



# Coleman Elementary

2016 - 2017

## Single Plan for Student Achievement

### **San Rafael City Schools Mission Statement**

The San Rafael City Schools community ensures that every student receives an empowering education. High expectations and skillful individualized instruction enable all students to embrace their own learning, think critically, and experience success.

Our welcoming school climate ensures our diverse community of students, families, staff, and community members are treated with dignity and respect, creating opportunities for participation, engagement and support. Every student graduates ready for college and/or a career, able to take responsibility for a future that includes life-long learning.

### **Single Plan for Student Achievement**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The SPSA is a Title I Schoolwide Program Plan.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mike Taylor, Principal

Telephone Number: 415-485-2420

Address: 800 Belle Ave, San Rafael, CA 94901

E-mail Address: [mtaylor@srcs.org](mailto:mtaylor@srcs.org)

County-District School (CDS) Code: 21-65458-6024764

Date of this revision: January 2016

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## 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:
  - English Learner Advisory Committee \_\_\_\_\_ Signature \_\_\_\_\_
  - Title I Advisory Committee \_\_\_\_\_ Signature \_\_\_\_\_
  - Other advisory committee \_\_\_\_\_ Signature \_\_\_\_\_
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 herein 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: 3/17/2017

Attested:

Mike Taylor  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Stacey Laumann  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mike Taylor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sabrina Chamberlain	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mike McNeeley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Kate Kenney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stacey Lauman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cicity Emmerson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Douglas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dan Sonnet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Klopp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Martha Noguera	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	2	6	

## Governance and Funding

1. The School Site Council will hold nine meetings in the 2016-2017 school year.
2. At Coleman Elementary, the School Site Council is charged with the responsibility of overseeing the following federal program funds coordinated to form one comprehensive school plan:
  - Title I
  - Title III, Immigrant
  - Title III, LEP
  - ASES, (After School Education & Safety)
3. The School Site Council received input regarding design/modification of the School Site Plan in the following ways:
  - Review by SSC members
  - Changes recommended as a result of ELAC and Title I parent Advisory Groups
  - Meetings with stakeholders
  - Input/changes recommended by site staff
  - Input/changes recommended by Needs Assessment Survey data
  - External Consultants
4. Parents are involved in decision-making at the site and district level by participation in:
  - School Site Council
  - Site Advisory Councils: (X) Title I (X) ELAC (X) PTA ( ) Other: \_\_\_\_\_
  - District Advisory Committee: (X) LCAAP PAC (X) DELAC ( ) DAC/Title I
5. At Coleman Elementary, at least 85% of the funds available for programs are spent for direct services to students.
6. Staff, contracts, resources, supplies and equipment paid for with consolidated programs funds supplement and do not supplant the basic program as evinced by:
  - Budgets (expenditures)
  - Field Trip Forms
  - Capital Outlay
  - PAFs (Personnel Action Forms)
  - Requisitions
  - Conference Reports
7. For Title I Schoolwide Program schools, provide any parent comments of dissatisfaction with the plan here.  
√Check here if none received

## School/Community Description

### Coleman Elementary

#### Mission Statement

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

#### School Description

Coleman School is one of seven elementary schools in the San Rafael Elementary District. It serves students in grades kindergarten through fifth in central San Rafael. Our school is supported by our wonderful Parent Teacher Organization (PTO); our English Language Acquisition Committee (ELAC).

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

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

#### Description of School Programs

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

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

In addition to our academic programs, Coleman School is well supported by our PTO specialists to include art, music and PE for every class. Our library is staffed by our Library Clerk for regularly scheduled classroom visits. Each class has available to them laptop computers in the computer lab located in the library, as well as a classroom set of keyboards.

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

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

Our school counselor, in addition to working with students one-to-one, has instituted the following programs to support the emotional, and social needs of students and parents: Youth Leaders, “No Bullying” program, Positive Action, and Social Skills Groups for students. Each of these programs shows students positive ways to deal with conflicts, problems at home and school, and tools for solving conflicts in productive ways. Our counselor runs workshops for parents including positive discipline, empowering parents, and raising self-reliant children. She also provides counseling for parents who are dealing with difficult issues at home.

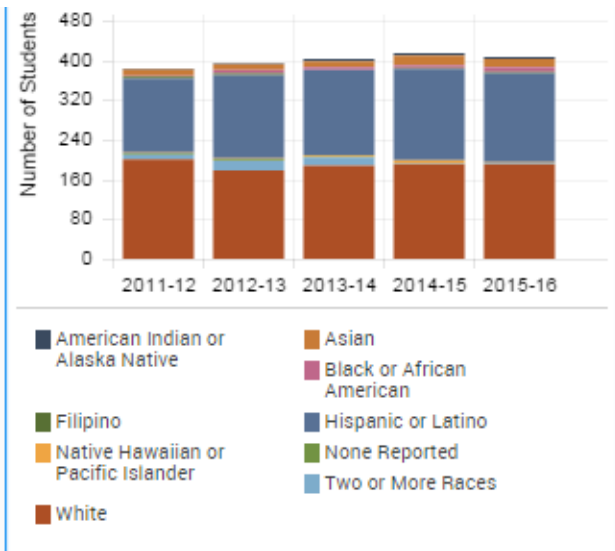
Coleman School is in partnership with Dominican University through a new grant, which provides training for students in the Liberal Studies department. The university students are in the teacher credential program. The partnership provides for Coleman teachers to lead observation lessons featuring the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

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

## Demographic and Assessment Data

Demographic Characteristics	Coleman 14-15	District 14-15	Coleman 15-16	District 15-16	Coleman 16-17	District 16-17
Enrollment	414	4,635	406	4,749	406	
English learners	35%	46.1%	31.5%	45.8%	31.2%	
Free / Reduced Lunch	49.3%	64.9%	45.6%	63.3%	46.7%	
Fluent English Proficient	3.1%	11.3%	1%	11.3%	tbd	

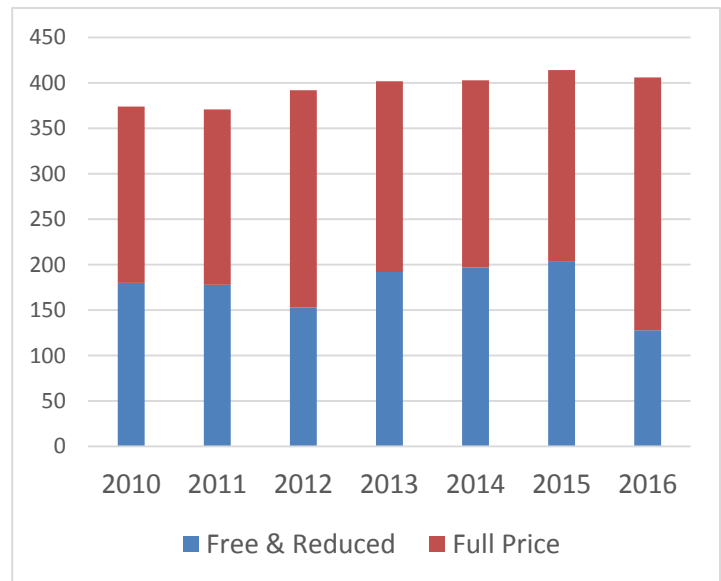
### Enrollment By Demographic



[View Table Data](#)

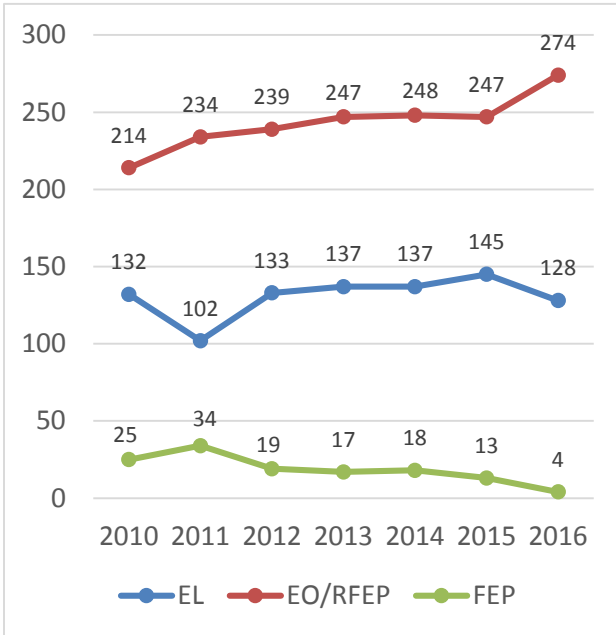
Enrollment by Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
American Indian or Alaska Native	2	2	5	5	3
Asian	12	12	12	19	17
Black or African American	2	6	6	6	10
Filipino	4	4	0	2	2
Hispanic or Latino	149	168	171	184	179
Native Hawaiian or Pacific Islander	1	2	3	5	1
None Reported	3	3	2	1	1
Two or More Races	10	19	16	1	2
White	200	178	188	191	191
Total	383	394	403	414	406

### Free and Reduced Meals





### Language Fluency Trends

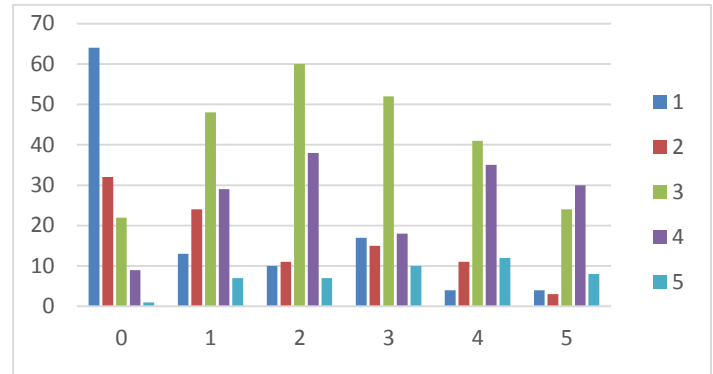


EL – English Learner  
 EO/RFEP – English Only/Redesignated Fully English Proficient  
 FEP – Fully English Proficient

### Overall CELDT Level by Grade: 16-17

Grade	Overall CELDT Levels					Total
	1	2	3	4	5	
0	64	32	22	9	1	128
1	13	24	48	29	7	121
2	10	11	60	38	7	126
3	17	15	52	18	10	112
4	4	11	41	35	12	103
5	4	3	24	30	8	69
<b>Total</b>	<b>112</b>	<b>96</b>	<b>247</b>	<b>159</b>	<b>45</b>	

In first grade, we have 13 students who are at an overall CELDT Level 1. In general, our 5<sup>th</sup> grade class has less EL students than any other, while our current Kinder cohort has the highest. This year, to support these students and teachers we hired an English Language Development Aide to work with targeted groups of EL students.



2016-2017

Coleman Elementary

## SBAC ELA/Literacy Scale Score

Grade Levels	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	30%	22%	16%	33%	101%
4	26%	23%	23%	29%	101%
5	26%	12%	27%	35%	100%

2016-2017

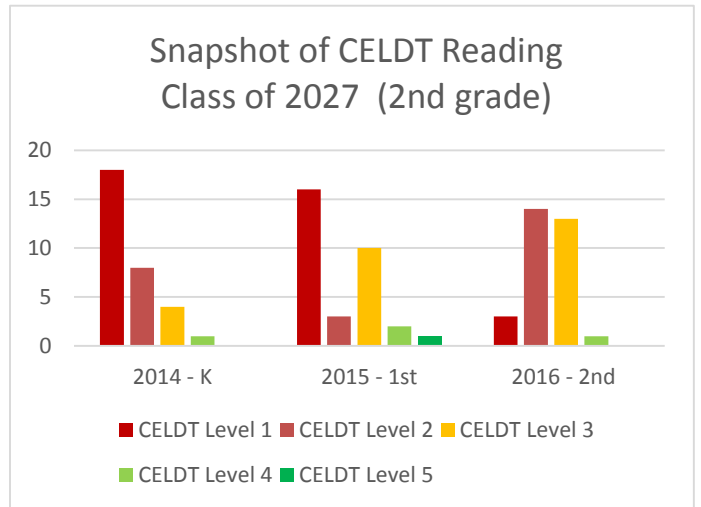
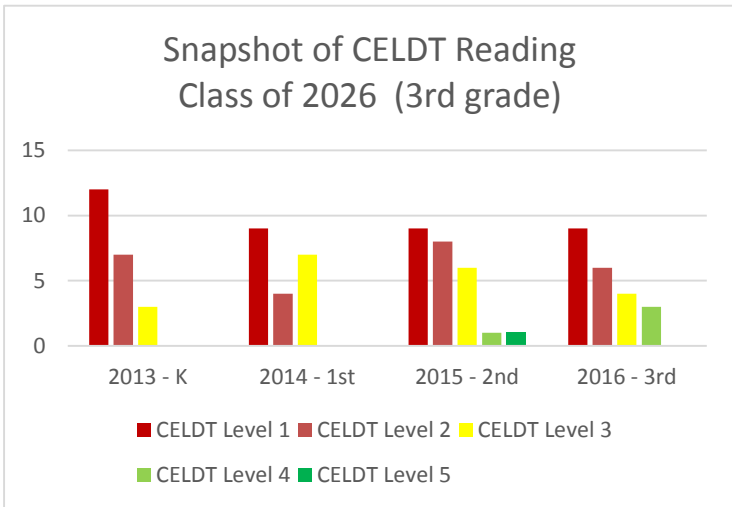
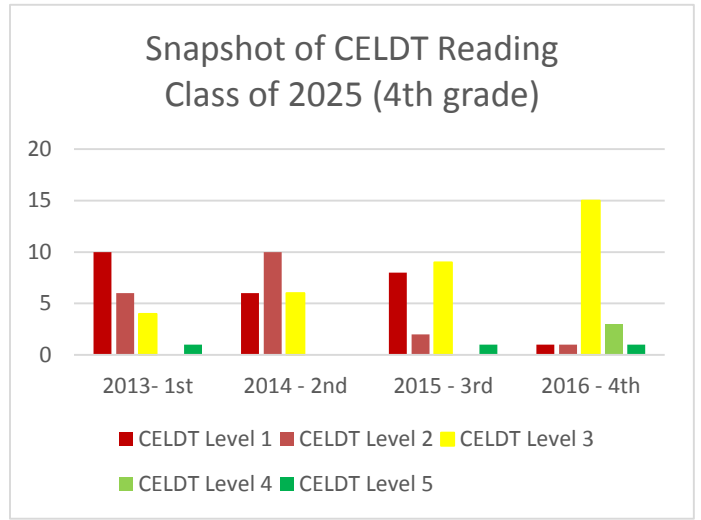
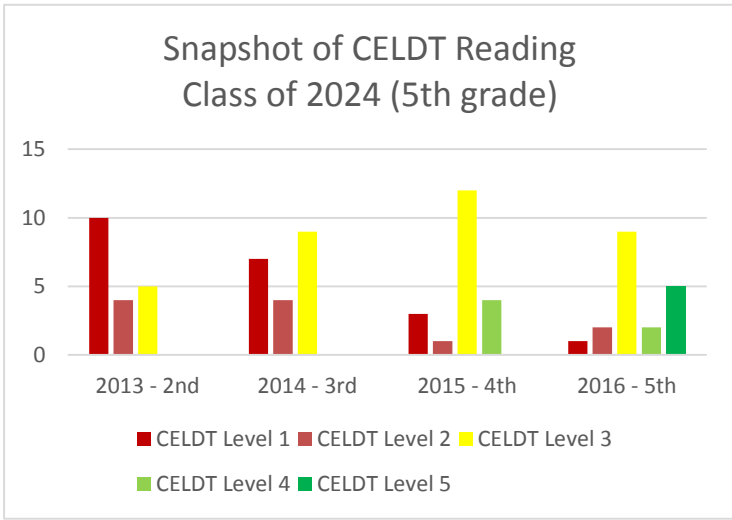
Coleman Elementary

## SBAC Mathematics Scale Score

Grade Levels	Not Met	Nearly Met	Met	Exceeds	Grand Total
3	14%	35%	24%	27%	100%
4	14%	30%	32%	24%	100%
5	25%	24%	22%	29%	100%

## Average of SRI March 2016

Grade	Language Status			Grand Total
	E	L	R	
3	766.6	302.9	644.0	605.9
4	898.2	446.1	842.3	749.3
5	1053.5	400.5	849.6	817.2
<b>Total</b>	<b>894.4</b>	<b>381.3</b>	<b>825.7</b>	<b>722.8</b>

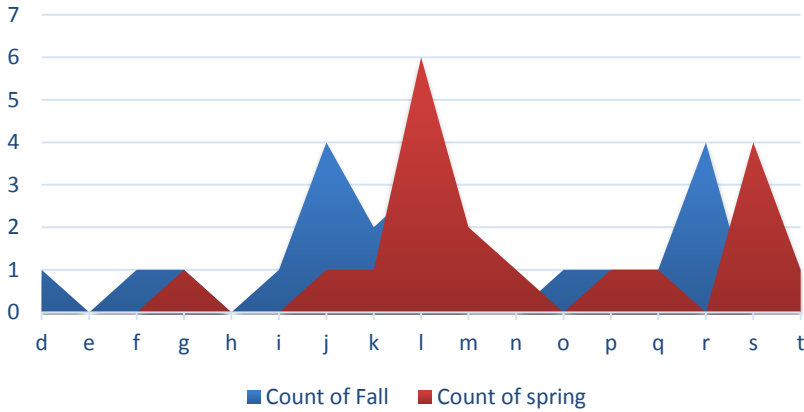


Our 5<sup>th</sup> grade EL students are at a high level of English Proficiency, overall. Our 4<sup>th</sup> grade cohort is not moving through the CELDT levels as quickly as staff would like. One possible explanation is that students at CELDT level 3 generally carry a conversation well and interact and learn fairly well with peers and adults, even though their grasp of the English language is at the intermediate level. To help move our students along the CELDT criteria, we have hired an ELD instructional assistant, pair teachers to run a Morning Reading Club, paid teachers to tutor students after school, collaborated with purpose with our RtI program coordinator to ensure students are receiving some services if needed. Furthermore, teachers have devoted many hours to SEAL training to bolster our oral language teaching skills and worked with our coaches to facilitate higher quality designated ELD in the classroom.

# Coleman Readers at a Glance

## 3rd Grade Reading Progress, September 2016 - March 2017

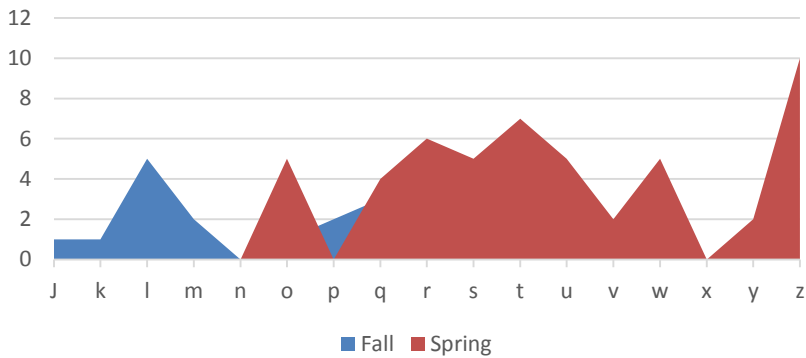
(F/P Reading Assessment  
m-q is 3rd grade equivalency)



Third grade students have been making steady progress up to the March assessment window. Teachers are testing new ways of teaching small group, leveraging SEAL strategies and content rich literature to create more learning opportunities for students. This Spring, Coleman is investing in reading libraries that are leveled and thematically aligned.

## 5th Grade Reading Progress, September 2016 - March 2017

(F/P Reading Assessment s-w is 5th grade equivalency)



Our 5<sup>th</sup> grade students are reading at a high level and have progressed at an appropriate average pac. Some students are still generally behind, these are identified as newcomer students and students with an IEP. Both of these cohorts are receiving services to support progress.

## Data Analysis

Data	Key Findings
<b>Demographics</b>	<p>Overall population has remained relatively stable            Demographics have remained relatively consistent            Number of free and reduced lunch students has declined</p>
<b>ELA</b>	<p>Teachers participate in District wide grade level meetings to develop integrated thematic units. Coleman teachers have been given release days to develop these units the including a guiding question, multiple texts, and integration of technology when appropriate. K-3 Teachers participate in Sobranto Early Academic Language (SEAL) Program to support our English Language Learners (ELL) and English Only (EO) to master the vocabulary and concepts to become college and career ready.</p> <p><b>SBAC/ELA</b></p> <ul style="list-style-type: none"> <li>• 71% of third graders <i>nearly met, met or exceeded</i> grade-level proficiency</li> <li>• 75% of fourth graders <i>nearly met, met or exceeded</i> grade-level proficiency</li> <li>• 74% <i>nearly met, met or exceeded</i> grade-level proficiency</li> </ul>
<b>Mathematics</b>	<p>Coleman teachers use Every Day Math and supplement with other materials and programs from the internet including BrainPop. Many teachers tutor students who struggle in math before, during and after school. In addition, we are piloting an intervention program to help students in the upper grades who have not mastered basic math facts with use of an instructional aide to remediate.</p> <p><b>SBAC/Math</b></p> <ul style="list-style-type: none"> <li>• 86% of third graders <i>nearly met or met</i> grade-level proficiency</li> <li>• 86% of fourth graders <i>nearly met, met or exceeded</i> grade-level proficiency</li> <li>• 75% <i>nearly met, met or exceeded</i> grade-level proficiency</li> </ul>
<b>EL Data</b>	<ul style="list-style-type: none"> <li>• The AMOA data suggests that ELs who reached CELDT proficiency did not meet other reclassification criteria (e.g. CST, grades) over the various years. Another possibility is that the school made a big push one year causing a group of ELs to make significant gains; these students are reclassified and are out of the cohort. With the final impact that those who remain are not as proficient and take a dive as a group the following year. These big changes from year to year indicate a lack of consistency and coherence in the program. (Program means the entire instructional day for English learners.)</li> <li>• The ELL API in 2013 fell. When we look at what happened the previous year, many students were reclassified as fluent and were not counted in the ELL API data. Teachers also asserted that in 2012-2013 they used Pearson’s ELD program exclusively during the mandatory ELD period and that the materials were not integrated with the CCS standards</li> <li>• Coleman has seen an increase in Newcomers in the upper grades to the school and is looking for ways to engage them with grade level content standards while they acquire English. Using Title III funds, Coleman has purchased bilingual and Spanish books that align with the content standards for this purpose. Our Response to Intervention (RtI) program also serves a large percentage of ELL students who are reading below grade level.</li> <li>• Our current goals for the RtI include making the program sustainable from year to</li> </ul>

	<p>year to ensure continuity and to expand the program to meet the needs of all students performing a year below grade level. We would also like to expand our capacity to meet the needs of students performing below grade level in mathematics.</p>
<p><b>Climate/Culture</b></p>	<ul style="list-style-type: none"> <li>• Currently, Coleman is implementing Positive Behavior Intervention and Support (PBIS) to improve student behavior by explicitly teaching students what is expected of them in different contexts. The staff is working towards consensus on what they expect of students within the classroom and on the yard. Our current school rules are: I am Respectful; I am Responsible; I am a Learner. Our goals are for our students include: to be respectful of people and the environment; that they are ready to learn and take responsibility for their learning.</li> <li>• Site Council has a subcommittee of parents and staff working on improving climate at the school to make the school more inclusive. Some of the ideas proposed include more person to person contacts, social events separate from fundraisers to strengthen the community, and solidifying cooperation among parents and staff to have common expectations for student behavior at school.</li> <li>• Our families come to Coleman due to the PTO's effort to make Coleman a parent involvement school that emphasizes community. The PTO is very active in the decision making at the school and works with our SELAC and Site Council to include all parents in decision making at the site. The PTO accomplishes a herculean task of raising money to pay for the salaries of our PE teachers, Art teacher, Computer Technology Teacher and in conjunction with HeadsUP Foundation, our Music Teacher.</li> </ul>

# Evaluation of the 2015-2016 Single Plan for Student Achievement

The SPSA evaluation will indicate completion or progress towards implementation of goals and objectives in the *Single Plan for Student Achievement*. It will also help the School Site Council in the development of SPSA goals, objectives and activities for the upcoming school year. When possible, please include data related to the progress toward goals (i.e. number/percent of participants, changes in benchmark assessment results, reports generated, number of professional development activities provided, amount of funds spent on staff, materials, etc. and other data related to the implementation of the SPSA goals/objectives).

<b>2015-2016 Desired Outcomes</b>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"><li>• All teachers will provide a Balanced Literacy block daily. Included will be small group leveled reading instruction, SEAL strategies, designated and integrated ELD, integrated writing instruction through common core aligned social studies and NGSS science units of study.</li><li>• All teachers will teach 30m of designated ELD instruction daily.</li><li>• All teachers will provide small group, leveled reading instruction for their students at a frequency based on assessed need.</li><li>• All teachers will provide differentiated math instruction/support daily focusing on the standards of mathematical practice.</li><li>• All teachers, working with the site technology teacher, will implement 21<sup>st</sup> Century learning goals centered around Science, Technology, Engineering, Arts and Math, as well as coding and digital citizenship.</li></ul> <p><u>Assessment:</u></p> <p>ELA:</p> <ul style="list-style-type: none"><li>• All teachers will assess students using the Fountas and Pinnel Reading Assessment, Scholastic Reading Instruction, Core Phonics assessment and Acuity Benchmarks at standard intervals during the year.</li></ul> <p>Math:</p> <ul style="list-style-type: none"><li>• All teachers will assess students using the Every Day Math benchmark assessments.</li></ul> <p><u>Curriculum:</u></p> <ul style="list-style-type: none"><li>• All teachers will implement collaborative thematic common core aligned units of study in order to engage students at a high level.</li><li>• All teachers will utilize leveled reading texts from Houghton Mifflin, as well as supplemental leveled texts to strengthen student learning.</li><li>• All teachers will create a draft pacing guide based on integrated thematic units and common core state standards in order to better align grade-levels.</li><li>• All teachers will implement the pacing guide within the Every Day Math program as a grade-level team</li></ul> <p><u>Multi-Tiered Systems of Support</u></p> <ul style="list-style-type: none"><li>• All teachers will implement Tier 1 and Tier 2 Interventions in the classroom.</li><li>• Based on assessments, teachers will recommend students for further RtI support (reading specific).</li><li>• Based on CELDT data and classroom observations, teachers will recommend students for ELL content support from our ELL-specific instructional aide</li></ul>
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**Plan** • *Identify strategies in the SPSA that were fully implemented.*

- Implementation** • *Identify strategies in the SPSA that were not fully implemented as described in the plan or within the timeline.*
- *What specific actions related to those strategies were eliminated or modified during the year?*
  - *Identify barriers to full or timely implementation of strategies.*
  - *What actions were taken to mitigate or overcome those barriers?*
  - *What impact did the lack of implementation of these strategies have on student outcome?*

All students will develop mastery of the English language arts Common Core State Standards.

- Approaching this goal via consistent training and support for teachers and students
- Refocused on research based in-class instruction and intervention
- Aligned common times so K-3 coach could meet with grade-level teams [Still working on this for 4/5 – master schedule issue that will be solved by April]
- One major barrier to ensuring all students develop mastery remains to be that each child is unique and comes to us with various needs that are often difficult to solve. Another barrier is aligning thematic units with other core curriculum so teachers can leverage academic connections between content with real world happenings. We will be focusing on this work throughout Spring '17 and throughout the 18-19 school year.

All students will develop mastery of the math Common Core State Standards and the Next General Science Standards through implementation of Board adopted instructional materials.

- Approaching this goal with training and implementation of Everyday Math curriculum
- One challenge found is the flow of the actual curriculum – teachers report that becoming familiar and masterful with this curriculum is taking more time to do well [Coleman and Sun Valley staff collaborated to take four hours of professional learning focused on making EDM more easily integrated into the math program]
- Teachers have been integrating NGSS into SEAL thematic units (k-3) and are leveraging iTeams teachers to implement in 4/5. [No current instructional materials, teachers are using standards and connecting this with professional research]

District-wide assessments will be implemented in ELA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.

- Teachers use EDM benchmark assessments and formative, ongoing assessments to identify needs and direct their instruction [Currently seeking a diagnostic assessment for numeracy skills]
- Teachers use F/P, Core Phonics and SRI ELA assessments to diagnose and reading skill strengths and challenges, identify what skills are needed and to monitor growth.

Teachers will participate in district-provided professional development.

- Teachers have taken the opportunity to attend F/P intervention training, math, iTeams, and SEAL trainings provided by the school district.



Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions, and efficacy in implementing the CCSS (including integration of ELD as needed).

- Coleman Teachers have become quite adept at integrating units, assessments and interventions. This year, our staff has been able to retool the intervention side of learning to help the student who are truly showing the greatest need (4 reading levels or more)
- Coaching support has been key to this strategy as these individuals know the instructional components best.

Classified staff will participate in site-provided professional development.

- Classified staff have joined the staff for initial 'kick-off' staff meeting and been invited to subsequent meetings. [We have not sent staff to PD, other than school district provided]

Welcoming, efficient, and effective practices.

- All Coleman staff are kind, caring and inclusive to our families and neighbors.

Staff will implement Positive Behavior Intervention and Support (PBIS) initiative.

- Coleman Teachers and staff have created the Positive Schools Team (PST) in order to 1) Continue to grow our culture of kid first positivity 2) Continue to support students on the playground and in the classroom and 3) support teachers and staff in any way they need to make each person feel most comfortable at work.
- The PST has also implemented a Green, Yellow, Red card system to promote positive behaviors and collect data on student mistakes. Our school Psychologist and Counselor (as well as the PST) have been instrumental in designing these cards in a way that supports students and teachers.
- [Still work to be done on devising plans and strategies to support our most challenging students – Tier 2/3 strategies]

Staff will increase family engagement in decision-making.

- **All** communication home is translated.
- Principal sent home a midyear survey to collect ideas on how to best engage students on the yard and in the classroom
- Teachers connect with parents via community liaison, phone, email, newsletter and 1-1 connections before and after school to support the home-school connection.
- Teachers engage with families during parent conferences twice yearly, and as needed to support our most challenging students.
- Staff request feedback from families for ongoing school improvement projects (mural, garden etc.)  
[Ongoing challenges include connecting with working parents, making scheduling accommodations for families to connect with teachers in order to support students.]

- **Identify strategies or activities that were particularly effective in improving student achievement.**
- *Identify strategies or activities that were ineffective or minimally effective in improving student achievement.*
  - *Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?*
  - *Based on the analysis of this practice, would you recommend eliminating the practice from the next plan or continuing the practice with modifications?*

Particularly Effective:

1. Common Core /SEAL Coach will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science.
2. Implementation of Fountas & Pinnell, SRI, Core Phonics assessments.
3. Classroom teachers will integrate the Common Core ELD standards into thematic instructional units in English language arts and history/social science and monitor ELs for timely acquisition of English proficiency in PLCs, District Grade Level Meetings.
4. Professional development implementation of Next Generation Science Standards for K through 5<sup>th</sup>.
5. Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science during a year-long planning session
6. Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.
7. Teachers will administer F & P and Acuity assessments use information for leveled reading groups, and monitor progress through SRI, dibels and F& P.
8. Site administrators and lead teachers will collaborate in the analysis of assessment results to address professional development needs.
9. SEAL - Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions. Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies.
10. Community liaison will communicate to ensure that current information is maintained and provided to parents regarding instructional programs, student services, and district initiatives through a variety of strategies.
11. Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions. [Coaches and PLC time.]

***Effective and Undergoing Strategic Shift to Improve***

12. iTeams – [*Great program that needs to grow into K-5 planning and implementation.*]
13. Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted

intervention program, Rtl, for targeted small group instruction for 30 minutes four times a week. - *[This is working well, and we are working now to clearly define the requirements for students entering the program, assessment and timeframe once in and exit strategy. This program will continue.]*

PBIS Team Leader will guide staff in Tier I implementation and Tier II data analysis. PBIS Team implements Tier I interventions including setting school wide expectations, positive reinforcement system and data analysis. *[No Team leader this year due to schedule of school Psyc. PBIS team shared the responsibility of sharing implementation.]*

14. Site will provide support for the implementation of high rigor/relevant lesson plans in math and Science [Spring 2017]

15. Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data are gathered from families [Spring 2017]

**Did not do**

1. *Google Workshop*
2. Administrative assistants attend IC trainings to master communication tools
3. Instructional Aides work with teachers to refine instructional strategies [We have one IA who does Rtl only. Works with teachers to gather relevant data and instructional information.]

**Ineffective**

See changes above

**Involvement & Governance**

- *How was the SSC involved in the development of the plan?*
- *How were advisory committees involved in providing advice to the SSC?*
- *How was the plan monitored during the school year?*

In 2016, the Coleman SSC was involved in the creation of this plan throughout the school year, including refining and revising. In the 16-17 school, the new principal asked the SSC for feedback and guidance for any revisions to this plan (e.g., purchasing iPads with Title 1 money) and for the forthcoming plan, 17-18.

The plan was monitored throughout the year via SSC meetings and updates at Principal Coffee chats.

**Outcomes** • *Identify any Desired Outcomes that were met.*

- *Identify any Desired Outcomes that were not met or partially met.*

- *Based on this information, what might be recommendations for future steps to meet Desired Outcome(s)?*

Instruction:

- All teachers will provide a Balanced Literacy block daily. Included will be small group leveled reading instruction, SEAL strategies, designated and integrated ELD, integrated writing instruction through common core aligned social studies and NGSS science units of study. [partially met; work must continue and materials must be purchased to support small group reading]
- All teachers will teach 30m of designated ELD instruction daily. [partially met; strategies were practiced this year and prove to be effective, but more work needs to be done]
- All teachers will provide small group, leveled reading instruction for their students at a frequency based on assessed need. [partially met; new expectation for this year and teachers lack the proper leveled-books to effectively do this in the best way possible]
- All teachers will provide differentiated math instruction/support daily focusing on the standards of mathematical practice. [met; math games, number talks, online resources]
- All teachers, working with the site technology teacher, will implement 21<sup>st</sup> Century learning goals centered around Science, Technology, Engineering, Arts and Math, as well as coding and digital citizenship. [partially met; schedule for 17-18 school year will continue to make this type of learning a greater reality]

Assessment:

ELA:

- All teachers will assess students using the Fountas and Pinnel Reading Assessment, Scholastic Reading Instruction, Core Phonics assessment and Acuity Benchmarks at standard intervals during the year. [desired outcome met; teachers also tracked data via school-wide spreadsheet]

Math:

- All teachers will assess students using the Every Day Math benchmark assessments. [desired outcome met]

Curriculum:

- All teachers will implement collaborative thematic common core aligned units of study in order to engage students at a high level. [desired outcome met K-3, work has begun for 4/5 in Spring '17]
- All teachers will utilize leveled reading texts from Houghton Mifflin, as well as supplemental leveled texts to strengthen student learning. [desired outcome partially met, Teachers use HM materials, lack supplemental materials. Purchasing Spring '17]
- All teachers will create a draft pacing guide based on integrated thematic units and common core state standards in order to better align grade-levels. [desired outcome met Spring '17]
- All teachers will implement the pacing guide within the Every Day Math program as a grade-level team [desired outcome met]

### Multi-Tiered Systems of Support

- All teachers will implement Tier 1 and Tier 2 Interventions in the classroom. [desired outcome partially met, new system for staff this year and will take another 6mos to fully implement]
- Based on assessments, teachers will recommend students for further RtI support (reading specific). [desired outcome met with new structure in place for Spring '17 and 17-18 school year]
- Based on CELDT data and classroom observations, teachers will recommend students for ELL content support from our ELL-specific instructional aide [desired outcome met – will be able to track CELDT and reading data throughout Spring '17 and Fall '18 to further show growth]

## District Initiatives

### COMMITMENT TO EQUITY, ACCESS & ACHIEVEMENT

- GOALS**
- College, career, and community readiness upon graduation from high school for all students
  - School system (not a system of schools)

### 2016-2018 STRATEGIC PRIORITIES

- **Aligned K-12 Curriculum & Assessments** to the advanced levels of the Common Core State Standards.
- **Professional Growth System** Implement and improve district wide professional growth system for teachers, support staff, and administrators at all levels.
- **Align All District Resources & Activities** Purposeful identification and selection of personnel, instructional materials, equipment & supplies to support College and Career Readiness.

### 2016-2018 CCSS INSTRUCTIONAL FOCAL POINTS

- Common Core aligned ELA/ELD units of instruction will include all components as identified by the district and undergo a review process.
- Full implementation of Common Core math standards:
  - K-5 *Every Day Math* CCSS
  - K-12 Implementation of Math Practices
- Gain a deeper understanding of ELA/ELD framework, standards and continue to provide specific ELD instruction, with emphasis on speaking and listening. Pacing of standards and skills have been vertically aligned (6-12).

### COMMON CORE STATE STANDARDS *Essential Shifts in Instruction*

Shifts in English Language Arts/Literacy	
<b>1 Balancing Informational and Literary Text</b>	Students read a true balance of informational and literary texts.
<b>2 Knowledge in the Disciplines</b>	Students build knowledge about the world (domains/content areas) through text rather than teacher or activities.
<b>3 Staircase of Complexity</b>	Students read central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
<b>4 Text-based Answers</b>	Students engage in rich and rigorous evidence-based conversations about text.
<b>5 Writing from Sources</b>	Writing emphasizes use of evidence from multiple sources to inform or make an argument, and support claims.
<b>6 Academic Vocabulary</b>	Students constantly build the transferable vocabulary they need to access grade level complex texts. [This can be done effectively by spiraling like content in increasingly complex texts.]

Shifts in Mathematics	
<b>1 Focus</b>	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
<b>2 Coherence</b>	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
<b>3 Fluency</b>	Students are expected to have speed and accuracy through repetition, core functions.
<b>4 Deep Understanding</b>	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn how to think mathematically.
<b>5 Application</b>	Students are expected to use math and choose the appropriate strategy for application even when they are not prompted to do so.
<b>6 Dual Intensity</b>	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Shifts in English Language Development	
<b>1</b>	From lock-step linear → spiraling, dynamic and complex social processes
<b>2</b>	From focus on accuracy → collaboration, comprehension, communication
<b>3</b>	From simplified texts and activities separate from content → use of complex texts and content integral to language learning
<b>4</b>	From English as a set of rules → meaning-making and language choices
<b>5</b>	From central focus on grammar and syntax → grammar and structure within meaningful context
<b>6</b>	From literacy foundational skills as one size fits all → targeting varying profiles of ELs and tapping linguistic resources

## District Initiatives

### LOCAL EDUCATIONAL AGENCY PLAN

A technical assistance provider conducted a district needs assessment of both San Rafael City school districts in early 2012, including review of district and site documents, four District Liaison Team meetings, and classroom walkthroughs of four Title I sites, including three Program Improvement sites. Based on the needs assessment, the technical assistance provider made recommendations which were incorporated into Specific Actions for the five Performance Goals adopted by California's State Board of Education.

#### Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2017-18.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students are taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

LEA Plans for both districts were approved by the Board on and can be downloaded at [www.srcs.org/leap](http://www.srcs.org/leap).

### PROFESSIONAL DEVELOPMENT PROVIDERS

**Elementary (K-12) Literacy Across the Content Areas and Common Core Implementation:** University of California, Berkeley History-Social Science Project: This professional development increases understanding of demands of CCSS, NGSS and new Social Science standards, introduces discipline-specific literacy strategies, plans for work with grade-level or subject-specific teams, and develops Common Core-aligned curriculum using literacy strategies, the new CCS ELD Standards, and analyzes student work to drive planning and instruction

**PreK-3 SEAL: Common Core for English Language Learners:** Dr. Laurie Olsen is the Director of the Sobrato Early Academic Literacy and statewide consultant with school districts in California on English Learner education. She will provide training and consultation on how to provide site leaders with research data, information, and models that enable second language learners to acquire English and achieve at high levels and supports the development of consistent and intentional district-wide approach to English acquisition, literacy and student achievement success, including discussion of programmatic changes and teaching that could significantly reduce the number of long-term English learners.

**Guided Language Acquisition Design: Jabbar Biags and Naurin Kahn, of Be GLAD provide training in** Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Tied to standards, the model trains non-SEAL teachers to provide access to core curriculum using local district guidelines and curriculum.

## School Improvement Goals

**Goal 1.0: Student Learning – Each student receives rigorous instruction that leads to mastery of the Common Core State Standards while continuing to foster critical thinking, collaboration, creativity, and communication skills.**

**Strategy 1.1:** All students will develop mastery of the English language arts Common Core State Standards.

**Action Step 1.1.1:** Common Core /SEAL Coach will provide support for the implementation of high rigor/relevant lesson plans in English language arts and history/social science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/16 -6/17 Weekly	Common Core SEAL Coach	Materials and Supplies for SEAL Classrooms Coach Part Time	\$2,000 \$40,000	LCAP

**Action Step 1.1.2:** Implementation of Fountas & Pinnell, SRI, Core Phonics assessments.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
October, December, May	Principal Teachers	Substitutes for assessment Materials for assessment	\$7140 \$500 \$1000	LCAP Lottery
	Tech Lead Computer Teacher	Support for Assessments	NA	

**Action Step 1.1.3:** Classroom teachers will integrate the Common Core ELD standards into thematic instructional units in English language arts and history/social science and monitor ELs for timely acquisition of English proficiency in PLCs, District Grade Level Meetings.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14/2016 – 6/15/2017	SEAL Coach Teachers	Salary Release Time	\$1,000	SEAL Funding Title III
	Principal ELD/Newcomer IA	Supplemental Materials Salary	\$1,000 ~\$20, 000	59% Title I 41% Title III




**Action Step 1.1.4:** Students not meeting the required levels of standards mastery in English language arts will be required to participate in the site-based targeted intervention program. Rtl pullout for targeted small group instruction for 30 minutes four times a week.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/2016 – 6/15/2017	Instructional Aide – Mike McNeely	Salary	\$24,000 (double check \$)	LCAP

**Strategy 1.2:** All students will develop mastery of the math Common Core State Standards and the Next General Science Standards through implementation of Board adopted instructional materials.

**Action Step 1.2.1:** Site will provide support for the implementation of high rigor/relevant lesson plans in math and Science.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14/2016 – 6/15/2017	Principal Eileen Smith Molly Todd	Technology (20 iPads) Professional Development Professional Development	\$11,957 \$568 No cost	Title 1 Title 1

**Action Step 1.2.2:** Professional development implementation of Next Generation Science Standards for 3<sup>rd</sup> through 5<sup>th</sup>.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
8/14/2016 – 6/15/2017	Molly Todd Coach Teachers on iTeams (Chris Gonzales Mary Kate Kenney)	Coach Salary Release Time		California Math and Science Grant

**Action Step 1.2.3:** Classroom teachers will integrate the Common Core ELD standards into instructional units in math and science during a year-long planning session.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing, PLC's and planning sessions	Principal, Shawn McEowen, Katie O'Donnell, Carolyn Kennary (Coaches)	Materials and supplies	\$100	Lottery

**Action Step 1.2.4:** Students not meeting the required levels of standards mastery in core courses will be required to participate in site based targeted intervention programs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
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8/14/2016 – 6/15/2017	Classroom teachers provide targeted intervention within the classroom and before the school day.	Spanish and Bilingual Texts Relevant assessments (F/P, Core Phonics) Brain Pop online subscription	\$1000 \$1000 \$3053	Title III  Intervention (0290)
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**Strategy 1.3:** District-wide assessments will be implemented in ELA for example PBA and mathematics to support monitoring of student achievement, inform the planning and delivery of timely academic interventions, and inform professional development needs.

Action Step 1.3.1: Site will implement SBAC-aligned district-wide assessments to ensure college/career readiness of all students.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Three times a year	Principal, Classroom Teachers			LCAP

Action Step 1.3.2: Teachers will administer F & P and Acuity assessments use information for leveled reading groups, and monitor progress through SRI, dibels and F& P.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Ongoing, 2016-17	District Grade Level Leader, Principal, Coaches, Teachers	Release Time for Teacher	~\$	Title I funds

**Action Step 1.3.3:** Site administrators and lead teachers will collaborate in the analysis of assessment results to address professional development needs.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly	Principal and ILT teachers	Banking instructional time		General Funds

**Goal 2.0: Staff Support – Provide the professional development necessary to support our goals.**

**Strategy 2.1:** Teachers will participate in district-provided professional development.

**Action Step 2.1.1: SEAL**

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016– June 2016	Classroom Teachers (K-3) Coach Shawn McEowen			

**Action Step 2.1.2: iTeams**

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Grant ending 2017	Classroom Teachers, Mary Kate Kenney, Chris Gonzales	Classroom materials		

**Action Step 2.1.3: Google Workshop**

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 -June 2017	Classroom Teachers Elaine Ervin Jenna Emadzadeh Katie O'Donnell		\$1000	Title I

**Strategy 2.2:** Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions, and efficacy in implementing the CCSS (including integration of ELD as needed).

**Action Step 2.2.1:** Teachers will collaborate on the development of instructional units and assessments, timely academic and linguistic interventions.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 -June 2017	Teachers Coaches	Release Time		

**Action Step 2.2.2:** Teachers will reflect on and continually improve delivery of instruction to include effective, research-based instructional strategies.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly Grade Level Meetings	Teachers Coaches Principal	Banked Instructional Time Release Time	\$2000	Title I

**Strategy 2.3:** Classified staff will participate in site-provided professional development.

**Action Step 2.3.1:** Instructional Aides / Work with teachers to refine instructional strategies

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 -June 2017	Principal, RSP Teacher, Classroom Teacher	Overtime for Classified Staff Sub time for Certificated Staff	\$2000	Title I

**Goal 3.0: Culture, Climate, & Community Engagement – Establish welcoming, efficient, and effective practices that foster and deliver high quality customer service. Develop and implement highly effective communications that increase awareness, participation, and support from parents and community members for the district’s goals.**

**Strategy 3.1:** welcoming, efficient, and effective practices.

**Action Step 3.1.1:** Administrative assistants attend IC trainings to master communication tools

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 -June 2017	Administrative Assistants District personnel			

**Action Step 3.1.2:** Community liaison will communicate to ensure that current information is maintained and provided to parents regarding instructional programs, student services, and district initiatives through a variety of strategies.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 -June 2017	Community Liaison	Additional interpretation for parent conferences and meetings	\$500	Title III

**Strategy 3.2:** Staff will implement Positive Behavior Intervention and Support (PBIS) initiative.

**Action Step 3.2.1:** Team Leader will guide staff in Tier I implementation and Tier II data analysis

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 -June 2017	Team Leader	Copying costs Referral Forms	\$500	State Lottery

**Action Step 3.2.2:** PBIS Team implements Tier I interventions including setting school wide expectations, positive reinforcement system and data analysis.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 -June 2017	PBIS Team			

**Strategy 3.3:** Staff will increase family engagement in decision-making.

**Action Step 2.3.1:** Site staff will administer the district K-12 Parent Survey to ensure valid and reliable data are gathered from families.

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
August 2016 - June 2017	Principal, Community Liaison, PTO President, Site Council President, and SELAC President	Overtime for Community Liaison to make the library computers available to parents without access to the internet. Copying costs of printed surveys.	\$500	Title I

**Action Step 2.3.2:** ELAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly, September 2016 – June 2017	Principal, Community Liaison	Community Liaison Salary Translation Services Overtime	\$500	LCAP Title III

**Action Step 2.3.3:** LCAP PAC

Timeline	Person Responsible	Related Expenditures	Estimated Cost	Funding Source
Monthly, September 2016 – June 2017 (embedded within other parent meetings)	Principal, Community Liaison, SELAC Rep, PTO Rep, Site Council Rep	Classified overtime	\$500	Title I

## Categorical Allocations

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation (Resource 3010)</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$18,746
<input checked="" type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$424
<input checked="" type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$1,875
<input checked="" type="checkbox"/> <b>Title I, Part A: Alternative Supports</b> Purpose: Services and programs that remove barriers to promote academic achievement of eligible students. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs	\$8,706
<input checked="" type="checkbox"/> <b>Title III, Part A: Immigrant Students (Resource 4201)</b> Purpose: Supplement language instruction to help targeted to eligible immigrant students through the provision of supplementary programs and services to attain English proficiency and meet academic performance standards	\$492
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (Resource 4203)</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$20,400
<input checked="" type="checkbox"/> <b>Other federal funds (Carry over Title I)</b>	\$18,967
Total amount of federal categorical funds allocated to this school	

## 2016 – 2017 Categorical Budget Summary

Date of this Revision	November 1, 2016
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<b>Funding Resource</b>	<b>15-16 Carryover</b>	<b>16-17 Allocation</b>	<b>Encumbered Expenses</b>	<b>To Date Expensed</b>	<b>Projected Expenditures</b>	<b>Available Balance</b>
<b>Title I, Part A</b>	\$17,270	\$22,879	\$16,397	\$3,910	\$10,000	\$9,842
<b>Title I, Parent Involvement</b>	\$809	\$419	\$0	\$0	\$420	\$808
<b>Title I, Professional Development</b>	\$888	\$2,288	\$568	\$0	\$300	\$2,308
<b>Alternative Supports</b>	-	\$8,622	\$0	\$0	\$0	\$8,622
<b>Title III, Immigrant</b>	\$492	-	\$0	\$0	\$0	\$492
<b>Title III, LEP</b>	\$4,017	\$10,241	\$2,095	\$0	\$3,879	\$8,284

## Summary of Centralized Services

### Program Common to Most Schools

#### **Administration**

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs
- Implementing District Board *Roadmap to the Future* goals

#### **Planning/Evaluation**

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

#### **Implementation**

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi-funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

#### **Staff Development**

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CPM and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

#### **Parent Involvement**

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy



# Summary of Centralized Services

## Title I Centralized Services

### Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by the ***Elementary and Secondary Education Act***.

### Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

### Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs

### Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are compliant with the ***Elementary and Secondary Education Act***.

### Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

## EL Centralized Services

### Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective English learner programs
- Coordinate administration of California English Language Development Test

### Planning/Evaluation

- Provide support for program compliance and quality
- Supervise development and revision of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to monitor implementation of programs and instructional initiatives

### Implementation

- Coordinate the delivery of support services for English learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor successful access to content standards and course pathways for English learners

### Staff Development

- Coordinate and provide PD regarding ELD standards and differentiation of core content instruction
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

### Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)

## Family Engagement Policy

Coleman recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Coleman believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

\* = Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

### Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in the fall at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the

progress of children in the core academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.

- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

### Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.

The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy give to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Common Core Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

### Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement the **school** shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the Elementary and Secondary Education Act (ESEA), Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
  - State Content Standards and achievement goals all students are expected to meet.
  - The requirements of Title I
  - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
  - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
  - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.

2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
  - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
  - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
  - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
  - Become knowledgeable about parent rights as specific in California statutes and in the ESEA, Title I, Part A.
3. To further the goal of effective parent involvement, **school staff** will:
  - Examine and adopt model parent involvement program
  - Work with and support a parent group for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
  - Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and English Learner Advisory Committee.
  - Form alliances with community-based agencies and businesses outside of the school to connect families, in need of assistance, to appropriate services.
  - Provide other support and services as required by parents.

#### Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

## 2015 - 2016 Curricular Instructional Minutes

### Grade: K

<b>Subject</b>	<b>Number of Instructional Minutes</b>	<b>Instructional Materials</b>
Reading/Language Arts	60 Daily	Houghton Mifflin, Handwriting without Tears, Zoophonics
Math	30 Daily	Everyday Math
ELD & Interventions	60 Daily	Pearson, HM Extra Support
PE	100 Weekly	
Science	90 Weekly	Harcourt Brace Science
Social Science	60 Weekly	Scott Foresman (History Social Science for CA)

### Grades: 1-3

<b>Subject</b>	<b>Number of Instructional Minutes</b>	<b>Instructional Materials</b>
Reading/Language Arts	150 Daily	Houghton Mifflin, Daily Five
Math	60 Daily	Everyday Math, HM Intervention
ELD & Interventions	60 Daily	Pearson, HM Extra Support
PE	100 Weekly	
Science	90 Weekly	Harcourt Brace Science
Social Science	90 Weekly	Scott Foresman

### Grades: 4-5

<b>Subject</b>	<b>Number of Instructional Minutes</b>	<b>Instructional Materials</b>
Reading/Language Arts	120 Daily	Houghton Mifflin
Math	65 Daily	Every Day Math
ELD & Interventions	75 Daily	Pearson, HM Extra Support, RAZ Kids
PE	100 Weekly	
Science	120 Weekly	Harcourt Brace Science
Social Science	120 Weekly	Scott Foresman (History Social Science for CA)