5th grade outcomes, 81% demonstrated grade level mastery for vocabulary and 73% for comprehension. When comparing this with our ELL CELDT data, we saw that 7.4% of our students were classified as Far Below Basic, Below Basic and Basic and that proficient vocabulary and comprehension reading scores for this same group dropped to 41.9% for students in those categories. Professional Development activities and the supports offered with the TSA model were reviewed by gathering input from classroom teachers, specialists and site principals. This feedback was essential when making decisions regarding timely topics, in-service providers and support materials that teachers needed to implement Common Core math and ELA standards this year. In general, teachers report being supported by this approach to use staff talents and industry professionals to work with them on CCSS instructional practices and assessments. Release time was used and appreciated by staff as it afforded them time to plan instruction, discuss common assessments and align their work across grade levels and across elementary sites.

How has this knowledge influenced the plan for 2015-16?

Our analysis has influenced our strategies and action steps this year by having us look closely at our struggling students, most of who are identified as English Language Learners. With the increase in vocabulary and

comprehension components embedded in the CCSS math standards, we realize that this particular group may begin to demonstrate increased difficulty not just in ELA essential standards but in math content mastery as well. Given that students identified as ELL are a primary focus of the Albany USD Local Controlled Accountable Plan, prioritizing strategies to support them will be included in Marin's plan as well. As we move into year three of full CCSS implementation, it will be important to support teachers with professional development time and resources that continue to align standards with local assessments, adopt a TK-5 writing program and begin supporting Next Generation Science Standard awareness and instructional practices.

As the Principal of Marin Elementary School, I am proud to offer this Single Plan for Student Achievement for Albany USD Board of Education approval. Please contact me with any questions or requests you have for more information.

- Alexia Ritchie, Principal

SCHOOL PROFILE

Marin Elementary School is one of three elementary schools in the Albany Unified School District. The school is located in Albany, California, approximately 15 miles northeast of San Francisco. Albany schools serve families from all over the world, many of them connected to the University of California-Berkeley. Parent support at the school has been remarkable. The PTA provides volunteers for many school events, classroom assistance, and fundraising activities.

Currently there are 525 students enrolled at Marin Elementary School. The school serves students in grades Kindergarten through 5th, with 22 general education classrooms. The general education classrooms have a student range of 20-28 students. Additionally, several teachers are outside of the self-contained classroom setting in the areas of Physical Education, Music, Science and Media/Library. Marin Elementary has a support staff comprised of a 1.2 Intervention Specialist Teachers (1.0 FTE generally funded and .20 FTE funded by SchoolCARE), a full-time English Language Learner Specialist Teacher, a part-time Speech and Language Specialist, one part-time Psychologist, a part-time Resource Teacher (.80 FTE), a part-time Occupational Therapist, one part-time Counseling Intern and a Teacher on Special Assignment (0.8) for CCSS.

On average, 120 children participate in the Tupelo program that provides on-site childcare in grades 1 through 3 before school and after school until 6:00 p.m. daily, with a separate Kindergarten program. Fee based enrichment classes are offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1 through 3. Enrichment classes include: Engineering, African Dance, Yoga, Chess and Poekoelan.

Students at Marin Elementary School receive a core academic curriculum based on Common Core State Standards in math & English Language Arts. Students also have a variety of co-curricular and student activities that promote leadership, personal choice, lunch time activities, and a bond with their school community. Enrichment activities offer students the opportunity to pursue interests in vocal/instrumental music, art, chess and poetry. The Physical Education, music instruction and media/library curriculum embedded in the regular school day provides each K-3 grade teacher 120 minutes of preparation per week and, with the addition of Science, intermediate teachers receive 235 minutes of preparation per week.

Over 21 different languages are spoken on campus. This not only provides wonderful opportunities for cultural dialogue but also provides our students with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. One in five of our students are English Language Learners and one in ten of our students participate in the free or reduced lunch program.

Marin completed the first phase of our new school construction design with the help of the district, staff, parents and community members. Funding for this project is yet to be secured. Once that occurs, we will move forward with temporary location plans and finalize the details of our new facility design. Our staff and community are looking forward to modernizing and expanding the site, which will include vastly larger playground and multi-use spaces.

SCHOOL VISION & MISSION

The mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding, and challenging them to learn and reach out to the world with compassion, integrity and courage.

ANALYSIS OF STUDENT ACADEMIC ACHIEVEMENT

Marin School Staff and School Site Council (SSC) used the following data to create school-wide goals for the 2015-2016 academic year; 2013-14 District Benchmark Assessments in math, Spring 2014 reading assessments, 2013-14 CELDT data, 2013-14 District Writing Assessments, 5th grade CST in science, report cards and the CA Healthy Kids Survey Results. Also included were the District Math Benchmark Assessments for fall of 2014.

English Language Arts

Depending on grade level, all students are given a grade specific benchmark reading inventory and a district writing assessment a minimum of three times a year. These are the results from Spring 2014:

Kindergarten average scores (87 students tested)

| | |
|---------------------------|----------------|
| <i>Letter Recognition</i> | <i>25/26</i> |
| <i>Letter Sounds</i> | <i>50.8/52</i> |
| <i>Concepts of Print*</i> | <i>13.9/16</i> |

* Concepts of print involve understanding the difference between letters, words, punctuation and directionality. Print concepts foster reading comprehension and vocabulary growth.

First grade average scores (80 students tested)

| | |
|---|-----------------|
| <i>Developmental Reading Assessment (DRA)</i> | <i>15.6/16</i> |
| <i>100 Word Recognition List</i> | <i>97.9/100</i> |
| <i>District Writing Assessment</i> | <i>3.55/4</i> |

Second grade average scores (80 students tested)

| | |
|---|-----------------|
| <i>Developmental Reading Assessment</i> | <i>27.9/28</i> |
| <i>Slosson Oral Reading Test 100 Word Recognition</i> | <i>93.8/100</i> |

Third grade average scores (83 students tested)

| | |
|-------------------------------------|---------|
| Developmental Reading Assessment | 37.5/38 |
| District Writing Assessment | 3.6/4 |
| Gates-MacGinitie reading assessment | 77/100 |

Fourth grade average scores (104 students tested)

| | |
|-------------------------|----------|
| Gates-Mac vocabulary | 75.4/100 |
| Gates-Mac comprehension | 73.3/100 |

Fifth grade average scores (105 students tested)

| | |
|-------------------------|----------|
| Gates-Mac vocabulary | 81.4/100 |
| Gates-Mac comprehension | 73.4/100 |

Mathematics

All students in grades K-5 are given a District Benchmark Assessment three times a year. These results are from Spring 2014. The assessment has two parts; one measuring math content knowledge and the other, a performance task based on the SVMl Math Assessment Resources. The results are divided into four quartiles with levels 3 and 4 indicating grade level mastery or above.

School-wide results include:

Content scores

- Level 1 - 0% of students
- Level 2 - 0% of students
- Level 3 - 33.3 % of students
- Level 4 - 66.7% of students

Performance scores

- Level 1 - 4.4 % of students
- Level 2 - 8.4% of students
- Level 3 - 23.7% of students
- Level 4 - 63.5% of students

Science CST 2013 and 2014 spring results

CST Science - Grade 5

| Year | 2013 | 2014 |
|-----------------------|------|------|
| Students Tested | 77 | 103 |
| % Advanced/Proficient | 84% | 86% |
| % Basic | 14% | 10% |
| % Below Basic | 2% | 3% |
| % Far Below Basic | 0% | 1% |

ANALYSIS OF CURRENT ACADEMIC PROGRAMS

1. Alignment of curriculum, instruction and materials to content and performance standards.

English Language Arts/Math

District curriculum standards are aligned with Common Core State Standards in Language Arts and Mathematics and soon, the Next Generation Science Standards. Teachers have identified best practices to teach the Common Core State Standards. Marin, along with the district, will provide ongoing professional development for teachers, including a writing pilot and supporting year two of the adopted math curriculum so they can successfully implement these programs, identify at-risk students through aligned assessments, and, provide intervention for struggling students.

Science

The Science curriculum is transitioning from the California State Standards to the Next Generation Science Standards. Our current state-adopted textbooks are published by FOSS (Full Option Science System), developed through The Lawrence Hall of Science at Berkeley.

Social Studies

Teachers use the CA History-Social Science Standards as the basis for their lessons and units of study. Students read adopted textbooks and other nonfiction resources to gain knowledge of social studies content.

Physical Education

Our Physical Education Specialist and classroom teachers use the CA Physical Education (P.E.) Standards when designing their lessons. P.E. instruction allows students to build the essential skills and content that they need to maintain a physically active, healthy lifestyle and learn the health-related benefits of regular physical activity.

2. Services provided by the regular program to enable under-performing students to meet standards

- Differentiation of the curriculum
- Small group clustering to optimize support resources
- Cross-cultural and Language Acquisition Development (CLAD) certification and strategies
- Guided Language Acquisition Design (GLAD) strategies for accessing language
- Intervention Teachers
- Intervention Paraprofessionals
- Student Success Team (SST) process
- Section 504 process
- Teacher grade level collaboration
- Library Media Specialist available to all students
- Vision and hearing screening in grades K, 2 and 5, as well as teacher referrals
- School Attendance Review Team (SART)/School Attendance Review Board (SARB) processes
- Early Bird/Late Bird split schedule
- English Language Development teacher

3. Use of the state and local assessments to modify instruction and improve student achievement

- California English Language Development Test (CELDT) testing
- District Writing Assessments (K-5)
- District Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test grades 4 & 5
- Developmental Reading Assessment (DRA) grades K-3
- Slosson Oral Reading Test (SORT) grades 2 & 3
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- CVC word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Albany First Grade Word List (grade 1)
- Curriculum assessments
- Teacher created assessments

4. Family, school, district and community resources available to assist these students

- English Language Advisory Council (ELAC)/District English Language Advisory Council (DELAC)
- School Site Council (SSC)
- Parent Teacher Association (PTA)
- Albany Education Foundation (AEF) Grants
- SchoolCARE
- Albany Music Fund
- Albany Elementary Giving Campaign
- Student Attendance Review Team/Student Attendance Review Board
- Special Education Local Plan Area (SELPA)
- Counseling services
- District Nurse

5. School, district and community barriers to improvements in student achievement

- Access to timely and formative benchmark and test data
- Limited language skills for some parents
- Student mobility of English Language Learners
- Inconsistent access to outside resources e.g. mental health, eye and dental care, etc.
- Absences/Tardy rates for 3-5% of students at Marin

6. Limitations of the current program to enable under performing students to meet standards

- Alignment of District Benchmark Assessments to SBAC
- Master scheduling of interventions very challenging because of classroom teacher prep

CONCLUSIONS FROM ANALYSIS OF INSTRUCTIONAL PROGRAMS

Teachers and the School Site Council reviewed 2013-14 local assessments, parent and staff funding surveys and the CA Healthy Kids Survey results for 5th grade. We determined there was a need to focus on improvements to support students not making grade level progress in both math and Language Arts, looking at what students receiving ELL services need to succeed, and an increase in math intervention strategies and service options.

One of the action steps from last year's site plan was to implement hourly para-educator intervention for students performing below grade level in math. The School Site Council feels that this should continue given the lack of certificated intervention personnel available for students who need math supports. Feedback and contact logs from staff and parents indicate limited but positive effects this year with the use of one instructional aid that served grades 1-5. These measures should be continued in 2015-16, as there was strong input from staff to retain qualified personnel. We are also including an online math intervention program, such as "Dreambox" next year, that will allow intervention and extension resources for all students. Albany will also be adopting an elementary writing program and training teachers to use the 2014-15 SBAC results to help guide instruction and to identify target students for intervention.

We have also observed and received very valuable and positive feedback on our student engagement and school culture action steps. We would like to maintain our YMCA lunchtime activity program and increase the options for students to participate in meaningful peer interactions, community service and social activities outside of their classroom.

Planned Improvements in Student Performance

The School 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 the academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state and local District standards:

AUSD STRATEGIC Plan & Local Control Accountability Plan Goal #1 “Assessing and Increasing Academic Success”

We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

- Goal #1: Align essential standards with Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.
- Goal #2: Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.
- Goal #3: Review, refine, and implement academic interventions that reflect current research and best practices.

MARIN SCHOOL GOALS: English-Language Arts

1. All students will demonstrate growth. 90% of students will make at least one year’s growth as demonstrated by maintaining or increasing their performance on their current grade level local assessments, in reading and written language, as compared to previous grade level assessments. Students who demonstrate grade level achievement in reading and written language will be considered students who made growth. Students who maintain below grade level achievement will not be considered students who made growth.
2. We will continue to develop a comprehensive English/Language Arts program aligned to Common Core State Standards. By using innovative and researched strategies, teachers and staff will provide dynamic and differentiated approaches to reading and writing instruction.
3. Use local and state results to regularly assess and refer students, as needed for additional academic intervention resources. Students in need of additional resource to achieve grade level mastery will be identified and both push-in and pullout supports will be implemented.

| Which data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|--|--|--|
| 2013-14 AUSD Local Writing Assessments 2013-14 Gates-MacGinitie Reading Tests 2013-14 Fountas-Pinnell Reading Assessment | School-wide achievement in ELA is high. On the 2013 Local Writing Assessment and reading tests, a majority of students scored at grade level or above. However, we still recognize an achievement gap for students of various sub-groups in particular, English Language Learners. | DRA Assessment levels (1 st – 3 rd grades); Gates-MacGinitie Reading Test (3 rd – 5 th grades); reading and writing program assessments; SBAC results and teacher made tests |

| | | |
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| | | |
| <p>STRATEGY: Alignment of Instruction with Content Standards – We will implement instruction with Common Core State Standards through grade level collaboration, use of instructional guides and curriculum and professional development.</p> | | |

| Action/Date | Person(s) Responsible | Evidence and/or Measures of Progress | Cost and Funding Source (Itemize for Each Source) |
|---|--|---|--|
| 1. Review every student’s current performance levels using local and Smarter Balanced assessments. We will identify those who need additional support and the level of intervention each student needs. (09/2015) | Teachers Site Administrator | Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support according to assessment information. | N/A |
| 2. Implement a Common Core State Standards based writing curriculum at each grade level supported by ongoing professional development. (8/15-6/16) | Teachers Site Administrator | Lesson plans, writing assessment results, classroom observations, department meeting notes, student achievement data, and professional development agendas. | \$2,000-\$4,000 General and site funds for professional development support. |
| 3. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation and provide leadership through staff development. | Teachers on Special Assignment Site Administrator | Lesson plans, classroom observations, grade level meeting notes, student achievement data, PD feedback from staff, TSA support schedules. | 1.0 FTE General Fund |
| 4. Utilize the three staff development days during the school year for grade level teams to collaborate, develop common assessments and align work across grade levels with the adopted writing program. | TSA Classroom Teachers Site Administrator | Grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments | General Fund |

| | | | |
|--|--|---------------------|------------------------------|
| 5. Offer two release days for grades 1-5 during the school year for grade level teams to focus on common assessments. Teachers will work with students to assess their skills as well as analyze student work. Kindergarten teachers will be offered three days. | Grade Level Teachers Site Administrator | Teacher assessments | \$3,000 Site General Fund |
|--|--|---------------------|------------------------------|

STRATEGY: Improvement of Instructional Strategies and Materials – Staff will evaluate and improve our instructional strategies and curricular materials through staff development, reflection, and administrative feedback.

| Action/Date | Person(s) Responsible | Evidence and/or Measures of Progress | Cost and Funding Source (Itemize for Each Source) |
|---|--|---|---|
| 1. Provide professional development opportunities for teachers to learn more about the shifts in Common Core writing standards and to develop and adopt curriculum that is in alignment to those standards. | Grade Level Teachers Site Administrator | Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student writing fluency and stamina. | \$2,000-\$4,000 CCSS and General Fund |
| 2. Provide time for teachers to collaborate, during Wednesday early release days, in grade level teams to plan lessons, and share instructional strategies aligned with California Common Core Standards (CCCS) | Grade Level Teachers Site Administrator | Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, staff meeting agendas. | N/A |
| 3. Provide teachers opportunities to refine their practice of the Daily 5 literacy structure and CAFÉ reading strategies as it relates to local District assessment results. | Grade Level Teachers Site Administrator | Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student reading stamina | N/A |

| | | | |
|--|---|--|------------------------------|
| 4. Provide teacher support for expanding the Daily 5/CAFÉ reading strategies and District adopted writing program including: workshops, subscription memberships, materials (i.e. trade books) | Grade Level Teachers Intervention Teacher ELL Teacher Site Administrator | Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student reading stamina | \$1,000 Site General Fund |
|--|---|--|------------------------------|

STRATEGY: Intervention – Staff will provide high quality instruction accessible to all students and matched to their needs

| Action/Date | Person(s) Responsible | Evidence and/or Measures of Progress | Cost and Funding Source (Itemize for Each Source) |
|--|---|---|--|
| 1. Identify and provide targeted instruction to students both with a “push-in” and “pull-out” model for classroom support/small groups and, monitor student progress. <ul style="list-style-type: none"> • By 9/30/15, identify students not meeting grade level standards by using local and state assessments. • By 10/01/15, begin intervention services using in-class, small-group pull out or specific specialist services depending on student needs. • By 11/30/15, 3/30/16 and 5/30/16, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed. | Grade Level Teachers Intervention Teacher Site Administrators | Fountas and Pinnell, Gates-MacGinitie, benchmark assessment scores, teacher recommendations | Intervention Teacher (1.0 FTE) ELD Teachers (1.0 FTE) General Fund |
| 2. Provide small group English Language Development instruction for students who are identified as ‘Beginner’ and ‘Early Intermediate’ English Language Learners. | English Language Development (ELD) Teacher and Site Administrator | Literacy, DRA, benchmark assessment scores, CELDT scores | ELD Teacher (1.0 FTE) District General Fund |

STRATEGY: Involvement and Communication – Staff will offer and increase opportunities for students, parents and our community of English Language Learners to participate in the educational process

AUSD STRATEGIC Plan and Local Control Accountability Plan Goal #3 “Communicating and Leading Together”

We will offer opportunities for families to participate in and become better informed about the educational process of their children.

| Action/Date | Person(s) Responsible | Evidence and/or Measures of Progress | Cost and Funding Source (Itemize for Each Source) |
|---|------------------------------------|--|--|
| 1. During English Language Advisory Council (ELAC) meetings, provide parents with information regarding the classroom programs, curriculum and ways to participate in their student’s learning. | ELL Teacher and Site Administrator | ELAC Agendas and Minutes | N/A |
| 2. Provide an overview of the instructional program to parents at the “Back-to-School Night” | ELL Teacher And Site Administrator | Back-to-School Packet and agenda | N/A |
| 3. Provide release time for the ELD teacher to implement outreach services to new and returning families to increase engagement at the site level, clarify CELDT procedures and share strategies for positive school-home connections that are culturally sensitive and student centered. | ELD Teacher Site Administrator | CELDT Scores Parent contact logs ELAC agendas and sign in sheets | \$500-750 Site General Fund |

AUSD STRATEGIC Plan & Local Control Accountability Plan Goal #1 “Assessing and Increasing Academic Success”

We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

1. Goal #1: Align essential standards with CA Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.
2. Goal #2: Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.
3. Goal #3: Review, refine, and implement academic interventions that reflect current research and best practices.

MARIN SCHOOL GOALS: Math

1. All Students will demonstrate growth. 90% of students will make at least one year’s growth as demonstrated by maintaining or increasing their grade level proficiency as compared to their previous District Benchmark Assessments. Students who demonstrate growth from below grade level to grade level will be considered students who made growth. Students who maintain below grade level standards will not be considered students who made growth.
2. We will continue to develop a comprehensive mathematics and science program aligned to Common Core State Standards and the Next Generation Science Standards. By using innovative and researched strategies, teachers and staff will provide dynamic and differentiated approaches to math and science instruction.
3. Use local and state results to regularly assess and refer students, as needed, for additional academic intervention resources. Students in need of additional resource to achieve grade level mastery in math will be identified and in class, online and afterschool supports will be implemented.

| Which data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|--|---|
| 2013-14, 2014 District Benchmark Assessments 2014 CST Science (5 th grade only) | School-wide achievement in Math is high. 95% of all students scored at grade level or above on the Fall 2014 District Benchmark Assessment. However, we still recognize an achievement gap for students of various sub-groups. | District Benchmark Assessments, Chapter and teacher developed Assessments, 2015 SBAC results. |

STRATEGY: Alignment of Instruction with Content Standards – We will align instruction with Common Core State Standards through grade level collaboration, use of instructional guides and curriculum and professional development.

| Action/Date | Person(s) Responsible | Evidence and/or Measures of Progress | Cost and Funding Source (Itemize for Each Source) |
|---|---------------------------------------|---|---|
| 1. Provide ongoing training for teachers with District math curriculum and support alignment of science instruction with the Next Generation Science Standards. | Teachers Site Administrator | Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student grade level math and science proficiency. | N/A |
| 2. Fully align District Benchmark Assessments with the Common Core standards and identify curriculum and instructional supports needed to make instructional decisions, plan lesson delivery and assess student learning. | Teachers TSA Site Administrator | Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student grade level math proficiency, District Benchmark Assessment results. | N/A |

STRATEGY: Intervention – Staff will provide high quality instruction accessible to all students and matched to their needs

| Action/Date | Person(s) Responsible | Evidence and/or Measures of Progress | Cost and Funding Source (Itemize for Each Source) |
|--|--|--|--|
| <p>1. Review every student’s current performance levels on local and state assessments. By 9/30/15, identify students not meeting grade level standards by using local assessments. By 10/01/15, begin intervention services using in-class, small-group pull out or the online option “Dreambox”, depending on student needs. By 11/30/15, 3/30/16 and 5/30/16, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.</p> | <p>Teachers Site Administrators</p> | <p>Benchmark assessments; curriculum tests</p> | <p>\$2,000-4,000 General Fund</p> |
| <p>2. Provide additional technology to increase student understanding of mathematical concepts and grade level mastery using an online program such as “Dreambox”.</p> | <p>Teachers Site Administrators</p> | <p>Benchmark assessments; SBAC results.</p> | <p>\$2,000-4,000 General Fund</p> |

AUSD Strategic Plan and LCAP Goal #2: "Supporting the Whole Child"

We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

MARIN SCHOOL GOALS: School Climate and Student Well-Being

We will provide a safe, engaging environment, in which each member of the Marin community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world.

| | | |
|---|--|---|
| What data did you use to form this goal? Student referral data, staff surveys, CA Healthy Kids Survey results | What were the findings from the analysis of this data? Students who are safe, respectful and responsible in school enhance the learning process for themselves and others. | How will the school evaluate the progress of this goal? Reduction in the number of referrals to the office, increase in student engagement with school activities and staff/student surveys such as the CA Healthy Kids Survey. |
|---|--|---|

| Action/Date | Person(s) Responsible | Evidence and/or Measures of Progress | Cost and Funding Source (Itemize for Each Source) |
|--|----------------------------------|--|--|
| 1. Continue to implement the concepts and strategies outlined in the "Second Step" and "Speak Up Be Safe" programs | Principal, Teachers & Site Staff | Staff Development Plans, Second Step and Speak Up Be Safe Lesson Plans | General Fund, PTA \$500 |

| | | | |
|---|---|--|---|
| 2. Students, parents, and the community will be informed about school attendance policies and procedures related to a positive campus climate and student achievement including Second Step home links. | Site Administrator | Agreements signed by Parents and Students, Communication through Student Handbook and school-wide newsletters | N/A |
| 3. Provide structured noontime activities open to all students using site and YMCA personnel. | Site Administrator Marin Staff Noontime Activities Coordinator Parent Volunteers | Published weekly schedules and announcements, participation rates | \$4,000 Stipend - General Fund \$6,000 PTA |
| 4. Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals prior to conferences. | Site Administrator Marin Staff | Student Success Team meeting agendas, behavior support plans | N/A |
| 5. Provide mental health counseling for at-risk students in individual and group settings | Site Administrator Mental Health Intern | Referrals for services, reports on number of students served, reduction of yard and classroom behavior referrals | Mental Health Interns |
| 7. Provide additional training for teachers in mindfulness techniques for classroom and student behavior management. | Site Administrators Teachers | Student surveys, teacher and administrator observations | \$750 Site Funds |
| 8. Provide additional training and tools for teachers in using effective sensory motor applications such as School Moves | Site Administrator Teachers Occupational Therapist | California Healthy Kids Survey, teacher and administrator observations | \$1,000 Marin PTA |

| | | | |
|--|--------------------------------|--|-----|
| 9. Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings. | Site Administrator Teachers | Class participation and community attendance | N/A |
|--|--------------------------------|--|-----|

Form A: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

| State Programs | | Allocation |
|--|---|-------------------|
| X | Supplemental Funds: Local Control Funding Formula Purpose: Site Intervention Support for Low-Income, Foster Youth, and English Learners | \$7,661 |
| X | Restricted Lottery: Proposition 20 Purpose: Instructional Materials | \$10,440 |
| Total amount of state categorical funds allocated to this school | | \$18,101 |
| Federal Programs | | Allocation |
| Total amount of federal categorical funds allocated to this school | | \$0 |
| Total amount of state and federal categorical funds allocated to this school | | \$18,101 |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form B: 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.¹ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|------------------------------------|--------------------------|-------------------------------------|--------------------------|----------------------------|--------------------------|
| Grycz, Monica | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| Cajina, Jeanne | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Shepherd, Margaret | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vonEhrenkrook, Julie | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Long, Rebecca | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Bliss, Kat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Ritchie, Alexia | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gutierrez, Zuleca | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Nichols, Janet | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Norton, Mike | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Number of members in each category | 1 | 3 | 1 | 5 | 0 |

¹ EC Section 52852

Form B: 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 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on May 20, 2014.

Attested:

Alexia Ritchie
Marin Elementary School Principal

Signature of School Principal Date

Mike Norton
Marin Elementary School SSC Chairperson

Signature of SSC Chairperson Date