

# 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

School Name

Short Elementary

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# [2017-2018 Single Plan for Student Achievement](#)

[THE STORY](#)

[SPSA HIGHLIGHTS](#)

[BUDGET OVERVIEW](#)

[STAKEHOLDER ENGAGEMENT](#)

[Involvement Process for SPSA and Annual Update](#)

[Impact on SPSA and Annual Update](#)

[GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS](#)

[Goal 1, Action 1](#)

[Goal 1, Action 2](#)

[Goal 1, Action 3](#)

[Goal 1, Action 4](#)

[Goal 1, Action 5](#)

[GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT](#)

[Goal 2, Action 1](#)

[Goal 2, Action 2](#)

[Goal 2, Action 3](#)

[Goal 2, Action 4](#)

[GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE](#)

[Goal 3, Action 1](#)

[Goal 3, Action 2](#)

[Goal 3, Action 3](#)

[School Site Council Membership](#)

[Recommendations and Assurances](#)

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## **THE STORY**

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

### **Mission Statement**

**It is our mission to educate the whole child in a nurturing, intellectually stimulating, and challenging environment which embraces diversity and involves a community of educators and families working together to achieve this goal.**

### **School Description**

The newly modernized campus is located in the heart of the Gerstle Park neighborhood of San Rafael and was reopened for the 2010-2011 academic year by the San Rafael City School District. Short School began with a kindergarten and first grade program, spearheaded by a group of teachers committed to providing a rigorous curriculum for English learners. Short School now serves Kindergarten through Fifth Grade; one kindergarten, one first grade, two second, two third, two fourth, and two fifth grade classes. 85% of our students are on free and reduced lunch and 80% of our students are English Learners. 90% of our students are of Latino descent, many being first generation from Guatemala, El Salvador and Mexico. We continue to partner with Bay Area Community Resources to run and operate our LEAP afterschool program, which now serves 90 students in second through fifth grades.

### **Family Engagement**

Until two years ago, there was not a formal parent leadership group at Short School. Since then, building on the eagerness of our families to get involved and participate, we have developed a structured leadership group that continues to grow in its leadership capacity in the way of creating a room parent program, initiating and facilitating fund raising events and exercising voice. We have recently developed systematic volunteer program spearheaded by our Community Liaison, Roxanna Cruz. We hold monthly teach-ins for families around math and literacy, ensuring that our families are equipped with practical strategies for helping their children progress in academics.

### **Aligned Instructional Practices in All Subject Areas**

At Short School, we are very proud of the alignment and fidelity in instructional practices. While there is flexibility in how teachers approach subject matters according to his or her strengths, certain instructional practices that are implemented with fidelity and focus. Our instructional approach relies on a clear framework in both ELA and Math. In ELA we employ a balanced literacy approach that is planned backwards from the Common Core standards, ensures the release of responsibility to students to engage with text independently via the Reciprocal Reading approach and Daily 5 during independent reading. A consistent model of guided reading is employed as a means of supporting students language development, especially reading. Listening, Speaking, Reading and Writing are taught through content-based, thematic units in Social Studies and Next Generation Science standards, wherein research based strategies are implemented with fidelity via the SEAL model (Kinder and First grades) and GLAD (2nd-5th Grades as SEAL continues to roll up. When coming to Short School, one will walk through classrooms and witness alignment and continuity between classrooms

both horizontally and vertically. In this way, students have a shared language, they are practiced in the strategies, thus the learning that they give way to.

The same is true for Every Day Math. A Common Core aligned curriculum that is used with fidelity and cultivates in our students the five mathematical practices: make sense of problems and persevere, reason abstractly, critique reasoning, make a model, explain the meaning of a problem, attend to precision and use tools. Teachers will regularly engage students in “number talks” as a key strategy for applying the mathematical practices.

### **Community-based partnerships**

Short School partners with several organizations that provide a reciprocal beneficial relationship, including our work with Experience Corps, Marin County Volunteers wherein valuable members of our community come during the school day to work one on one with our students, enhancing their learning and helping students make the connection to the larger community. Specifically, these organizations provide volunteers (100 hours a week) who work with targeted students on increasing reading fluency and comprehension, as well as deepening understanding of math concepts. In addition, we partner with The Presbyterian Church of San Rafael which provides the core of enrichment to our LEAP program in the way of cooking, art, science and sports.

### **PBIS (Positive Behavior Intervention Support Systems)**

We believe that all behavior is a form of communication, therefore, when students are behaving in ways that impede their own learning or the learning of others, as adults at Short School, we cultivate the habit of asking ourselves, “what is the student communicating?”. To this end, we engage in an inquiry process framed by the behavior SST (student study team) process wherein we collaborate as adults to intervene, or respond to students’ behavioral challenges and successes in a way that is positive, appropriate to the child’s development and honors and respects the whole child.

### **Toolbox**

TOOLBOX is a research-based, community-tested Kindergarten through sixth grade social and emotional learning (SEL) program. Toolbox gives children, teachers, parents, and schools a common language and the Tools necessary to form a cohesive, collaborative, non-violent, and caring community which leads to hope for a meaningful and positive future. Toolbox dovetails perfectly with San Pedro’s continued effort to foster healthy, holistic development and well-being in children and the entire school community.

### **District’s Mission:**

- Our diverse community is unique, celebrated, and one of our greatest assets.
- Each student and family feels welcome and experiences an empowering education at every school.

-Our high expectations and skillful instruction enable students to think critically, respect others, embrace learning and develop personal responsibility.

-Each student graduates college/career ready and prepared to determine his/her own future.

### **Description of School Programs**

- **Reading / English Language Arts: K – 5**

- o Pearson: *Reading Street*
- o SRCS Board approval: 2010
- o Core Reading/ ELA program

- **English Language Development: K - 5**

- o Pearson *Language Central*
- o SRCS Board Approved: 2009

- **Mathematics: K - 5**

- o Wright Group: *Common Core Everyday Mathematics*
- o SRCS Adopted: 2013

- **History-Social Science: K - 5**

- o Scott Foresman: *History-Social Science Program for California*
- o SRCS Adopted: 2006

- **Science: K – 5**

- o Harcourt Brace: *Harcourt Science*
- o SRCS Adopted: 2007

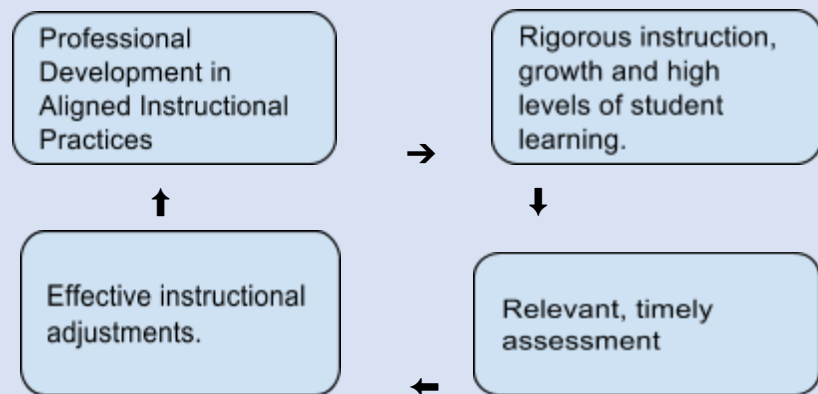
## **SPSA HIGHLIGHTS**

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

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This year's SPSA is focused primarily on:

Teacher professional development in aligned instructional practices in Balanced Literacy, SEAL, (GLAD as SEAL rolls up through the grade levels), Content-based unit planning and EL strategies, relevant feedback, in order to ensure that students are receiving consistent, rigorous instruction that is aligned and based on relevant, timely data informing teachers' ability to adjust effectively.



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.

The greatest highlight in our achievement data is as follows according to SBAC results:

**22%** of English Learners at Short School met or exceeded standards in ELA on the SBAC as compared to **12%** of English Learners in the state.

**29%** of English Learners at Short School met or exceeded standards in MATH on the SBAC as compared to **12%** of English Learners in the state.

In mathematics, **89%** of reclassified students in 5th grade met or exceeded standard, compared to **41%** to the state.

In ELA, **68%** of reclassified students in 5th grade met or exceeded standard, compared to **57%** in the state.

In ELA the 3<sup>rd</sup> grade cohort that took the SBAC in 2016, as 4<sup>th</sup> Graders their proficiency levels in ELA increased from **25%** Exceeded or met standards to **32%** Exceeded or met standards, an increase by **7%**.

In ELA the 4<sup>th</sup> Grade cohort that took the SBAC in 2016, as 5<sup>th</sup> Graders, their proficiency levels increased from **31%** proficient to **47%** exceeding or meeting standards, an increase of **16%**.

## GREATEST PROGRESS

For English Learners, the same cohort of students gained in the category of meeting or exceeding standards by **19%** from 2015 to 2017 (this is the 5<sup>th</sup> Grade class that graduated last Spring).

According to the Scholastic Reading Inventory (SRI), a district wide measure of reading proficiency, **9%** of students were advanced or proficient on the SRI on the first administration in October, 2016 and **29%** were advanced or proficient at the last administration of SRI in May/June 2017. An increase of 20% of students reaching proficiency, a very significant improvement speaking to our rigorous approach to our aligned and focused approach reading instruction.

Additional significant growth is reflected in the number of students that decreased as Below Basic on the SRI from **44%** to **18%**.

As a comparison, as indicated by the SRI, in June 2016 end of year administration reflects **10%** of students as proficient or advanced in reading as compared to **29%** of students proficient or advanced in reading in June 2017.

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?

The greatest need for is to Our greatest need for improvement is with our current cohort of 4<sup>th</sup> graders, who in 2017, in 3<sup>rd</sup> grade only 12% were met standards in ELA

## GREATEST NEEDS

Also, our greatest need is with our current group of 2<sup>nd</sup> Graders, who according to end of year Fountas and Pinnell Reading data, only 5% of whom were on grade level in reading. With regard to this group, it is both a matter of focused intervention directly for students, and focused, intense professional development for our lower grade teachers in both classroom management and early literacy instruction.

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

The greatest performance gap is in shows in the 3rd Grade ELA SBAC data as only 12% of students were proficient and 6% of those students were EL. This indicates that intensive intervention and professional development needs to occur for these students. In addition, a focus on engaging families of these students more intensively is tantamount.





## 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>	17,533.00	19,285.00	15,000.00	25,343.00	12,001.00	1,559.00
<b>Budgeted*</b>				25,343.00	11,500.00	1,000.00
<b>Spent YTD</b>						
<b>Encumbered</b>						
<b>Available</b>				0	1,001.00	559.00
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
<b>1XXX</b>	0.00	3,496.00	0.00			
<b>2XXX</b>	15,953.00	3,013.00	0.00			
<b>3XXX</b>	1,547.00	1,061.00	0.00			
<b>4XXX-5XXX</b>	33.00	11,715.00	15,500.00			

## 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?

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.

Our School Site Council will meet monthly to review the SPSA and review overarching data trends. Our first meeting was on September 10th and a follow up meeting on October 12th when the SPSA was approved. The group is composed of Teachers, Staff, and Parents.

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

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

The group discussed the change in teaching staff from being a very experienced staff, with an average of 15 years of experience to a teaching staff with an average of 5-7 years of experience. To break it down in a different way, in 2015 9 of our 10 teachers had 5 plus years of experience and in 2017 6 of our 10 teachers had between 1-2 years of experience. This dramatic change in teaching experience became the focal point of our analysis and it is determined that in the 2017-18 school year, intensive professional development for our newer teachers in the areas of classroom management, content-based EL strategies, small group reading and LLI, Training in Everyday math, engagement strategies and how to ensure that timely assessment it given that has a direct impact on instruction.

**GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS**

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 1</b>	<b>College and Career Readiness:</b> 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

While there are gains as demonstrated by analysis of student work, SBAC proficiency levels, SRI and Fountas and Pinnell reading levels, there are significant gaps in performance affecting students with low socioeconomic supports, low parent education levels and low 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	31% Met or exceeded			
SBAC Math	39% Met or exceeded			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Growth from baseline to 40% in ELA on SBAC Growth from baseline to 49% in Math on SBAC	

ANTICIPATED MODIFICATIONS TO ACTION

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

## Goal 1, Action 1

### Multi-Tiered System of Supports Description: Implementation of rigorous, vertically and horizontally aligned balanced literacy and framework for small group, differentiated reading and writing instruction

- 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

Structures for how teachers plan together is integral to this goal. To this end, there is a clear framework from which all teachers plan balanced literacy instruction, there is clarity of standards being taught and learned, a minimum number of days and minutes within which small group reading instruction takes place.

Attached is the template used for planning balanced literacy instruction:

[Kinder, 1st Balanced Literacy Template](#)

[2nd-5th Grade Balanced Literacy Template](#)

All students receive small group reading instruction in the way of guided reading and reciprocal reading. There is increased frequency of guided reading with students reading below grade level as determined by Fountas and Pinnell and SRI (scholastic reading inventory).

In order to meet the needs of language learners at the Tiers 1 and 2 Levels (research-based first best practices), Kindergarten and First Grade teachers receive SEAL training through the district followed by site level coaching.

##### ACTUAL

<p>Knowing the essentials of conferring with students at different reading levels according to the Fountas and Pinnell “systems of strategic actions.”</p> <p>Increased progress monitoring for making specific, timely instructional decisions, paid time for teachers to administer assessments.</p> <p>Teachers institute SEAL and GLAD units with fidelity, allowing for ALL students, including English Learners to access academic vocabulary, written and spoke structures in English.</p> <p>This action is directly connected to teachers’ professional development and efficacy and their measured growth. Growth in the area of teacher learning is measured by observation and students’ growth, teacher lesson plans, written units and evidence of instructional practices being implemented.</p>	
<p>BUDGETED / SOURCE</p> <p><b>District Budget</b></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

**Goal 1, Action 2**

<b>Multi-Tiered System of Supports Description: Purchase instructional materials for intervention to supplement the core curriculum.</b>	
<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>	<p><b>PLANNED</b></p> <p>Common Core aligned literature both expository and fiction to ensure fidelity of small group reading instruction, ensure high interest, rigorous text.</p> <p>Supplementary curriculum both hardcopy and online subscriptions that are Common Core aligned.</p> <p>Provide supplementary curriculum aimed at Newcomers in the way of literature in home language and computer learning applications geared at Newcomer language learners.</p>	<b>ACTUAL</b>
	<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p>Title I \$1,000</p> <p>Title III \$1,000</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<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

**Goal 1, Action 3**

**Multi-Tiered System of Supports Description: Certificated intervention teacher to provide small group instruction via Leveled Literacy Intervention 16 hrs per week, 4 hours daily**

<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): Academically struggling students
	<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	ACTUAL
<p>Based on analysis of SRI, SBAC and F&amp;P data Tier 2 a certificated intervention teacher will work in the following ways to support students in the following ways:</p> <p>Allocated to highest need classrooms (current 2nd Grade and Current 4th Grades) during small group reading instruction block in order to ensure increased frequency of small group instruction aligned to identified students' needs according to SRI, written student work and F&amp;P levels. This occurs within the classroom wherein students are still accessing language through content.</p> <p>Duties include conducting guided reading groups, and Leveled Literacy Intervention curriculum, specific to what student data indicates learners need.</p> <p>Increased frequency in small group instruction with teacher, trained instructional aid, or certificated intervention teacher 4 times per week with small groups of learners 45 minute periods. Students reading 3 or more levels below are prioritized.</p>	



Expenditures

Conducting guided reading groups, and Leveled Literacy Intervention curriculum, specific to what student data indicates learners need.	
BUDGETED / SOURCE One-time LCAP Title I \$2,000	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

**Goal 1, Action 4**

**Multi-Tiered System of Supports Description: Assessments that both monitor growth and inform instruction**

<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>	<p><b>PLANNED</b></p> <p>Use data to drive instruction:          Kindergarten, 1st and 2nd grades use Core Phonics Survey for measuring growth in early literacy three times per year for students on grade level, every six weeks for students missing over 30% of letter/sound recognition and automaticity.          2nd-5th Grades Quarterly administration of SRI fluency and comprehension assessments, three administrations of the F&amp;P assessment. Release days will be provided for teachers to be able to have adequate time to administer assessments.</p> <p>This will be done in alignment with our district’s assessment calendar, yet increased progress monitoring will occur for students at the Tier 2 and 3 levels as determined teachers’ during PLC sessions.</p> <p><a href="#">Short School's PLC Analysis Template</a></p>	<p><b>ACTUAL</b></p>
	<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p>Release days for assessing / District Funded</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

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**Goal 1, Action 5**

Multi-Tiered System of Supports Description: Instructional Assistant for Small Group Reading	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): Students who qualify for reading support</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>The instructional assistant is trained in an aligned approach to guided reading and is scheduled to work in classrooms at the allocated small group reading time (4 times per week for no less than 45 minutes in each classroom). She and the classroom teacher collaborate to determine the reading need of students based on diagnostic reading data and this drives the work that she does during guided reading.</p> <p>The instruction is also informed of the common core reading comprehension standard that the class is working on and ensures that small reading group has access to learning to apply the standard, even if they are behind in reading level.</p> <p>The instructional assistant is assigned to work with students who are two or more reading levels behind, as opposed to the certificated intervention teacher who is working with students 4 or more reading levels behind.</p>	<p><b>ACTUAL</b></p>
	<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p><b>\$16,500 Title I</b></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

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

	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<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

Teachers will have a unified district focus on Balanced Literacy, implementing the SEAL model in K-1st, and GLAD in 3rd-5th grades (until SEAL rolls up progressively over the next four years).

Four out of our nine teachers have between 0 to 1 years of teaching experience. This gives way to an intensive need to focus on teachers’ professional development in the areas of classroom management, integrated unit development, Mathematics and strong ELA instruction (SEAL and GLAD).

To this end, teachers will receive the intensive support needed in in multiple formats: Direct Trainings, lesson demonstrations, observation and feedback, guided planning and one one one and grade level coaching. This will give way to an aligned approach to social and emotional learning and methods for contributing to a positive, engaging school climate. As well as strong classroom management practices and research-based instruction in math and ELA.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hours of PD Taken	8 hours			
Evidence of Classroom practice	Progressive implementation based on lesson plans and classroom observations and student work and discussion. SEAL (K-1)			

	GLAD (2nd-5th) Effective small group reading practices via guided reading, reciprocal reading and LLI (Leveled Literacy Intervention).			
Teacher efficacy and retainment	Feedback forms from staff meetings and professional development, shifts in classroom practice based on site leaders informal classroom observations (at least two times per week).			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

Classroom practice will reflect horizontal and vertical alignment in rigorous reading and writing instruction, thematically integrated units reflecting SEAL and GLAD strategies as determined by site leader observations, student work outcomes and increased levels of proficiency on SBAC as follows:

- A 9% increase in the number of students meeting or exceeding on SBAC in ELA.
- A 9% increase in the number of students meeting or exceeding on SBAC in Math).

**Additional outcomes:**

Student outcomes as a result of these professional development practices will be 10% more students demonstrating grade level in reading on the SRI.

All teachers will complete a minimum of 8 hours based on district offered professional development sessions.

Teachers have been attending professional development sessions and logging their hours via the PD Learning Passport.

Demonstration lessons with follow up and feedback from instructional coach and site principal.

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

## Goal 2, Action 1

**Multi-Tiered System of Supports Description: Focused professional development and coaching in RTI, instructional alignment, and clarity on Tier 1, 2 and 3 practices.**

The first goal is to clarify, discern and develop teachers' efficacy and competence in the agreed upon Tier 1, Tier 2 and Tier 3 instructional practices and ensure quality, high level implementation in all of those instructional practices.

- 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	ACTUAL
<p><b>Teacher development in Tier 1 Practices</b></p> <p>Teachers will receive routine, consistent coaching in the way of classroom demonstrations, debriefs, guided planning time, peer and coach observations in the following:</p> <p>SEAL Kinder and 1st Grades (Kinder-3rd in 2018-19),GLAD 2nd-5th Grades, both models being key to the implementation of research-based instructional practices attuned to the needs of English Learners and incorporating the essentials of common core integrated unit planning wherein the learning of content drives language acquisition.</p> <p>Consistent Use of MIFF Strategies as a basis of ensuring students engagement and English learner access to curriculum.</p> <p>Routine practices in differentiation and balanced literacy (guided reading, small group literacy, data driven language centers)</p> <p>Thematic Instructional Unit Planning Days led by peer coaches and 50% instructional coach.</p>	



Peer to peer coaching by expert teachers in unit development in literacy and math to ensure rigorous instruction.

### **Teacher Development in Tier 2 Practices**

Based on analysis of SRI, SBAC and F&P data Tier 2 Instructional interventions will include:

Increased frequency in small group instruction with teacher and trained instructional aid.

Knowing the essentials of conferring with students at different reading levels according to the Fountas and Pinnell “systems of strategic actions.”

Increased progress monitoring for making specific, timely instructional decisions, paid time for teachers to administer assessments.

### **Teacher Development Tier 3 Practices**

Engage in SST process to determine outlier learning needs and challenges.

Put strategies in place such as one-on-one tutor, modified tasks, increase progress monitoring.

Continue classroom practices in small group instruction with increased frequency.

Providing math interventions before school via Reflex Math. Certificated intervention teacher guides students before school, three days per week for 25 minutes.

Helping to organize and conduct assessments for progress monitoring.

**Instructional Coach** will guide, provide structures and systems and monitor teachers’ growth and direct impact on student growth. This will occur during systematic PLC’s to occur every two weeks, wherein teachers work collaboratively to ensure teachers strategically analyze pertinent data and plan instructional action steps. The following form is used to record data analysis and next steps in instruction post assessment.

<a href="#">Short School Post Assessment PLC Reflection Tool</a>	
<p><b>BUDGETED AMOUNT / SOURCE</b></p> <p>Professional Development by site leader at staff meetings, during structured, guided PLC and classroom demonstrations. District paid.</p> <p>Instructional Coach District Paid</p> <p>Release days for planning ELA instruction and unit planning.</p> <p><b>Title I \$3,843</b></p>	<p><b>ACTUAL EXPENDITURES</b></p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<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

**Goal 2, Action 2**

**Multi-Tiered System of Supports Description: SEAL Training, Unit Development and Supported Implementation**

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All School</li> <li><input type="checkbox"/> Students with Disabilities</li> <li><input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): K-1</li> </ul> <hr/> <ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Low Income</li> <li><input type="checkbox"/> [Specific Grade span(s)] -- (List here):</li> </ul>
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<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>SEAL training will help develop the language and literacy skills of ELL students and to close the academic achievement gap by fourth grade. After receiving training in the SEAL program, every K-3 grade teacher will teach integrated ELD content units based on NGSS and HSSS. All K-3 teachers will participate in SEAL Professional Development modules with the SEAL Coaches to develop CCSS aligned units of study and implement high leverage ELA strategies differentiated for all learners.</p> <p>Currently, kindergarten and first grade teachers are either being trained in the SEAL model. Coaching from the site literacy coach is supporting their instructional practice as well as providing teachers the opportunity to observe their expert peers during classroom instruction with coaching follow up and reflection aimed at changing and supporting rigorous practice.</p>	<p><b>ACTUAL</b></p>
<p>Expenditures</p>	<p><b>BUDGETED / SOURCE</b></p> <p>SEAL Coaching/District Budget          Teacher Release Days for Unit Planning Kinder and 1st Grades/District Budget          Teacher Release Days for peer observation and coaching 2nd-5th Grades Lottery \$1,800</p>	<p><b>ESTIMATED ACTUAL</b></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

**Goal 2, Action 3**

<b>Multi-Tiered System of Supports Description: Professional Development Passports</b>	
<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>Teachers will participate in eight hours of self-selected and individualized professional development. The PD opportunities will be provided by Educational Services department and tracked on a "Passport." Other MCOE offerings could also meet requirements if approved by the principal and ed services director.</p> <p>Teachers have been active in attending and signing up for courses based on their learning needs.</p>	<b>ACTUAL</b>
	<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p><b>Passports are District Budgeted</b></p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<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

**Goal 2, Action 4**

<b>Multi-Tiered System of Supports Description: Training in Toolbox, Social and Emotional Learning Curriculum</b>	
<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>	<p><b>PLANNED</b></p> <p>All current and new teachers are trained in the school’s social and emotional learning curriculum which provides tools that enable students to self-regulate, solve conflicts and develop emotional intelligence.</p> <p>There are two 1.5 hour trainings conducted remotely by Dovetail Learning.</p>	<p><b>ACTUAL</b></p> <p>Results are to be measured by evidence of implementation as well as before and after students surveys.</p>
	<p><u>Expenditures</u></p> <p><b>BUDGETED / SOURCE</b>  <b>Title I Dovetail Learning PD expense \$2,000</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<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



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

	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
<b>Goal 3</b>	<b>Student Engagement &amp; School Climate:</b> 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

It is determined by office referral data from classrooms that there is a need for alignment in practices for ensuring students have strategies and tools for developing capacities in social and emotional learning and conflict resolution.

Many of our parents want to be more engaged in school life, yet there needs to be clearer and varieties of structures and avenues for parents to participate in school life.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Referrals to the office during class time.	5-8 referrals per week from classrooms with new teachers.			
Attendance at general parent meetings and leadership meetings.	Average between 25-40 parents at meetings presently .			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Reduction in referrals to the office from new teachers to no more than 2 per week.	
Attendance of 50 or more parents at all general parent meetings.	



Regular meetings with consistent parents (every other month) attendance made up of parent leadership team.

Attendance of 15 or more parents at monthly charla cafes.

Attendance of 20 or more parents to literacy and math workshops at the school 3 times per year.

ANTICIPATED MODIFICATIONS TO  
ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

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**Goal 3, Action 1**

<b>Multi-Tiered System of Supports Description: Implement shared practices in social and emotional learning under the framework of PBIS.</b>	
<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>	<p><b>PLANNED</b></p> <p>Full implementation of Toolbox Curriculum as evidenced by student’s knowledge and use of “tools” when needed.</p> <p>Principal, site psychologist do professional development on strategies of prevention and that meet students needs with regard to behavioral prevention and redirection including coaching in Toolbox.</p> <p>Principal, site coach and psychologist work on early identification of students with outlier behaviors. Do initial assessment of students’ most prominent behaviors that are impeding learning. Initiate action plan for each student.</p> <p>Implement analysis of behavior data in the form of office referrals focusing on class time referrals with Instructional Leadership Team.</p> <p>Sustain SST system based on behavior as a means to responding.</p>	<p><b>ACTUAL</b></p>
	<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b> District Budget</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

**Goal 3, Action 2**

**Multi-Tiered System of Supports Description: Increase parent communication and relevant community meetings pertinent to facilitating parents' understanding and participation in the school.**

<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> <p>Beginning, and middle of year of the year grade level by grade level parent meetings in order to disseminate key information about students learning and social and emotional learning. This includes equipping parent with practical tools for supporting their students in academics.</p> <p>Ensure consistent, bi-monthly charlas meetings as forum for informing, hearing parents' ideas, concerns, questions about school initiatives.</p> <p>With the support of our Community Liaison, engage families of limited English speakers in workshops on how to help their children increase literacy and math skills, workshops held every other month, as well as ensure that</p>	<p><b>ACTUAL</b></p>
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<p>families understand SEAL and GLAD (end of unit gallery walks).</p> <p>Partner with Parent Services Project to develop core parent leaders in leadership skills with the goal of engaging parents at higher levels as well as engage and support New Comer Families via connecting with resources, building their understanding of academics in school, and ensuring New Comer families have voice and participation in school community.</p>	
<p><b>BUDGETED / SOURCE</b></p> <p><b>Parent Services Project Title III IMM \$2,000</b></p> <p><b>Community Liaison Title III LEP \$9,500</b></p>	<p><b>ESTIMATED ACTUAL</b></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

**Goal 3, Action 3**

**Multi-Tiered System of Supports Description: Hire P.E coach to help facilitate healthy, productive recess play and implement Junior Coach structure and increase students' cooperation and collaboration skills during play.**

<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>	<p><b>PLANNED</b></p> <p>Hire P.E coach and train the coach in implementation of productive, non-competitive play and games that facilitate cooperation and collaboration. Recess coach will reinforce the use of Toolbox skills on the playground and during physical education.</p> <p>P.E coach also trains upper grade students as Junior Coaches, equipping students to do peer to peer conflict resolution.</p>	<b>ACTUAL</b>
	<p><b>BUDGETED</b></p> <p>\$15,000 LCAP</p>	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<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

## 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 makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Vanessa Flynn-principal	School	<a href="mailto:vflynn@srcs.org">vflynn@srcs.org</a>	
2. Lisa Johnson	Teacher	<a href="mailto:ljohnson@srcs.org">ljohnson@srcs.org</a>	
3. Roxanna Cruz- Community Liaison	Staff	<a href="mailto:rcruz@srcs.org">rcruz@srcs.org</a>	
4. Danelle French	Teacher	<a href="mailto:dfrench@srcs.org">dfrench@srcs.org</a>	
5. Laura Lasko-Instructional Assistant	Staff	<a href="mailto:llasko@srcs.org">llasko@srcs.org</a>	
6. Nicole Pavisith	Parent	214-763-1877	
7. Joanne Gatine	Parent	jmgatine@gmail.com	
8. Socorro Rojas	Parent	rsocorro26@yahoo.com	
9. Julia Pascuala	Parent	415-578-8197	
10. Llovani Lopez	Parent	415-419-7589	

### 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	2	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 *(Adjust list to reflect any site specific groups)*
    - Home and School Club
    - Special Education
    - Gifted and Talented
    - Foster, homeless, disadvantaged
    - English Language Advisory Committee
  - Student Stakeholder Groups
    - Student representatives
    - ASB
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:

\_\_\_\_\_  
Typed name of School Principal                      Signature of School Principal                      Date

\_\_\_\_\_  
Typed name of SSC Official                      Signature of SSC Official                      Date





