

Single Plan for Student Achievement (SPSA) Template

- SPSA Year
- 2017–18
 - 2018–19
 - 2019–20

[Data Analysis Tool](#): Use as prompts (not limits)
[LCFF Evaluation Rubrics](#): This data is certified
[Ed-Data](#): This data is certified
[DataQuest](#): This data is certified

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2017-2018 Single Plan for Student Achievement

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THE STORY

Briefly describe the students and community and how the school serves them.

Mission Statement

The mission of the staff and community members of Coleman Elementary School is to guide and support each child in the journey toward academic and personal excellence.

School Description

Coleman School is one of eight elementary schools in the San Rafael Elementary District. It serves students in grades kindergarten through fifth in central San Rafael. Our current is approximately 406 children. We are comprised of 46% Socioeconomically Disadvantaged students and 32% English Learners. Our school is supported by our wonderful Parent Teacher Organization (PTO); our English Language Advisory Committee (ELAC).

The Board of Education meets on the second and fourth Monday of each month. (Second meetings of the month are tentative and will occur as needed.) The agenda is available at the District Office at least forty-eight hours prior to the meeting. The meetings are open to the public, and everyone is encouraged to attend.

Board meeting agendas are posted in the Coleman main office. Minutes are kept in the school office. Copies of District policies, budgets, minutes of meetings, and district contracts are available at the District Office as well as on-line for public perusal.

Description of School Programs

Coleman School's academic programs include the following state adopted programs:

- For Math - Everyday Math
- For Reading and English Language Arts - Houghton Mifflin
- For Science - Harcourt Brace
- For English Language Development – Pearson
- For Social Studies – Scott Foresman

In addition, San Rafael City Schools delivers the SEAL (Sobrato Early Academic Literacy) model for K-3. Teachers, site coaches and principals attend training how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

In addition to our academic programs, Coleman School is well supported by our PTO specialists. These individuals provide art, music, technology as well as sportsmanship and game based activities for every class. Our library is staffed by our Library Clerk for regularly scheduled classroom visits. Each class has available to them laptop computers in the computer lab located in the library, as well as up to date technology.

Coleman LEAP, formerly known as Coleman Academy (funded by ASES) is a structured after school program that reinforces and complements the rich academic program offered at Coleman. Intervention and enrichment is provided for 65 students in grades 2-5. Two part-time credentialed teachers, along with tutors from Dominican University, run the program. Students are given supplemental instruction using state approved materials and computer programs. Students are tutored in small groups where they receive instruction in reading comprehension, writing and study- skills. Additionally, students may receive help with their homework. Data shows that students attending Coleman LEAP made significant progress both in reading comprehension and fluency. Community members in the areas of art, physical activity, dance, and music provide enrichment activities. Students are selected to attend Coleman LEAP using assessment data showing that additional intervention would benefit the student, along with teacher recommendation. Students attend Coleman LEAP 5 days a week for 3 hours each day.

We offer a part-time Speech and Language specialist, a part time counselor and a part time school psychologist. These specialists collaborate regularly to provide support for teachers and students at Coleman.

Our school counselor, in addition to working with students one-to-one, has instituted the following programs to support the emotional, and social needs of students and parents: Youth Leaders, “No Bullying” program, Positive Action, and Social Skills Groups for students. Each of these programs shows students positive ways to deal with conflicts, problems at home and school, and tools for solving conflicts in productive ways. Our counselor runs workshops for parents including positive discipline, empowering parents, and raising self- reliant children. She also provides counseling for parents who are dealing with difficult issues at home. Also this year, our school will be piloting a Mindfulness program to help our students find more space between an impulse and the action that follows. The anticipated result will be students who are more capable of solving problems, attending to work and being better people.

Coleman School is in partnership with Dominican University through a new grant, which provides training for students in the Liberal Studies department. The university students are in the teacher credential program. The partnership provides for Coleman teachers to lead observation lessons featuring the lesson design model, Sobrato Early Academic Language (SEAL) strategies along with pre and post discussions with the teacher credential candidates. Additionally, Coleman teachers will be guest speakers at Dominican University teaching relevant topics to credential students.

Coleman School is committed to being part of a wider community of students, their families, and neighborhood groups. One example of our community is our Experience Corps volunteers. Experience Corps is comprised of retired members of the community who work with our students one-on-one. We have 18 volunteers who serve as tutor-mentors for our students. We are fortunate to have Marin County Volunteers as part of our learning community as well. We feel that the relationship with our volunteers is essential in providing a positive mentoring experience for our students, in addition to providing needed academic support.

Heads Up

HeadsUp is the San Rafael City Schools Education Foundation that is made up of parents, school administrators, and business and community members. Due to economic downturn, SRCS faces both budget and program cuts while also experiencing rising operational costs due to increasing enrollment. Through multiple fundraising efforts, the *HeadsUp Foundation* supports school music programs, K-8 library programs, 5th Grade Outdoor Education, and K-5 and High School Counseling. Coleman families, teachers, and students fully participate in two of the *HeadsUp Foundation's* most important fundraisers, *Carnival*, *Run for Reading to support our school libraries*, and this year's *Rockin'Run* to support and develop school music programs. Coleman Elementary and all San Rafael City Schools are grateful for *HeadsUp's* ongoing and notable support.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

During the 2017-18 school year, the staff and community at Coleman will be focusing on several key areas. The instructional focus will be writing and learning to use the Writing Workshop curriculum. Teachers are piloting this program and we are using a coach from West Coast Literacy to help support this implementation. Teachers will use materials we have on hand, combined with a coach and professional learning time to begin the implementation cycle. The program provides a teaching structure that is focused on student growth and teaching students discreet skills in the writing process. Additionally, we are recrafting how resources are allocated for student support. This is a multi-tiered approach, consisting of additional hours for employees, additional staff in our lower grades, and a new system for getting support to students who are identified as having higher needs. Coleman is always working on keeping a strong sense of culture and community. With that in mind, our staff will be pushing towards PBIS Tier 2 as a way of solidifying how we work with students. Additionally, members of our SSC will be crafting a school community plan as a reflection of, and blueprint for building a strong community that is focused on student achievement and growth.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

(Revised) Students are making great progress in reading growth and many students have gained more than one year's worth of reading growth during the school year. During the 2016-17 school year, 50% of our student population (1-5) grew four or more reading levels (F/P) and 30% grew two or three reading levels.

Other highlights include that 58% of our 4th grade EL students grew 4 or more F/P reading levels; 46% of our 3rd grade EL students grew 4 or more reading levels; and, 49% of our 2nd grade EL students grew 4 or more reading levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- ELA proficiency as tested on the CAASPP tests shows 27% of 3rd graders and 45% of 4th grade students not meeting standard. Our EL student group remains in the ‘low’ score group, 54 points below medium.
- Our socio-economically disadvantaged student group is also in the ‘low’ score group, 41 points below medium.
- Using the CAASPP writing results as one metric, 54% of Coleman 3rd, 4th and 5th grade students scored ‘near standard’ and 29% scored below standard
- Math proficiency as tested on the CAASPP tests shows 26% of 3rd graders and 17% of 4th grade students not meeting standard. EL students remain in the ‘low’ score group, 45 points below medium. Our socio-economically disadvantaged student groups remain in the ‘low’ score group, 38 points below medium.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Both English Learners (54 points below) and Socio-economically disadvantaged students (42 points below) scored low in the ELA SBAC test. Also, these two student groups scored low in the Math SBAC test - 45 and 38 points, respectively.

These student groups are being targeted during school with in-class small group targeted instruction, additional intervention program support, and with afterschool programming and support through LEAP. Furthermore, all of our volunteer resources (Experience Corp, 10,000 Degrees) are being focused on these two student groups as yet another method of support.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	\$17,500.00	\$38,760.00	\$20,000.00	\$58,157.00	\$17,633.00	\$492.00
Budgeted*	\$5,100.00	\$12,289.00	\$20,000.00	\$47,497.00	\$17,633.00	\$492.00
Spent YTD	\$6,133.00	\$13,397.00	\$19,471.43	\$2,189.70	\$0.00	\$0.00
Encumbered	\$5,100.00	\$13,074.00	\$19,471.43	\$6,745.00	\$0.00	\$0.00
Available	\$6,267.00	\$12,289.00	\$528.57	\$49,222.30	\$17,633.00	\$492.00
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	11,607.00*	3,147.00		Salary Intervention Sub-Release and PD release time		
2XXX	-	11,629.00		Classified extra support and additional staff		
3XXX	-	5,813.00		Benefits		
4XXX-5XXX	-	18,171.00	20,000.00	Materials and Supplies -Textbooks & CORE materials -Contract Services/Consultant		

STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 2019–20

Involvement Process for SPSA and Annual Update

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

SSC supported the ideas, creation and implementation of this plan. The group started planning last school year and continued into this current school year (September 27th meeting) to help improve our school plan based on most current and relevant data. Also, staff were asked to guide the plan during the October 11th staff leadership and grade-level meetings. Monthly updates were shared with our staff and community to continue to gather feedback on the plan in preparation for next year.

Impact on SPSA and Annual Update

How did these consultations impact the SPSA for the upcoming year?

The Coleman Instructional Leadership Team was instrumental in steering our plan to hire more people in support of our students. The School Site Council was also supportive of our plan to allocate more hours to staffing in support of our student groups in need. Progress towards our goals will be updated with our SSC, ILT and staff throughout the year in order to gain feedback for the next SPSA that we will be crafting during the Spring of 2018.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

<h2 style="color: purple;">Goal 1</h2>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> ● SBAC Scores ● Quarterly Reading Inventory Assessments ● Bi-Annual F&P Assessments ● Math end of Unit Assessments
	<p>College and Career Readiness: Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.</p>	

Identified Need

As demonstrated by analysis of student work, growth measures and standardized test results, there are performance gaps affecting student groups at Coleman Elementary. On average, 21% of 3rd-5th grade students nearly met the ELA/Literacy CAASPP standard. Additionally, 32% of 3rd-5th grade students did not meet the ELA/Literacy CAASPP standard. The challenge is to reduce this gap in achievement while maintaining high standards for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PLC meeting times	Teams meet twice monthly			
PLC agenda and data	PLC Agendas focus on reading data and instruction.			
Fountas and Pinnell	To be established 2017-2018			
Reading Inventory	Spring 2017 reading proficiency levels in grades 2-5 as measured by RI (formerly SRI) Advanced: 25% Proficient: 22% Basic: 35% Below Basic: 18%			
SBAC ELA (reading and writing) Data	3rd grade current levels exceeded: 22% met: 23% nearly: 27%			

	<p>not met: 27%</p> <p>4th grade current levels exceeded: 28% met: 12% nearly: 14% not met: 45%</p> <p>5th grade current levels exceeded: 23% met: 30% nearly: 21% not met: 24%</p>			
Implementation of Balanced Literacy	Frequency of small group instruction in the fall v. spring			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Student performance will be monitored with F/P reading assessments and Everyday Math benchmark assessments. The anticipated growth is that 10% more students will grow to meet or exceed the end of year reading and math benchmark goal when compared to last school year.

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Goal 1, Action 1

Multi-Tiered System of Supports Description: Balanced Literacy model, including small leveled groups for guided reading, will be implemented with intentionality in all grade levels using targeted balanced literacy strategies and integrating history/social science/CA CCSS and Next Generation Science Standards to build theme based units.

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):

- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED
<ul style="list-style-type: none"> ● Site Coach will be on site daily to support teachers as they implement a Balanced-Literacy approach to teach reading, writing, listening and speaking. ● Teachers will be implementing writing workshop in order to increase student writing skills and learning, writing rigor and increasing teacher professional capacity (West Coast Literacy). ● Additional time for teachers to plan ● Additional purchasing supplemental curricular resources for writing and literacy. ● Additional learning specialist on campus for environmental education (NGSS & All One Ocean) leadership work with students

ACTUAL

Expenditures

BUDGETED AMOUNT / SOURCE \$3,049 - Title 3 \$3,000 - 0910 \$5,100 - 5840 (West Coast Literacy & All One Ocean) LCAP district funded (site coach)
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ACTUAL EXPENDITURES

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> ● Classroom small group reading instruction will be taking place 4 days per week. ● Small groups will be made based on assessment data (F&P, ESGI, SRI). ● Mini-lessons will be delivered to small groups based on assessed need of students. ● Unit development will continue to evolve and incorporate more of the NGSS concepts and ideas. ● Unit development will continue with the addition of more differentiation for students who display different needs. 		

Goal 1, Action 2

Multi-Tiered System of Supports Description: Additional Support Staff & Intervention

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):

- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

<p>PLANNED</p> <ul style="list-style-type: none"> ● Kindergarten Learning Aide in each classroom, 2hr/day ● Additional 2 hr/day School-wide Intervention Specialist ● Additional staff be hired to support students in need ● Purchasing supplemental curricular resources for intervention and support ● This may include intervention supports to add rigor to instruction and learning may include; homework club, additional teacher or classified staff time before or after school to further target instruction ● Continued refinement and development of a multi-tiered intervention process that begins with data and is based around student needs throughout the school year. ● A component of this intervention process is a student support process designed to meet the needs of the students who are in need of extra support or resources. ● After school planning time with staff to support student needs 	<p>ACTUAL</p>
<p>BUDGETED / SOURCE</p> <p>\$30,000 - Title 1 (current + carry over)</p> <p>\$14,584 - Title 3</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Phase 1 will be Job descriptions and scheduling of staff based on need.</p> <p>Training our support staff to implement programs that best support learning.</p> <p>Redefining the intervention process to expedite student support.</p>		

Goal 1, Action 3

Multi-Tiered System of Supports Description: Professional Learning Communities	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Professional Learning Community - The 2x/month meetings will include the creation of and/or use of shared assessments and using this data to re-teach through strategic groupings and next instructional steps in order to further learning and provide opportunities to support the progress of student learning This time will also be used to share best practices and increase rigor of instruction delivered and expected student learning. Student work, agendas and/or notes, and ILT share outs will be used to measure the impact of this process on instruction and student learning. Substitutes as needed to ensure effective PLC's and student support efforts are as rigorous as possible. 	ACTUAL
Expenditures	<p>BUDGETED / SOURCE \$1,750 - Title 1</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

- PLC's will create norms, focus on student data and demonstrate learning in action in each grade-level meeting. This shared professional time will merge the best practices of each teacher and allow teachers to teach better, and students to learn better.
- PLC's will compile the school and district assessments in order to find common challenges and success among teaching practice. From these challenges the PLC will find common solutions to implement in support of our students.

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

- ✓ New
- ✓ Modified
- ☐ Unchanged

Goal 2

Professional Development: Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need

Using the CAASPP writing results as one metric, 54% of Coleman 3rd, 4th and 5th grade students scored ‘near standard’ and 29% scored below standard. Additionally, the staff has been looking for a better way to teaching writing as a skill to students for some time, trying to learn Lucy Calkins Writing program without a coach. Furthermore, site leadership came to a consensus in the Spring of 2017 that we would pilot this program to see if we would see measurable gains with our students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP writing scores	3rd grade: 90% of students scored near or below standard 4th grade: 83% of students scored near or below standard 5th grade: 70% of students scored near or below standard			
Writing assessments	Currently do not have writing assessment scores.			
Student writing examples will look for identifiable growth	Student writing samples from fall 2017 will be compared with spring 2018			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Professional Development participation will be documented by minutes/ sign in sheets.

Yearlong PD Plan will document the Professional Development provided at the School Site.

Walkthrough feedback will document levels of implementation of strategies covered in PD.

Goal 2, Action 1

Multi-Tiered System of Supports Description: SEAL	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): Grades K-3
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	PLANNED K, 1 and 2 teachers are fully trained in SEAL and will be taking three days each for planning purposes. 3rd grade is still training and will be off campus a total of 12 days.	ACTUAL
	Purchasing of curricular supplies to supplement SEAL program	
<u>Expenditures</u>	BUDGETED / SOURCE \$5,000 - Title 1 LCAP district funded	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Two of three 3rd grade teachers will be fully trained in SEAL, allowing for more children to be impacted by the teaching and learning. Kindergarten, First and Second grade teachers will continue progressing and moving their own practice forward in the classroom and with our site coach, building their thematic units stronger in order to support and engage more students.		

Goal 2, Action 2

Multi-Tiered System of Supports Description: Site Coaching and Professional Learning

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p>PLANNED</p> <p>Site-Coach will be on site each day to support the teachers in helping each teacher to progress in order to help students learn. Our site-coach will facilitate conversations on engaging students in deep learning, SEAL strategies, data-driven teaching and</p> <p>Additional professional learning opportunities that will enhance the professional growth of our teachers and staff as offered by the Central Office and site leadership.</p> <p>Substitutes and release days to support teachers in their learning.</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>\$7,448 - Title 1 LCAP district funded</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Teachers will develop and use writing assessments and writing rubrics to find student growth and teaching needs.

Teachers will attend professional learning conferences in order to bring back best practices to use in the classroom.

Teachers will have additional time (during the day or after hours) to continue to plan thematic units and continue the work from our PLC time.



Goal 2, Action 3

Multi-Tiered System of Supports Description: Writing Workshop Professional Learning	
Students to be Served	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	PLANNED West Coast Literacy/Writing Coach will be on campus a total of 8 days to offer in-class writing coaching, after school workshops and other professional learning opportunities to support teachers as they learn a new craft. Substitutes and release days to support teachers in their learning.	ACTUAL
	BUDGETED / SOURCE \$3,600 (West Coast Lit. Coach (see 1.1)- 5840 \$1,000 - Title 1	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Additional release time for teacher planning and unit development focused on units of study and lessons for the writing workshop program. A better planned lesson and unit offers the student a more optimal learning environment.</p> <p>Additional release time for assessment scoring and rubric development. for the writing workshop program. these rubrics and assessment days will allow teachers to define next steps for children and classes, find common challenges and align solutions and support for students.</p>		

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

- ✓ New
- ✓ Modified
- ☐ Unchanged

Goal 3

Student Engagement & School Climate: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.

Identified Need

Increase attendance rates, decrease tardiness, increased parent involvement, deeper understanding of our behavior system.

This suspension information is based on the 15-16 data which was found in the California Dashboard. We know that our 16-17 suspension rate was higher than this, but difficult to isolate in our student information system due to a technical error which has been corrected. Coleman 16-17 actuals are closer to 7 days of suspension among two children. Our goal is to have zero suspension days for 100% of the student population.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2015-16 Suspension Rate	4 days			
16-17 Absence Rate	3.8% absence rate			
16-17 Tardiness Rate	2.8% tardiness rate			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Our goal is to have zero suspension days for 100% of the student population.

Goal 3, Action 1

Multi-Tiered System of Supports Description: All staff will plan and implement Positive Behavior Intervention System.

Students to be Served

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):

- English Learners
- Foster Youth
- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED

Staff will continue to implement PBIS school-wide.

The Coleman Positive School Team (PBIS team) will meet monthly to discuss progress towards implementation of PBIS school-wide with a focus to create a culture of positive reinforcement, problem-solving, respect and responsibility among students, staff and community.

Families will be invited to assemblies for recognition for students who receive citizenship awards.

Teachers will support these efforts by regularly using Green, Yellow and Red Cards with students during the school day. Positive School team will collect these 3 times throughout the year to determine interventions for students and create support as needed.

With these actions, Coleman will move to make a stronger Tier 1 system and transition to Tier 2 at the end of the 2017-18 year.

ACTUAL

Expenditures

<p>Absenteeism will be monitored monthly or sooner if there is a greater need. Families will receive a phone call from administration, call from families, an in-person meeting or a home visit to make sure the families are aware of the importance of attendance.</p>	
<p>BUDGETED / SOURCE \$1,000 - Title 1</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Additional assemblies to be scheduled for student recognition</p> <p>Teachers will use our PBIS system with more regularity in order to build that into the culture of the school from grade-level to grade-level</p> <p>Possible SART meetings to be scheduled for students and families who are unable to get to school with regularity.</p>		

Goal 3, Action 2

Multi-Tiered System of Supports Description: Personalized Outreach to Students and Families

Students to be Served	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> ● Absenteeism will be monitored monthly ● Extreme absenteeism will be monitored sooner as needs fluctuate. ● Families will receive a phone call from administration, call from teachers, an in-person meeting or a home visit to make sure the families are aware of the importance of attendance and possible impacts with chronic absenteeism. <p>Implement data gathering, monitoring, analysis and intervention actions for State metrics:</p> <ul style="list-style-type: none"> ● School Climate Surveys ● Attendance including SART compliance and chronic absenteeism ● Suspension rates ● Social emotional referrals 	ACTUAL
	Expenditures	<p>BUDGETED / SOURCE</p> <p>\$1,000 - Title 1</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

School climate survey to be released in March/April in order to take action based on the results sooner to enable to the school to refocus as needed in support of students.

Monitor social emotional referrals to counselors to ensure needs of the whole student are being met.

Goal 3, Action 3

Multi-Tiered System of Supports Description: Increased Parent Engagement and Involvement

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	PLANNED <ul style="list-style-type: none"> ● SEAL Gallery Walks (K-3) ● 95% family participation in Fall and Spring conferences ● Creation of a Community Engagement Plan (via SSC) ● Monthly newsletters translated to Spanish ● Family Welcome Events (1-3 annually) ● End of year celebration awards ceremony will include reclassification awards to students reclassified from EL to FEP. 	ACTUAL
	BUDGETED / SOURCE \$492 - Title 3	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Schedule family welcome events and build an outreach plan to increase attendance both at events and in school Plan for a reclassification ceremony at the end of the school year		

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Mike Taylor	LEA		
2. Stacey Lauman	Parent		
3. Sabrina Chamberlain	Teacher		
4. Mike McNeeley	Classified		
5. Matthew Douglas	Parent		
6. Mary Kate Kenney	Teacher		
7. Dan Sonnett	Parent		
8. Kim Adams	Parent		

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	4	0

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:
 - Parent Stakeholder Groups (Adjust list to reflect any site specific groups)
 - PTO
 - SELAC
 - Special Education
 - LEAP Coordinator
 - Student Stakeholder Groups
 - Student Council
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 here in 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:

Mike Taylor
School Principal

Stacey Lauman
SSC Official

Signature of School Principa Date

Signature of SSC Official Date