2016-17 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: 5/14/2016

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), requires 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 2016-17 Single Plan for Student Achievement at Marin Elementary School. It includes a reflection of how we did with the 2015-16 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?
Our plan for 2015-16 included maintaining those services for students in need of academic, behavioral and emotional supports. In addition, we focused resources on our English Language Learner program, time for teachers to analyze assessment data, and finding quality professional development for our teachers as they fully implement our California State Standards (CCSS). Marin also implemented an online program for math intervention/extension called “Dreambox”. This took the place of using a qualified, classified math instructor to provide math intervention services for students not meeting grade level standards. We were able to offer a Dreambox account to all students at Marin, with very positive feedback from parents and staff in regards to student engagement with this tool. We do need to train teachers to use the data from Dreambox to help identify students that may need additional or targeted supports, beyond this online source. The additional resources we allotted to our English Language Development program was also effective in that, we were able to target specific students that would not normally receive in-class or small group services based on CELDT scores. In the area of school culture and environment, we found that our commitment to 2nd Step, Speak Up Be Safe, Mindfullness and S‘coolMoves is making an important impact towards reducing negative behaviors, increasing student problem solving strategies and peer relationships, and supporting student stamina in the classroom.

How do we know if we were successful or not?
Marin analyzed Smarter Balanced (SBAC) results, local math, English Language Arts and English Language Learner data to identify those students meeting standards and those that did not. We were able to dedicate time for staff for this analysis and meet the desired timelines for intervention plans to be implemented for identified students. Mathematics is formally assessed using the SBAC for grades 3-5 and, with local Benchmark assessments in grades K-5, three times a year using teacher developed and CCSS aligned benchmarks. Spring 2015 overall results indicated that 98% of students demonstrated approaching at, or above grade level content mastery. Local Benchmark data is comparable and indicates that a majority of students are making progress in mathematics however we do recognize that individual students have unique circumstances that present challenges to content mastery. These challenges have been supported with intervention systems such as English Language Development, Special Education or general classroom strategies such as using Dreambox to provide target services.

Reading and written language is assessed in the primary grades with the Fountas and Pinnell benchmark assessment, in 4th/5th grades with the Gates-MacGinitie and the Scholastic Reading Inventory for vocabulary and comprehension skills. In addition, grades 3-5 are given the SBAC which assesses the areas of reading (literature and informational texts), writing, speaking/listening and language which encompasses conventions and vocabulary. When looking at Spring 2015 overall outcomes, 95% of our students demonstrated approaching at, or exceeding grade level mastery for English Language Arts. When comparing this with our CELDT data, we saw that many students who did not meet standard were also English Language Learners, many in the early intermediate range of English Proficiency. We have addressed this need in our Site Plan goals by committing resources needed for additional student and class supports.
Professional Development actions included using Systems Thinking to review teaching for equity and data analysis, while promoting the implementation of our new writing curriculum "Units of Study. A commitment to collaboration time was used and appreciated by staff as it afforded them opportunities 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 2016-17?
Our analysis has influenced our goals this year by having us identify which students are not meeting standards in math and language arts and, those that are challenged by social/emotional and behavior factors. Given that students identified as ELL are a primary focus of the Albany USD Local Controlled Accountable Plan, prioritizing strategies to support this diverse student community will be included in Marin’s plan as well. As we move into year four of full CCSS implementation, it will be important to support teachers with professional development time and resources that transition to our adopted TK-5 writing program “Units of Study”, the new English Language Development standards and to continue 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 500 students enrolled at Marin Elementary School. The school serves students in grades Kindergarten through 5th, with 21 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 (1.0) for CCSS.

On average, 120 children participate in the Tupeio program which 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. Currently, 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, Poekoealan and Keyboarding. The enrichment offerings are going to be redesigned during the next year with a plan to offer Spanish being one of the goals.
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. All class 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. Plans are currently awaiting approval from DSA (Division of the State Architect) and funding is being voted on during the June 2016 local Albany election.

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 2016-2017 academic year; 2014-15 Smarter Balanced (SBAC) results, 2015-16 District Benchmark Assessments in math and reading, 2015-16 CELDT data, 5th grade CST in science, report cards and the CA Healthy Kids Survey Results (The extensive survey data is not included below, but links to AUSD results can be found at http://chkss.wested.org/reports/results/).

Mathematics

All students in grades 3rd- 5th are given the Smarter Balanced Assessment (SBAC). The Smarter Balanced Assessment Consortium (SBAC) is comprised of claims and targets that together can be used to make statements about student achievement.

Claim #1- Concept’s and Procedures: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim #2- Problem Solving: Students can solve a range of complex well posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Claim #3- Communicating Reasoning: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Claim #4 - Modeling and Data Analysis: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

The results are divided into four quartiles with levels 3 and 4 indicating grade level mastery or above.
School-wide results include:

### 2015-16 CELDT for Grades K-5th

**CELDT Overall**

- 9.0%
- 4.5%
- 12.7%
- 32.6%
- 41.0%

#### Students:
- FBB: 12
- BB: 8
- Lvl B: 17
- Prf: 55
- Adv: 44

### 2015-16 Benchmark Tri 2 for Grades K, 1st, 2nd, 3rd & 5th

#### Students:
- Lvl 1: 32
- Lvl 2: 50
- Lvl 3: 172
- Lvl 4: 692
- NA: 0

### 2015-16 Benchmark Tri 2 for 4th Grade

#### Students:
- Lvl 1: 61
- Lvl 2: 18
- Lvl 3: 21
- Lvl 4: 57
- NA: 0
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

- Smarter Balanced (SBAC)
- 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 (Consonant Vowel Consonant) 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 and using this to guide formative decisions.
- Master scheduling of interventions very challenging because of classroom teacher prep
CONCLUSIONS FROM ANALYSIS OF INSTRUCTIONAL PROGRAMS

Teachers and the School Site Council reviewed 2014-15 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 the success and challenges of students receiving ELL services and an increase in math intervention strategies and service options.

One of the action steps from last year’s site plan was to implement “Dreambox” as a math intervention strategy. The School Site Council feels this should continue given the response and engagement from students and parents. These measures should be continued in 2016-17, with an additional emphasis on using this data in a more formative manner to address a student’s targeted weakness. Albany will also be fully implementing a new writing program and supporting teachers to define and implement a balanced literacy approach, when teaching reading and writing.

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 student’s 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. Student’s who demonstrate grade level achievement in reading and written language, will be considered students who made growth. Student’s 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 California 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 pull-out supports will be implemented.

<table>
<thead>
<tr>
<th>Which data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 AUSD Local Writing Assessments</td>
<td>School-wide achievement in ELA is high. On the 2015 SBAC and local assessments, 95% of all students scored at the nearly met, met and exceeded standards for English Language Arts on the 2015 SBAC. However, we still recognize an achievement gap for students of various sub-groups in particular, English Language Learners.</td>
<td>DRA Assessment levels (1st – 3rd grades); Gates-MacGinitie/SRI Reading Test (3rd – 5th grades); reading and writing program assessments; SBAC results and teacher made tests</td>
</tr>
</tbody>
</table>
STRATEGY: Support English Language Arts Curriculum Practices — Teachers will build upon their pedagogical content knowledge including, understanding how students develop reading and writing skills, increase content specific expertise, opportunities to collaborate with research-based instructional strategies through coaching opportunities and reflect both individually and collectively on their own learning experiences.

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Evidence and/or Measures of Progress</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. (09/2016)</td>
<td>Teachers Site Administrator</td>
<td>Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support according to assessment information.</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Implement the “Units of Study” writing curriculum at each grade level supported by ongoing professional development. (8/16-6/17)</td>
<td>Teachers Site Administrator</td>
<td>Lesson plans, writing assessment results, classroom observations, department meeting notes, student achievement data and professional development agendas.</td>
<td>$2,000-$4,000 General and Site Funds for professional development support.</td>
</tr>
<tr>
<td>3. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation and provide leadership through staff development.</td>
<td>Teachers on Special Assignment Site Administrator</td>
<td>Lesson plans, classroom observations, grade level meeting notes, student achievement data, PD feedback from staff, TSA support schedules.</td>
<td>1.0 FTE General Fund</td>
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</tbody>
</table>
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 “Units of Study” writing program.

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<tbody>
<tr>
<td>1. Provide professional development opportunities for teachers to learn more about the newly adopted “Units of Study” curriculum, correlated assessments and revisions to the report card.</td>
<td>Grade Level Teachers Site Administrator</td>
<td>Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student writing fluency and stamina.</td>
<td>$2,000-$4,000 CCSS and General Fund</td>
</tr>
<tr>
<td>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)</td>
<td>Grade Level Teachers Site Administrator</td>
<td>Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, staff meeting agendas.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

**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.
3. Provide teachers the opportunity to gain additional strategies for grammar instruction; when to teach it, how to teach it and how to integrate grammar instruction throughout all four language strands: Listening and Speaking, Reading, Writing, and Language

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<tbody>
<tr>
<td>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.</td>
<td>Grade Level Teachers Intervention Teacher Site Administrators</td>
<td>Fountas and Pinnell, Gates-MacGinitie, Scholastic Reading Inventory, SBAC benchmark assessment scores, teacher recommendations</td>
<td>Intervention Teacher(s) (1.2 FTE) ELD Teachers (1.0 FTE) General Fund</td>
</tr>
<tr>
<td>• By 9/30/16, identify students not meeting grade level standards by using local and state assessments.</td>
<td></td>
<td></td>
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<tr>
<td>• By 10/01/16, begin intervention services using in-class, small-group pull out or specific specialist services depending on student needs.</td>
<td>Grade Level Teachers Intervention Teacher Site Administrators</td>
<td></td>
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<tr>
<td>• By 11/30/16, 3/30/17 and 5/30/17, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.</td>
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</table>
2. Provide small group English Language Development instruction for students who are identified as ‘Beginner’ and ‘Early Intermediate’ English Language Learners.

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<tr>
<td>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. Provide an overview of the instructional program to parents at “Back-to-School Night”</td>
<td>ELL Teacher and Site Administrator</td>
<td>ELAC Agendas and Minutes</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Provide targeted classified support for students in the ELD program both in class and in small groups to increase both English Language Arts and Math proficiencies.</td>
<td>ELL Teacher and Site Administrator</td>
<td>Classified classroom and student contact schedule, CELDT scores, report cards and parent/teacher feedback.</td>
<td>Hourly or .1 FTE equivalent General Fund</td>
</tr>
</tbody>
</table>

**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.
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.

<table>
<thead>
<tr>
<th>ELD Teacher</th>
<th>CELDT Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Administrator</td>
<td>Parent contact logs</td>
</tr>
<tr>
<td></td>
<td>ELAC agendas and sign in sheets</td>
</tr>
</tbody>
</table>

| $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. In class, online and afterschool supports will be implemented.

<table>
<thead>
<tr>
<th>Which data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
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<td>2015-16 District Benchmark Assessments</td>
<td>School-wide achievement in Math is high. 98% of all students scored at the nearly met, met and exceeded standards on the 2015 SBAC. However, we still recognize an achievement gap for students of various sub-groups.</td>
<td>District Benchmark Assessments, Chapter and teacher developed Assessments, 2015 SBAC results.</td>
</tr>
<tr>
<td>2014-15 SBAC</td>
<td></td>
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<tr>
<td>2015 CST Science (5th grade only)</td>
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</tbody>
</table>
STRATEGY: Provide additional time to analyze math assessments and math curriculum. Teachers will build upon their pedagogical content knowledge including understanding of how students learn math and science, increase content specific expertise, opportunities to collaborate with research based instructional strategies, through coaching opportunities and reflect both individually and collectively on their own learning experiences.

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<tr>
<td>1. Provide targeted training for teachers with district math curriculum, assessments and support alignment of science instruction with the Next Generation Science Standards.</td>
<td>Teachers TSA Site Administrator</td>
<td>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.</td>
<td>$1,000-$2,000 General fund</td>
</tr>
<tr>
<td>2. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation and provide leadership through staff development.</td>
<td>Teachers TSA Site Administrator</td>
<td>Lesson plans, classroom observations, grade level meeting notes, student achievement data, PD feedback from staff, TSA support schedules.</td>
<td>1.0 FTE General Fund</td>
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<tr>
<td>1. Review every student’s current performance levels on local and state assessments. By 9/30/16, identify students not meeting grade level standards by using local assessments. By 10/01/16, begin intervention services using in-class, small group pull-out or the online option “Dreambox”, depending on student needs. By 11/30/16, 3/30/17 and 5/30/17, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.</td>
<td>Teachers Site Administrators</td>
<td>Benchmark assessments; curriculum tests</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Continue to provide “Dreambox” as an intervention and extension strategy for student math proficiency.</td>
<td>Teachers Site Administrators</td>
<td>Benchmark assessments; SBAC results.</td>
<td>$6,000-$7,000 General Fund</td>
</tr>
</tbody>
</table>
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: nurture leadership and whole child development of all students in a safe and asset-rich environment.

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

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Evidence and/or Measures of Progress</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to implement the concepts and strategies outlined in the “Second Step”, “Speak Up Be Safe” and conflict manager programs.</td>
<td>Principal, Teachers &amp; Site Staff</td>
<td>Staff Development Plans, Second Step and Speak Up Be Safe Lesson Plans, Conflict Manager schedules and incident reports.</td>
<td>General Fund, PTA $500</td>
</tr>
</tbody>
</table>

Marin Elementary School
Single Plan for Student Achievement, May 2016
<table>
<thead>
<tr>
<th>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 and internet safety.</th>
<th>Site Administrator</th>
<th>Agreements signed by Parents and Students, Communication through Student Handbook and school-wide newsletters</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Provide structured noontime activities open to all students, using site and YMCA personnel.</td>
<td>Site Administrator Marin Staff Noontime Activities Coordinator Parent Volunteers</td>
<td>Published weekly schedules and announcements, participation rates</td>
<td>$4,000 Stipend - General Fun $8,000 PTA</td>
</tr>
<tr>
<td>4. Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals prior to conferences.</td>
<td>Site Administrator Marin Staff</td>
<td>Student Success Team meeting agendas, behavior support plans</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Provide mental health counseling for at-risk students in individual and group settings</td>
<td>Site Administrator Mental Health Intern</td>
<td>Referrals for services, reports on number of students served, reduction of yard and classroom behavior referrals</td>
<td>Mental Health Interns</td>
</tr>
<tr>
<td>6. Provide additional training for teachers in mindfulness techniques for classroom and student behavior management.</td>
<td>Site Administrators Teachers</td>
<td>Student surveys, teacher and administrator observations</td>
<td>$750 Site Funds</td>
</tr>
<tr>
<td>7. Provide additional training and tools for teachers in using effective sensory motor applications such as S'cool Moves</td>
<td>Site Administrator Teachers Occupational Therapist</td>
<td>California Healthy Kids Survey, teacher and administrator observations</td>
<td>$1,000 Marin PTA</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8. Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings.</td>
<td>Site Administrator Teachers</td>
<td>Class participation and community attendance</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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 programs 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

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Funds: Local Control Funding Formula</td>
<td></td>
</tr>
<tr>
<td>X Purpose: Site Intervention Support for Low-Income, Foster Youth, and English Learners</td>
<td>$7,661</td>
</tr>
<tr>
<td>X Restricted Lottery: Proposition 20</td>
<td></td>
</tr>
<tr>
<td>Purpose: Instructional Materials</td>
<td>$10,440</td>
</tr>
<tr>
<td>Total amount of state categorical funds allocated to this school</td>
<td>$18,101</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of federal categorical funds allocated to this school</td>
<td>$0</td>
</tr>
<tr>
<td>Total amount of state and federal categorical funds allocated to this school</td>
<td>$18,101</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Names of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>vonEherenkrook, Julie</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cajina, Jeanne</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shepherd, Margaret</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donovan, Rochelle</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long, Rebecca</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bliss, Kat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ritchie, Alexia</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Gutierrez, Zuleca</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nichols, Janet</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norton, Mike</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 17, 2016.

Attested:

Alexia Ritchie  
Marin Elementary School Principal

Mike Norton  
Marin Elementary School SSC Chairperson

Signature of School Principal  May 17, 2016
Signature of SSC Chairperson  May 17, 2016

Date  Date