

# 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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Glenwood Elementary

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# 2018-2019 Single Plan for Student Achievement

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## **THE STORY**

### **Our Vision**

Glenwood Elementary School is a place where you will find dedicated educators, committed families, and engaged students working collaboratively to create a positive and rigorous 21<sup>st</sup> century learning environment. Students and teachers have mutual respect and high expectations for one another in order to foster college and career readiness skills.

### **Mission Statement**

The purpose of the Glenwood School Community is to provide each student with a challenging educational program which develops and nurtures self-esteem, intellectual curiosity, independent thinking, and in the process, creates a happy and productive citizen.

### **Description**

Glenwood Elementary School (a public K – 5 school) is perfectly situated in a clean, friendly neighborhood on the San Francisco Bay. There are lush, beautiful hillsides, a saltwater marsh, and the Bay in walking proximity. We work closely with neighborhood residents to maintain the rich natural environment that the Glenwood area provides for our students and families. The school serves a community composed primarily of single-family homes in east San Rafael, and also luckily includes intra-district transfer students from other areas of San Rafael.

At Glenwood, we listen and respond carefully to the wishes of our community to achieve a program of educational excellence. Our academic core subjects program is thematically integrated and differentiated to meet the needs of all of our learners. There is an emphasis on basic skills instruction that stresses grade level mastery in math and language arts. We believe that all persons on our campus are learners and thus have created a culture of constant professional development and collegial collaboration for staff in order to create and lead rigorous, differentiated instruction for all students.

During the 2018-2019 school year, Glenwood Elementary School will serve 383 students. Student enrollment ethnicity is 72% White, 18% Hispanic or Latino, 9% Asian, and 1% African American. 12% of our students are English Learners. Our Special Education Program provides Individualized Education Plans for 7% of our population. 19% of our students are Socioeconomically Disadvantaged.

Glenwood has more than two hundred parent and community volunteers that support the work and vision of the school in everything from classroom volunteers and field trip drivers to community building activities.

There are currently twenty classrooms, a technology lab, an art studio, science lab, and a multi-purpose room on campus. In order to support our working parents, there is an efficient on-site daycare center for school-age children and interest based classes run by the City of San Rafael.

Forty-four staff members are united in their commitment to provide education for the 383 students that are enrolled. On site we have: one principal, seventeen credentialed classroom teachers, two resource specialists and four RSP instructional assistants, one speech and language specialist, two part-time general education instructional assistants, one part-time psychologist, one part-time counselor, one part-time library clerk, five Encore consultants (they teach music, art, technology, science, and PE), one administrative assistant and one part-time secretary, one part-time community liaison, two custodians, one

part-time food service staff person, one part-time occupational therapist, one part-time nurse and community health outreach employee, and one part-time instructional coach.

Glenwood values the strength in diversity and recognizes the strongest community is one comprised of fully developed individuals. The 2018-19 SPSA is based on available formative and summative student data, input from our School Site Council (SSC), Instructional Leadership Team (ILT), and the participation of all stakeholders in our learning community. While we recognize that achievement in all curricular areas is our goal, the SPSA emphasizes English-Language Arts and Mathematics as our primary focus areas.

### **Program Descriptions**

#### **English Language Arts**

##### **Program Goal:**

*To provide English language arts instruction (including reading, writing, spelling, handwriting, and vocabulary) to all students in order to ensure mastery of the California Common Core State Standards.*

Glenwood teachers and staff have developed thematic ELA curriculum units that integrate the Common Core State Standards through the themes of the Social Studies and NGSS Science Standards. The curriculum at Glenwood is delivered through developmentally appropriate instructional practices that meet the needs of individual children.

Students are also taught reading using the adopted, standards-based Houghton Mifflin materials. These core materials are supplemented by other literature with an emphasis on nonfiction texts. *Step Up to Writing, Handwriting without Tears, ABC Cursive*, and other spelling and vocabulary programs are used to teach writing and penmanship. We value community ties and inspiring writing careers by hosting local author visits.

Kindergarten and first grade have begun to use the SEAL (Sobrato Early Academic Language) Model. The SEAL program is a professional development model for teachers to implement the Common Core Standards and provide all students:

1. Complex oral and academic language skills.
  2. Engagement with complex texts
  3. Development of language through enriched curriculum
  4. Positive, joyful learning environment
  5. 21st Century learner skills of collaborative practices and teamwork
- SEAL also provides a Summer Bridge program for students and teachers to hone their skills.

#### **Mathematics**

##### **Program Goal:**

*To provide math instruction (including number sense, problem solving, algebra, and math facts) to all students in order to ensure mastery of the California Common Core State Standards.*

Students are taught math using the adopted, standards-based Everyday Math instructional materials. This is supplemented by Rocket Math, Houghton Mifflin Math, Math Steps, and other programs. We also practice skip counting at the Morning Gatherings. Math is made fun and meaningful and its everyday importance is appreciated and shared with students daily.

## **Science and Social Studies**

### **Program Goal:**

*To provide science and social studies instruction to all students in order to ensure mastery of the California State Standards and the Next Generation Science Standards.*

Certificated teachers have created Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned thematic units. In these units, students are taught science using the adopted, standards-based Harcourt instructional materials in conjunction with multimedia sources and non-fiction texts. These core materials are also supplemented by an Encore teacher who works with each classroom teacher to provide weekly science lessons through hands-on activities in the life, earth, and physical sciences. The GSF also supports this goal by funding Lawrence Hall of Science Week that provides the students with hands-on, interactive science activities. The Scott Foresman instructional materials are used to teach social studies. This is supplemented by interactive projects, CCSS aligned units, field trips, and other source materials. Our field trips are tied to our curriculum and we have many on site guest speakers.

Students participate in nine hands on engineering, mathematical, and science centered projects/experiments that are integrated into their Next Generation Science Standards units.

## **School Culture and Climate**

### **Program Goal:**

*To foster a school environment that develops positive interactions between students, faculty, and parents, is conducive to student success, and promotes the Glenwood Code of Conduct (Safety, Responsibility, and Respect).*

We place a high priority on establishing a positive climate for learning. To build a sense of responsibility, confidence, pride of accomplishment, and a positive self-image within each child, Glenwood's Positive Behavior Intervention and Supports (PBIS) program is designed to develop and articulate school-wide behavioral expectations.

Through our PBIS model, data-based decision-making aligns curriculum instruction and behavioral supports to student and staff needs. The program establishes clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. Glenwood's Code of Conduct underpinning all that we experience, teach and do are: Be Respectful, Be Responsible, Be Safe. An Expectation Rotation at the beginning of the year ensures all students receive the same message. During this rotation, they visit common areas and are given the community agreed upon rules for that area by a staff member. PBIS uses tiered models of service delivery. We collect data and have weekly meetings with our Tier 1 and Tier 2/3 teams. One of the goals of these meetings is to provide appropriate support for the classroom teacher as they help students get closer to expected behavior. This program helps to eliminate behavior barriers to academic success.

We have also partnered with Youth in Arts and Kid Power to enhance our social emotional teachings. Alphabet Rockers comes twice and does a K-2nd grade assembly, which teaches about inclusion and diversity through song and dance. They then visit each classroom to provide small group practice and classroom follow through workshops. Kid Power does a parent education night and then visits each classroom for an hour long individualized workshop with the students.

## **Intervention**

### **Program Goal:**

*Students not meeting the required levels of standards mastery in English language arts will participate in the site-based targeted intervention program to reach the proficient level band.*

Our Response to Intervention (RTI) model is a multifaceted program to service not only the intervention students, but those who need enrichment or additional academic challenge. The RTI model within UA time has solved several challenges. The first was that when students were pulled out of classrooms at varied times throughout the school day, they missed crucial instruction. The concern was that this method wouldn't close the achievement gap. Another challenge was that during the Student Study Team (SST) process, objective data was needed to provide the team with answers to the following questions: What methods have been utilized to help the student? What data can be used to show progress or a lack thereof? An additional benefit is UA time allows for differentiation of instruction where each student can receive precisely what they need in order to succeed.

During UA time, grade level teachers work together to find ways to provide this intervention without interrupting language arts or math instruction. In third through fifth grades, students might be rearranged across grade levels and grouped by specific needs. In kindergarten through second grades, grouping is made on a smaller scale during "centers" time.

In reference to specific RTI for struggling learners during UA, all students are screened at the beginning of the year. Based upon feedback from teachers and assessment data, target student lists are created. On an eight week cycle, a "Meeting of the Minds" is facilitated between the principal, classroom teachers, and the Instructional Assistants. Data is reviewed, discussions take place, and a plan with goals for each student is created. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of personnel including general education teachers, special educators, instructional assistants, and trained parent volunteers.

Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and movement towards goals. At the end of each cycle, another "Meeting of the Minds" takes place and we evaluate progress using common assessments. As students begin to show growth, their progress is monitored as they continue through the program. If students need more support, their services are reevaluated, and the frequency adjusted. If progress towards standards has yet to occur, the child's needs will be addressed in a formal Student Study Team (SST) meeting.

Our school-wide framework for efficiently allocating resources to improve student outcomes has been proven successful and is a true reflection of how we, as educators, have taken ownership of all Glenwood's students, not just the ones in our individual classes. Our success is due in part to the support staff that we have. Our instructional assistants spend their days providing us the ability to accommodate the needs of our target students. Our Encore teachers support the UA program by providing instruction while teachers participate in "Meeting of the Minds." We have created a shared and truly collaborative learning environment. Glenwood was honored to receive the California Gold Ribbon award for our RTI model and its ability to meet the needs of our targeted students.

The principal's newsletter, called the Monday Morning Memo, aligns academic, behavioral, and social emotion weekly targets. It also shares professional development opportunities provided by the District and county (MCOE). All staff, certificated and classified, are encouraged to participate in relevant professional development. Funding for this is earmarked in the site budget and in our LCAP action steps.

### **Special Education Program (The Learning Center)**

#### **Program Goal:**

*To implement individualized education plans through our special education program by adapting content, teaching methodology and delivery instruction to meet the appropriate needs of each child.*

We are committed to offering the most appropriate programs for all students by partnering with parents to develop successful learning environments for the academic and social success of each student. A number of supports are designed to meet the unique needs of students with disabilities and to enable their access to the general education curriculum. The Learning Center staff is qualified to deliver high quality, evidence-based instruction and support services, accommodations that do not alter the standards nor lower the expectations for students to successfully accomplish their work, and assistive technology devices and services to enable access to Common Core standards.

We have two special education teachers that work collaboratively with three instructional assistants to provide a robust program. They offer specialized academic instruction for language arts and mathematics, as well as academic support. Glenwood also provides speech and language services, occupational therapy services, counseling services, and other related services according to our students' IEPs.

### **Advanced Learner Program**

#### **Program Goal:**

*To ensure that all students are challenged with increased rigor, project based opportunities, and challenging curriculum.*

Teachers observe the students as they work and creatively problem solve. Our students are given opportunities to experiment and learn skills, and the chance to personally express themselves in a positive environment. Our overarching goal is to provide experiences that produce joy and pride in their efforts in all aspects of their education. Classroom lessons include rigorous writing expectations (dialogue, quotations, multiple paragraphs), extension projects and presentations, GLAD expert groups or Desktop Teaching, use of technology such as iPads, Chromebooks, or tech lab time for extra projects around coding and blogging, differentiated classwork and homework, and higher level questioning and metacognition expectations.

### **Encore Program**

#### **Program Goal:**

*To foster an appreciation of the visual and performing arts, enrich the science learning experience, increase technology literacy skills, and encourage teamwork and an active lifestyle for our students.*

The arts, including music and visual arts, are integrated into the curriculum in all grades and classes. Curricular objectives from all subject areas are integrated into music, art, technology, and physical education classes as well. At Glenwood we call these classes "Encore" because they truly enhance the core subject

material. At Glenwood, our Encore program was established to extend the child's exposure to specific skills taught by highly qualified and talented teachers. Every day, every student is given access to either art, music, technology, hands-on science, library, or PE.

Art is proudly displayed throughout the school in each classroom, common areas, and hallways. Music is heard echoing through our school daily. Students are engaged in making connections between real life, the curriculum, and the arts. Our Encore classes tie directly to developing 21st century skills for student learning. We teach the arts to enhance academic, social-emotional, and artistic growth in all students, in order to educate the whole child. Through critical thinking, inquiry, creativity and appreciation of the arts, students are able to connect to themselves, each other, all cultures, and the beauty of the world.

### **Special Projects and Field Trips**

#### **Program Goal:**

*To provide our students with well rounded exposure to experiences as they matriculate through the grades.*

Glenwood's field trips and special projects are tied to the grade level standards and unit themes:

- Kindergarten: A ballet performance, a working farm, Wildcare, Youth in Arts Alphabet Rockers (diversity and inclusivity assembly)
- First Grade: Marine Mammal Center, Muir Woods, SF Symphony, California Academy of Sciences, Youth in Arts Alphabet Rockers (diversity and inclusivity assembly)
- Second Grade: Slide Ranch, City of San Rafael City Hall, Guide Dogs for the Blind, Oakland Zoo, Youth in Arts Alphabet Rockers (diversity and inclusivity assembly)
- Third Grade: Lawrence Hall of Science, Kule Loklo, Civic Center Tour, Mosquito Man (on site), Poets in the schools (on site), Ocean Warriors (junior green team), Youth in Arts Native American Dance Series, Kid Power (social emotional and safety lessons)
- Fourth Grade: Sonoma Cline Mission Model Museums, Oakland Museum of California, Sacramento, Buck Center, AHA Cooking Series, Kid Power (social emotional and safety lessons).
- Fifth Grade: Poets in the Galleries, Darci Tucker - Revolutionary Women (on site), Ben Franklin & the International Printing Museum (on site), Colonial Day, Outdoor Education at Walker Creek, Youth in Arts Drama Series, Kid Power (social emotional and safety lessons)



## SPSA HIGHLIGHTS

This year Glenwood will:

### Goal 1 College and Career Readiness

ELA:

- Establish itself as a **Professional Learning Community**.
- Continue to implement balanced literacy through **guided reading**, strategy groups, and reading conferences.
- Train and support kindergarten-third grade teachers in their implementation of the **SEAL** model.
- ELL students will receive a robust **designated ELD** program delivered by a credentialed teacher.

RTI:

- Continue to support the implementation of our **RTI program** and employ qualified support personnel for Universal Access support.
- Use SST Online program to enter data for team review (this information goes directly into SEIS) and finalize our **Student Success Team (SST)** flowchart.

Math:

- Align instructional strategies for teaching **math** while implementing interventions and use of technology to increase math problem solving strategies and computation fluency.

NGSS:

- Continue to support teachers as they integrate the engineering standards into their units.

### Goal 2 Professional Development

- Create a culture of valuing continued professional growth through the "**Passport**" program.
- Train kindergarten-third grade teachers on the SEAL model.
- Continue to train the teachers on **Mindfulness**.

### Goal 3 Climate and Culture

- Continue to support the implementation of our **Positive Eagle Program** and continue to expanded use of the SWIS Suites to enter data for team review.
- Provide assembly and workshop opportunities for teachers, staff, families, and students through **Youth in Arts and Kid Power** about diversity and inclusion.
- **Partner with San Pedro Elementary** in second, third, fourth, and fifth grade for pen pals and at least one field trip to build relationships with our neighboring school.
- Work with the district to unify, update, and implement a comprehensive **safety plan**.
- Strengthen environmental stewardship by the starting the **Ocean Warriors** program as a subset of the Green Team.

## GREATEST PROGRESS

Last year on the 2017-2018 SBAC test, 74% of our students 3-5th grade met/exceeded standards in ELA and 68% in Mathematics. According to the most recent Dashboard: In English Language Arts and Math, our school-wide performance (198 3-5th graders) scored in the Very High range. Progress on the SBAC was shown in the following categories:

- English Language Learners showed improvement in English Language Arts (increase of 7.8 points) and in Mathematics (increase of 30.6 points)
- Students with Disabilities showed improvement in Mathematics (increase of 10.4 points)
- Socio-Economically Disadvantaged students showed improvement in Mathematics (increase of 13 points)

According to end of year Fountas & Pinnell reading data from 2018, each grade level showed growth.

When looking at the end of the year Scholastic Reading Inventory (SRI) scores, 78% of our students were Advanced or Proficient (a 7% increase over last year.) Our students with disabilities showed an increase in the percentage of students who were Advanced or Proficient (4% more than the previous year.)

Through our climate survey, taken by students, staff, and parents, we had the highest marks in communication, students thinking the school is the best, leadership and decisions, faculty collaboration, supportive and respectful interactions with students, and special education received a perfect score. Because of our robust PBIS program our suspension rate is at zero and our student referrals have decreased by 60% as measured by the data collected in our student information system.

When the SSC analyzed the End of the Year Parent Site Survey we found many positive things. 89% of parents believe that the staff creates a school environment that helps children learn extremely or quite well. 100% of respondents are proud their child attends Glenwood (82% are extremely or very proud). 100% of the parents believe that the staff cares about their children. 94% of the parents believe that their child enjoys coming to school quite a bit or a tremendous amount (the other 6% said they somewhat enjoyed and no one said a little bit or not at all).

## GREATEST NEEDS

Both summative and formative assessment data indicate that our greatest need is supporting students with disabilities, English learners and students of color in order to decrease the performance gap.

Our Students with Disabilities performance:

- On the SBAC test they scored low and decreased by 23.1 points in ELA and scored low in math. The performance gap between Students with Disabilities and All students in ELA is 144 points. In Math the gap is 126.4 points.
- On the Scholastic Reading Inventory (SRI) 75% of our Learning Center students scored below the proficient band. This represents a 53% gap between Students with Disabilities and All Students. (Only 22% of students school-wide scored below proficient.)

Our students in the English Language Learner student group::

- Although there was growth, ELL students are still scoring low in ELA (81.4 points below the Standards Met level.) In Math, ELL students were 69 points below the Standards Met level. The performance gap between ELL students and All students in ELA is 127.2 points. In Math the gap is 103.6 points.
- On the Scholastic Reading Inventory (SRI) 70% of our ELL students scored below the grade level band. This represents a 48% gap between ELL students and All Students. (Only 22% of students school-wide scored below proficient.)

Our students of color:

- On the SBAC test, students of color scored 9.3 below the Standards Met level in ELA. In Math, students of color scored 5.6 points below the Standards Met level. The performance gap between students of color and All students in ELA is 55.1 points. In Math the gap is 40.2 points.
- On the Scholastic Reading Inventory (SRI) 43% of our students of color scored below the grade level band. This represents a 21% gap between students of color and All Students. (Only 22% of students school-wide scored below proficient.)

On the end-of-the-year Climate Survey there were a few categories that were lower than others. Areas that need more exploring are: Physical appearance is welcoming (parent response), student voice in decision making (student response), sense of classroom community (student response), cooperative learning (student response), and student responsibility for others behavior (student, teacher, and parent response).

On the End of the Year Site Survey there was a definite call for more inclusion and diversity recognition, not just for the students, but for families.

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?

We will need to support all of our students while trying to eliminate the performance gap between our English only and English language learner students and students with disabilities in English Language Arts.

- We will restructure our delivery of designated ELD.
- ELD supports and scaffolding will be present in all CCSS units.
- Implementation of the SEAL model will continue in kindergarten and first grade and begin in 2nd and 3rd.
- Both general education and special education teachers will be provided with embedded collaboration time to support student’s IEP goals.
- Assessments will be used to refine our Tier 1 intervention classroom instruction to better differentiate core instruction and small group support.
- Grade level meetings will incorporate data analysis to further understanding and conversations to provide supports for our ELL students.
- Provide ongoing PD through the district Passport program, staff meetings, and ILT meetings.
- Grade level teams and ILT will develop multi-tiered systems of support for all ELLs, students with disabilities, and students of color
- Engage ELL families through parent/teacher conferences, ELAC meetings, and SEAL walkthroughs.

## PERFORMANCE GAPS

## BUDGET OVERVIEW

### Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
<b>Allocated</b>		40,185.00	20,000.00	-	5,440.00	0.00
<b>Budgeted*</b>		40,185.00	20,000.00	-	5,314.00	0.00
<b>Spent YTD</b>		3,780.00	17,530.20	-		
<b>Encumbered</b>		0.00	1,415.82	-		
<b>Available</b>		36,405.00	1,053.98	-	0.00	0.00
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
<b>1XXX</b>		2,852.00		Certificated: extra duty/hire		
<b>2XXX</b>		12,559.00		Classified: clerical and office salary hourly and Instructional aide hourly		
<b>3XXX</b>		3,987.00		Driven costs		
<b>4XXX-5XXX</b>		20,787.00	20,000.00	Instructional materials and supplies, software and equipment , and other contract services		

## 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?

(8/29, 9/12 and 9/26 2017) The principals of San Rafael City Schools met together with guidance from our Educational Service Department to begin our work on the 2017 SPSA. We calibrated and analyzed district and school site trends.

(9/6/17) The Glenwood Staff reviewed and analyze the data from the California School Data Dashboard, the CAASPP data by cohort and year-to-year growth. We used this meeting to find our greatest growth.

(9/15/17) The principal met with the Glenwood School Foundation (GSF) presidents to review the Parent Survey and create goals based upon areas of continued growth.

(9/25/17) The School Site Council meet and reviewed last year's SPSA and Parent Survey results.

(10/11/17) The principal met with the ILT (Instructional Leadership Team) to further analyze our performance gaps and to review, edit, and finalize our action plans.

(10/1/18) The School Site Council met to review 2018 draft

(10/10/18) The principal met with the ILT to develop school-wide goal of developing a better system of support for our ELLs, students with disabilities and students of color

### ***Impact on SPSA and Annual Update***

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

The evaluation of our progress towards meeting our district and school goals took place at each meeting. The staff, ILT, and the SSC reviewed last year's plan and had guided discussion based upon the following questions:

- Did the school meet its goals?
- Have priorities changed?
- Should the goals be adjusted or eliminated?
- Do we need any new goals?
- What are our measurement criteria and are they still valid?
- Were last year's actions implemented?
- Did the actions produce the desired results?

Based on feedback from the meetings listed above, the goals and actions were collaboratively agreed upon. The substance of the school plan met with everyone's approval.

# GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input checked="" type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>	<p>Recommended Indicators:</p> <ul style="list-style-type: none"> <li>● SBAC Scores</li> <li>● Quarterly Reading Inventory Assessments</li> <li>● Bi-Annual F&amp;P Assessments</li> <li>● Math End of Unit Assessments</li> <li>● CELDT levels</li> </ul>
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**Goal 1** **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.

Identified Need

As demonstrated by analysis of student work, growth measures, and standardized test results, there are pronounced performance gaps affecting students with limited socioeconomic supports and limited English language mastery. The need is to close the gap while raising the achievement level for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA ELL	4% Exceeded 28% Met 24% Nearly Met 44% Not Met	11% Exceeded 18% Met 18% Nearly Met 54% Not Met Score is -59  <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		
SBAC ELA Economically Disadvantaged	12.5% Exceeded 19% Met 28% Nearly Met 41% Not Met	22% Exceeded 17% Met 14% Nearly Met 47% Not Met Score is -50		

		<i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		
SBAC ELA Fluent English Proficient and English Only	56% Exceeded 27% Met 10% Nearly Met 7% Not Met	56% Exceeded 26% Met 11% Nearly Met 7% Not Met Score is 64 <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		
HMH Reading Inventory (RI) ALL	Spring 2017 reading proficiency levels in grades 2-5 as measured by RI (formerly SRI) <ul style="list-style-type: none"> <li>14% Below basic (40 students)</li> <li>12% Basic</li> <li>16% Proficient</li> <li>58% Advanced</li> </ul> End of year % were : <ul style="list-style-type: none"> <li>5% Below basic (40 students)</li> <li>23% Basic</li> <li>25% Proficient</li> <li>46% Advanced</li> </ul> Source = Ed SErVICES database (not exactly same scope - let's discuss)	End of year % were : <ul style="list-style-type: none"> <li>5% Below basic (40 students)</li> <li>17% Basic</li> <li>24% Proficient</li> <li>54% Advanced</li> </ul> Source = Ed SErVICES database		
HMH Reading Inventory (RI) ELL	20 ELL students (or 87% of our ELL were below basic) 2 ELL students were Basic 1 ELL student was Proficient	25% of ELL students were Below Basic 45% of ELL students were Basic 23% of ELL students were Proficient 7% of ELL students were Advanced		

<p>HMH Reading Inventory (RI) Students with Disabilities</p>	<p>42% of students with disabilities were Below Basic 38% of students with disabilities were Basic 17% of students with disabilities were Proficient 4% of students with disabilities were Advanced</p>	<p>28% of students with disabilities were Below Basic 47% of students with disabilities were Basic 19% of students with disabilities were Proficient 6% of students with disabilities were Advanced</p>		
<p>HMH Reading Inventory (RI) Students of Color</p>	<p>15% of students of color were Below Basic 32% of students of color were Basic 26% of students of color were Proficient 26% of students of color were Advanced</p>	<p>12% of students of color were Below Basic 31% of students of color were Basic 24% of students of color were Proficient 34% of students of color were Advanced</p>		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>Teachers and admin will monitor progress of students through formative and summative assessments, weekly PLC grade level data discussions, quarterly updates on progress towards standards (conferences and report cards), and Meeting of the Minds conversations that happen in eight week cycles.</p> <p>With increased efforts to provided targeted, differentiated and rigorous instruction, student outcomes will continue to increase significantly for all student groups in ELA.</p>	



**Goal 1, Action 1**

Multi-Tiered System of Supports Description: Tier 1 Academic Instruction Support

**Professional Learning Community:** Teachers will use data to drive instructional choices and instructional delivery in order to increase student 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): Kindergarten and first grade</u>

<u>Actions/Services</u>	PLANNED	<ul style="list-style-type: none"> <li>Site will provide PLC release-time to support teachers in the administration of ongoing, formative assessments to monitor academic growth and design targeted, differentiated learning opportunities within a balanced literacy program.</li> </ul>	ACTUAL

Expenditures

<ul style="list-style-type: none"> <li>● Student work, PLC agendas and notes, shared common assessments, SMART goals and related assessment data toward meeting learning targets will be used to measure the impact of this process on instruction and student learning.</li> <li>● PLC grade level meetings will include the creation of and/or use of shared assessments and the use of data to:             <ul style="list-style-type: none"> <li>○ identify key concepts and skills that require reteaching</li> <li>○ plan reteaching through the creation of strategic groupings</li> <li>○ identify next steps in instructional cycle to improve teaching and learning</li> <li>○ share best practices in order to increase rigor of instructional practices.</li> </ul> </li> </ul>	
<p><b>BUDGETED AMOUNT / SOURCE</b></p> <ul style="list-style-type: none"> <li>● Professional Development (\$0 General Fund)</li> <li>● Assessment and F&amp;P release time (\$5,000/General Fund)</li> <li>● Materials for maintaining ongoing programs (\$500/Lottery)</li> </ul>	<p><b>ACTUAL EXPENDITURES</b></p>

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input checked="" type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul> <ul style="list-style-type: none"> <li>● All teachers use a variety of instructional strategies and assessments, curriculum materials, small groupings, and scaffolding supports with flexibility and adjustments to strengthen their delivery of instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input type="checkbox"/> Modified</li> <li><input checked="" type="checkbox"/> Unchanged</li> </ul> <ul style="list-style-type: none"> <li>● All teachers use a variety of instructional strategies and assessments, curriculum materials, small groupings, and scaffolding supports with flexibility and adjustments to strengthen their delivery of instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New</li> <li><input type="checkbox"/> Modified</li> <li><input type="checkbox"/> Unchanged</li> </ul>

## Goal 1, Action 2

### Multi-Tiered System of Supports Description: Tier 1 and Tier 2 Academic Instruction Support

**Instructional Coach:** Our instructional coach will provide support for the implementation of balanced literacy and high rigor/relevant lesson plans in English language arts and History/Social Science.

<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): Kindergarten and first grade</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Teacher teams and instructional coaches will collaborate to design ELA lessons and instructional cycles based on a balanced literacy model that incorporates the following components:             <ul style="list-style-type: none"> <li>explicit instruction of grade-level anchor standards</li> <li>shared reading</li> <li>interactive read alouds</li> <li>guided reading</li> <li>interactive writing</li> <li>vocabulary and word study</li> <li>reading and writing mini-lessons.</li> </ul> </li> <li>Teachers will design and implement daily flexible grouping opportunities and small group guided instruction that gives students time to practice decoding and comprehension strategies at their instructional reading level. Instruction will be differentiated and based on the needs of the students.</li> <li>EL strategies will be embedded in ELA instruction through integrated and designated ELD.</li> </ul>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p>Instructional Coach (.5 FTE) (\$50,000/General Fund)</p>	<p><b>ESTIMATED ACTUAL</b></p>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

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 type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Principal and instructional coach will support the teacher in order for them to have:</p> <ul style="list-style-type: none"><li>flexible grouping of students in order to provide guided reading.</li><li>bi-weekly reading conferences with each student. (Student conferences with teacher every 2-3 weeks)</li><li>strategy groups based on student needs and data.</li></ul>	<p>Principal and instructional coach will support the teacher in order for them to have:</p> <ul style="list-style-type: none"><li>flexible grouping of students in order to provide guided reading.</li><li>bi-weekly reading conferences with each student. (Student conferences with teacher every 2-3 weeks)</li><li>strategy groups based on student needs and data.</li></ul>	

### Goal 1, Action 3

#### Multi-Tiered System of Supports Description: Tier 1 and Tier 2 Academic Instruction Support

**SEAL Implementation:** SEAL model of instruction implementation for kindergarten and first grade.

<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 checked="" type="checkbox"/> [Specific Grade span(s)] -- (List here): <u>Kindergarten and first grade</u>

<u>Actions/Services</u>	<b>PLANNED</b> <ul style="list-style-type: none"> <li>Teachers will have adequate release time to prep units while working in collaboration with grade level colleagues from throughout the district.</li> <li>Kindergarten and first grade teachers will understand and implement the SEAL model which is designed to create and teach via thematic unit implementation while emphasizing language growth.</li> <li>They will work with our Instructional Coach and the SEAL trainers to plan, develop, and model thematic units of instruction, gather leveled reading materials, and to lay out a blueprint of all of their units of studies.</li> </ul>	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> Materials and supplies to support the SEAL units (\$6,000/General Fund) SEAL training and release days (\$10,000/General Fund)	<b>ESTIMATED ACTUAL</b>

#### ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<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
<p>As the year progresses, Teachers will model rich, expressive language and create an environment where academic vocabulary and concepts come to life.</p> <p>Students actively collaborate, solve problems, and engage in whole/small-group activities rooted in science and social studies</p>	<p>As the year progresses, Teachers will model rich, expressive language and create an environment where academic vocabulary and concepts come to life.</p> <p>Students actively collaborate, solve problems, and engage in whole/small-group activities rooted in science and social studies</p>	

## Goal 1, Action 4

### Multi-Tiered System of Supports Description: Tier 1 Academic Instruction

**Designated ELD Instruction:** ELL students will receive a robust ELD designated program delivered by a credentialed teacher.

<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 checked="" 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	ACTUAL
<ul style="list-style-type: none"> <li>● Each grade level will restructure the delivery of designated ELD supports in order to provide the best academic program taught by a certificated teacher to increase English acquisition for our targeted population.</li> <li>● This will be evidenced through the implementation of this designated ELD structure and EL student growth in language arts as measured by F&amp;P, English Language Proficiency Assessments for California (ELPAC), and other common assessments.</li> <li>● ELL students will receive instruction that:               <ul style="list-style-type: none"> <li>○ is based on the ELD standards and follows the California EL Roadmap.</li> <li>○ values their home cultures and primary languages as assets and builds upon them for new learning.</li> <li>○ has the same high expectations of learning established for all students.</li> <li>○ gives them full access to a multi-disciplinary curriculum.</li> <li>○ intentionally supports them in order to fully engage with intellectually challenging content using strategic scaffolding</li> <li>○ Designated support will allow our English language learners to:                   <ul style="list-style-type: none"> <li>■ demonstrate independence</li> <li>■ have strong content knowledge</li> <li>■ respond to the varying demands of audience, task, purpose, and discipline when speaking</li> <li>■ comprehend as well as critique text</li> <li>■ value evidence</li> <li>■ use technology and digital media strategically and capably</li> <li>■ come to understand other perspectives and cultures</li> </ul> </li> </ul> </li> </ul>	

Expenditures

BUDGETED / SOURCE	ESTIMATED ACTUAL
Materials and supplies (\$5,440/Title III) .5 IA for ELD grade level support (\$20,000/General Fund)	

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<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
Grade level designated ELD plans will be assessed and modified in order to provide the appropriate support.  Groups will be adjusted as language acquisition progresses as evidenced through targeted assessment.	Grade level designated ELD plans will be assessed and modified in order to provide the appropriate support.  Groups will be adjusted as language acquisition progresses as evidenced through targeted assessment.	

**Goal 1, Action 5**

Multi-Tiered System of Supports Description: Tier 1, Universal Screening, Tier 2, Diagnostic Assessment for Strategic Supports

**Response to Intervention (RTI):** The staff will continue to utilize and support our RTI program.

<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>

Actions/Services

<p><b>PLANNED</b></p> <p>Our Multi-Tier RTI program includes both academic and social-emotional components.</p> <ul style="list-style-type: none"> <li>• Through a master schedule, grade levels have aligned times for their academic intervention throughout the day. Grade level teachers work together to find ways to provide this intervention without interrupting their instructional language arts or math time.</li> <li>• As a team, we screen and create our target lists at the beginning of the year. A universal screening takes place during a meeting called the Meeting of the Minds. Classroom teachers, IAs, the special ed department, the school counselor, and the principal all participate in this meeting.</li> <li>• Struggling learners are identified to be provided with interventions at increasing levels of intensity to accelerate their rate of learning in eight week cycles. These services are provided by a variety of personnel, including general education teachers, special ed educators/IAs, specialists/Instructional Assistants, counselor/psychologist and trained parent volunteers.</li> <li>• Data is collected and shared on a Google Spreadsheet. The document is updated before each Meeting of the Minds and is used to make all intervention decisions.</li> <li>• We follow the Student Success Team (SST) flow chart. If there is little or no growth, the child’s needs will be addressed in a formal SST Meeting. We will be using SST Online</li> </ul>	<p><b>ACTUAL</b></p>
<p><b>BUDGETED / SOURCE</b></p> <p>Encore salaries (\$225,000/Glenwood School Foundation and HeadsUp)          IA support (\$17,000/ Glenwood School Foundation)          Hourly pay for data entry and SST Online training (\$2,000/Lottery)</p>	<p><b>ESTIMATED ACTUAL</b></p>

Expenditures



ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<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
Based upon the implementation of guided reading and strategy groups, each grade level will be adjusting their modes of delivery of Tier 2 support.	Based upon the implementation of guided reading and strategy groups, each grade level will be adjusting their modes of delivery of Tier 2 support.	

## Goal 1, Action 6

### Multi-Tiered System of Supports Description: Tier 1 academic program

**Math Instruction Support:** Students will develop mastery of the Common Core State Standards for Mathematics through implementation of Board-adopted instructional materials and supplementary technology.

<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>

Actions/Services	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Align instructional strategies for teaching math. Teachers will implement district-adopted Everyday Math CCSS curriculum with intention and fidelity to ensure K-5 alignment and student outcomes.</li> <li>Teachers will use common assessments including EDM unit assessments, exit slips, ESGI, fact fluency assessments, and student work samples to plan differentiated math instruction.</li> <li>Implement interventions to increase math problem-solving proficiency and computation fluency.</li> <li>Use technology to increase math problem solving strategies and computation fluency.</li> <li>Teachers in grades 3-5 will administer Smarter Balanced practice, training, and performance math assessments to monitor student progress, practice test taking skills, and plan instruction.</li> <li>Site will renew Sumdog and IXL license to provide students with additional opportunities to practice number facts and increase fact fluency.</li> </ul>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p>Professional Development (\$500/Lottery)            Sumdog math program (\$905/Lottery)            IXL program second through fifth grade (\$2,875/Lottery)</p>	<p><b>ESTIMATED ACTUAL</b></p>
Expenditures		

ANTICIPATED MODIFICATIONS TO

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 type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
There will be a grade level articulation scheduled about math standard areas that need to be addressed further to assure student success.	There will be grade level articulation scheduled about math standard areas that need to be addressed further to assure student success.	

**GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT**

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Recommended Indicators: <ul style="list-style-type: none"> <li>● Agendas and meeting notes</li> <li>● Climate survey</li> <li>● Team interviews</li> </ul>
<b>Goal 2</b>	<b>Professional Development:</b> 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

As demonstrated by student assessment metrics in reading language arts, writing, and math, targeted professional development and teacher developed instructional systems must be developed in order to enrich instructional practices, assess and monitor student progress, and provide differentiated educational paths for students to make academic gains and meet academic goals.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of guided reading and small group instruction (as reported by grade level teams on initial survey and	K Small groups established 1st Guided Reading happening 2nd Small groups established 3rd Guided Reading happening 4th Small groups established	K Small groups established 1st Guided Reading happening 2nd Small groups established 3rd Guided Reading happening 4th Small groups established		

principal/coach observations).	5th Understanding of small group structure	5th Understanding of small group structure		
Data analysis during PLC grade level meeting time taking place (as reported by grade level teams, agendas, and observations of grade level meetings).	K In place 1st Somewhat in place 2nd In place 3rd Somewhat in place 4th Somewhat in place 5th Needs more support	K In place 1st Somewhat in place 2nd In place 3rd Somewhat in place 4th Somewhat in place 5th Needs more support		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

<p>If we provide focused professional development on differentiated literacy instruction to teachers in grades K-5 through staff development and district grade level meetings, and teachers receive site based support through instructional coaching, the following instructional practices will lead to joyful, proficient and independent readers and writers prepared for 21st century learning.</p> <p>Rigor of small group instruction will increase to better match the needs of the students.</p> <p>Engagement of ELL student will increase due to SEAL implementation and adjustments to the CCSS aligned units.</p>	
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**Goal 2, Action 1**

Multi-Tiered System of Supports Description: Tier 1 and Tier 2 academic program

**Passport Program:** Teachers will participate in eight hours of targeted and individualized professional development.

<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>	<b>PLANNED</b> <ul style="list-style-type: none"> <li>Staff will be given a menu of opportunities to further their instructional practice. The PD opportunities will be provided by Educational Services department and tracked on a "Passport."</li> <li>Other MCOE offerings could also meet requirements if approved by the principal and ed services director.</li> <li>Teachers will have the opportunity at staff meetings to share out about their experiences and share what they have learned.</li> </ul>	<b>ACTUAL</b>
	<u>Expenditures</u>	<b>BUDGETED / SOURCE</b> Release days for observations (\$500/Lottery) MCOE PD (\$500/One-Time Adjustments)

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<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
Continuing to seek out and provide other PD opportunities based upon needs of the staff	Continuing to seek out and provide other PD opportunities based upon needs of the staff	

**Goal 2, Action 2**

Multi-Tiered System of Supports Description: Tier 1 academic program

**SEAL Training:** The Model provides intensive professional development through workshop sessions, coaching, and collaborative reflection and planning.

<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities
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<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 checked="" type="checkbox"/> [Specific Grade span(s)] -- (List here): Kindergarten and first grade

Actions/Services	<b>PLANNED</b> <ul style="list-style-type: none"> <li>SEAL training will help develop the language and literacy skills of ELL students and to close the academic achievement gap by fourth grade.</li> <li>After receiving training in the SEAL program, every K-3 grade teacher will teach integrated ELD content units based on NGSS and HSSS.</li> <li>All K-3 teachers will participate in SEAL Professional Development modules with the SEAL architect to develop CCSS aligned units of study and implement high leverage ELA strategies differentiated for all learners.</li> </ul>	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> Release days for training and planning (see Goal 1, Action 3) Materials and supplies (see Goal 1, Action 3)	<b>ESTIMATED ACTUAL</b>
Expenditures		

**ANTICIPATED MODIFICATIONS TO**

**ACTION NARRATIVES:**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
SEAL Implementation will start in kindergarten and first grade	Second and third grade will begin implementation	

**Goal 2, Action 3**

Multi-Tiered System of Supports Description: Tier 1 and Tier 2 social emotional strategic support

**Mindfulness Training:** Staff representatives will be trained in mindfulness strategies to use with students.

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities
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[Specific Student Group(s)] -- (List here):

English Learners

Foster Youth

Low Income

[Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED

- Staff representatives will be trained in an introduction to mindfulness and detailed instructions on establishing a personal mindfulness practice
- They will engage in guided practice with a variety of mindfulness techniques, including mindful breathing and mindful movement.
- Teachers will explore how mindfulness impacts their presence in the classroom and their relationships with students
- The representatives will share their knowledge with the staff as they become our site mindfulness experts.
- This training will help the staff:
  - Increase resilience for students
  - Nurture a more positive classroom culture
  - Cultivate more focus and engagement
  - Equip students with skills to manage stress
  - Bring more joy and fun to the classroom
  - Motivate even the most reluctant learner

ACTUAL

Expenditures

BUDGETED / SOURCE

Four staff will receive training (\$2,000/One-Time Adjustments)  
Substitute for 2 teachers (\$300/One-Time Adjustments)

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

Training of the representatives

Full implementation

**GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE**

- New
- Modified
- Unchanged

Recommended Indicators:

- Suspension Rate
- Climate Survey

# Goal 3

- End of the Year SIP Survey

**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 in the school community.

Identified Need

School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. These areas include diversity, inclusion, community building, engagement, safety and care for the school’s physical environment. There is also a need for our staff to make instructional choices that provide our struggling student population with our best resources and personnel in order to increase student engagement.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absentee Rate	4.2%	4.7%		
Suspension Rate	0	0		
Climate Survey	Welcoming to outsiders 3.99 parents 3.99 Sense of belonging 3.8 students Sense of classroom community 3.88 students Student Responsibility for others’ behavior 3.86 students and 3.85 for parents	More information and data analysis is needed	More information and data analysis is needed	
End of the Year Survey	Comments included lack of inclusion and diversity appreciation	More information and data analysis is needed	More information and data analysis is needed	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>Staff will receive professional development and staff meeting time will be used to collaboratively examine instructional practices and school climate.</p> <p>There will be discussions about ways to make teaching methods more differentiated and and culturally relevant, responsive to the wide range of students' preferred learning and communication styles, culture,</p>	



socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.

Staff will become aware of social barriers that might impede a student or family's participation.

There is a three-tiered prevention strategy that focuses on the prevention of student behavior problems and promotes a positive, collaborative school environment.

School staff work together to create a school-wide program that clearly articulates positive behavioral expectations, recognizes when students and educators meet those expectations, and encourages data-based decision-making by staff and administrators.

Teachers work with their grade level team to develop social and emotional competencies in children based on the understanding that learning is maximized in the context of supportive relationships and engaging educational settings.

### Goal 3, Action 1

#### Multi-Tiered System of Supports Description:

**Positive Behavioral Intervention and Supports Initiative (at Glenwood we call it Positive Eagle Program or PEP):** Staff will continue to implement and refine our PBIS initiative. The PBIS team will use the data collected in student information system. Our system is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making.

<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):

<u>Actions/Services</u>	<b>PLANNED</b> All staff will continue to implement and strengthen the protocols and systems of PBIS <ul style="list-style-type: none"> <li>• PBIS Tier 1 committee will lead and support school-wide expectations, positive reinforcement system, and behavioral data analysis. coordinate school community activities</li> <li>• PBIS Tier 2 committee will meet biweekly to review Level 2 and Level 3 behavior referrals, suspensions, and attendance to design interventions and behavioral supports.</li> </ul>	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> Materials and supplies (\$1000 GSF)	<b>ESTIMATED ACTUAL</b>

#### ANTICIPATED MODIFICATIONS TO

#### ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<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
Data analysis will lead to further revision of our Positive Eagle Program (PEP) expectations and implementation.	Data analysis will lead to further revision of our Positive Eagle Program (PEP) expectations and implementation.	

### Goal 3, Action 2

#### Multi-Tiered System of Supports Description: Tier 1 and Tier 2 social emotional support

**Assembly and workshop programs:** Provide assembly and workshop opportunities for teachers, staff, families, and students though Youth in Arts and Kid Power.

<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><b>PLANNED</b></p> <p>Kidpower provides protective knowledge, skills, and actions for educators and parents to help reduce the negative effects of students':</p> <ul style="list-style-type: none"> <li>● Misunderstanding of what constitutes maltreatment</li> <li>● Limited communication skills</li> <li>● Dependence on others to meet their needs</li> <li>● Social isolation and loneliness</li> </ul> <p>Kidpower curriculum aligns with PBIS framework. There will be a parent and staff evening training. Then, each classroom, 3rd-5th grade, will participate in a training.</p> <p>Alphabet Rockers, through Youth in Arts, is doing two assembly for grades K-2, once in the fall and one in the spring. Second and first grade will then have class workshops to discuss diversity and inclusion.</p>	<b>ACTUAL</b>
	<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p>Youth in Arts (\$6,000/One-Time Adjustments and GSF)          Kid Power (\$3,000/Lottery)</p>

#### ANTICIPATED MODIFICATIONS TO

#### 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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Survey data will be analyzed to determine next steps	Survey data will be analyzed to determine next steps	

### Goal 3, Action 3

#### Multi-Tiered System of Supports Description:

**Community Building with other SRCS schools:** We are partnering with San Pedro Elementary in second, third, fourth, and fifth grade for pen pals and at least one field trip to build relationships with our neighboring school.

<u>Students to be Served</u>	<input 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 checked="" type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u> Second and Third Grade

Actions/Services	<b>PLANNED</b> <ul style="list-style-type: none"> <li>● Meeting of the teachers at each grade level.</li> <li>● Setting up the shared field trip.</li> <li>● Starting the pen pal program.</li> <li>● Continued shared experiences with picnics and trips to the partner school.</li> </ul>	ACTUAL
Expenditures	<b>BUDGETED / SOURCE</b> Field trip costs (\$2,000/GSF)	ESTIMATED ACTUAL

#### ANTICIPATED MODIFICATIONS TO

#### ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Field trips will need to adjust to fit into both school's unit timelines.	Additional opportunities to connects students and parents will be explored.	

**Goal 3, Action 4**

**Multi-Tiered System of Supports Description:**

**Update Safety Plan:** Staff will work with the District Safety Consultant to develop a comprehensive safety plan, staff and student trainings, and community communication.

<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><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Meet with Safety Consultant to review existing safety plan, look over new updated plan, coordinate staff training on key areas of safety procedures, intruder training, and a full emergency drill.</li> <li>Safety Committee will meet to finalize plan.</li> <li>All drills will be scheduled and consultant will attend at least two and provide feedback.</li> <li>Families will be provided an overview of School-wide safety plan and their roles in communication and student release.</li> </ul>	ACTUAL
	<p><b>BUDGETED / SOURCE</b></p> <p>Emergency supplies (\$4,000/GSF)            CPR training (\$1500/One-Time Adjustments)</p>	

ANTICIPATED MODIFICATIONS TO

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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Finalize safety plan	Adjust and update the plan	

## Goal 3, Action 5

### Multi-Tiered System of Supports Description:

**Environmental Stewardship Programs:** There will be a formation of the Ocean Warriors as a subgroup of our established Green Team. Ocean Warriors teaches students self-responsibility for litter—in their classroom, campus, and communities and ultimately as well as how it affects our waterways and eventually the Ocean and its inhabitants.

<u>students to be Served</u>	<input 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 checked="" type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u> Third -Fifth Grade

<u>Actions/Services</u>	<b>PLANNED</b> <ul style="list-style-type: none"> <li>Using Project Based learning 3rd graders will be trained on how to be environmental leaders.</li> <li>Every few months, students will be given a project with an issue to be solved. Students will learn simple and effective ways to make a change and be part of something bigger than themselves.</li> <li>The Glenwood Green Team will continue to work with Zero Waste Marin to lessen its footprint and increase recycling.</li> </ul>	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> Ocean Warriors (\$3,000/One-Time Adjustment) Green Team (\$500/GSF)	<b>ESTIMATED ACTUAL</b>

### ANTICIPATED MODIFICATIONS TO

### 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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Introduction of the Ocean Warriors program and successfully split 3rd grade from the main Green Team.	Full implementation	

## 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. Jason Richardson	Principal	<a href="mailto:jrichardson@srcs.org">jrichardson@srcs.org</a>	
2. Jenni Conte	Teacher	<a href="mailto:jeconte@srcs.org">jeconte@srcs.org</a>	
3. Ramina Winton	Teacher	<a href="mailto:rwinton@srcs.org">rwinton@srcs.org</a>	
4. Julie Ryan	Teacher	<a href="mailto:juryan@srcs.org">juryan@srcs.org</a>	
5. Betsy Nakamura	Staff	<a href="mailto:bnakamura@srcs.org">bnakamura@srcs.org</a>	
6. Chris Welch	Parent	<a href="mailto:chris@ciatti.com">chris@ciatti.com</a>	
7. Casie Hine	Parent	<a href="mailto:yount.casey@gmail.com">yount.casey@gmail.com</a>	
8. Scott Blumin	Parent	<a href="mailto:scott@scoja.com">scott@scoja.com</a>	
9. Karina Posedel Whorton	Parent	<a href="mailto:kpwhorton@gmail.com">kpwhorton@gmail.com</a>	
10. Cielo Kirk	Parent	<a href="mailto:cielokirk@gmail.com">cielokirk@gmail.com</a>	

### 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	3	1	5	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
    - The Glenwood School Foundation (GSF)
    - English Language Advisory Committee
  - Student Stakeholder Groups
    - Student Council representatives
    - 5th grade survey participants
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: 10/01/18

Attested:

Jason Richardson

Typed name of School Principal

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Signature of School Principal

10/12/2018

Date

Karina Posedel Whorton

Typed name of SSC Official

\_\_\_\_\_

Signature of SSC Official

10/12/2018

Date