Single Plan for Student Achievement (SPSA) Template

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	Coleman Elementary
Contact Name and Title	Principal Mike Taylor

Email and Phone	mtaylor@srcs.org
	(415) 485-2420

2019-2020 Single Plan for Student Achievement

THE STORY

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

Mission Statement

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

School Description

Coleman School is one of eight elementary schools in the San Rafael City Schools Elementary District. It serves students in grades kindergarten through fifth in central San Rafael. Our current enrollment is approximately 380 children. We are comprised of 51% Socioeconomically Disadvantaged students and 34% English Learners.   Our school is supported by our Parent Teacher Organization (PTO), our English Language Advisory Committee (ELAC) and our School Site Council (SSC).

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 online for public perusal.

Description of School Programs

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

·   Math - Everyday Math

·   Reading and English Language Arts - Houghton Mifflin

·   Science - Harcourt School Publishers

·   English Language Development – Pearson

·   Social Studies – Scott Foresman, Supplemental - Teacher Created Materials

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

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

Coleman Extended Learning, (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 65-80 students in grades K-5. Our director, Bay Area Community Resources (BACR) staff, along with volunteers from Dominican University, run the program. Students are given supplemental instruction, supported in small groups and receive instruction in reading comprehension, writing and math. Additionally, students may receive help with their homework. Students who attend CXL have longer and more comprehensive access to both academic and enrichment opportunities. Community members in the areas of art, physical activity, dance, and music provide enrichment activities.

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 is intended to show 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. Additionally, the school is working with Cooperative Adventures, a program run by Mr. Nettell, that focuses on students building trust, taking healthy risks and cooperation so that they can be safe, kind and productive students. The anticipated result will be students who are more capable of solving problems, attending to work and being better people.

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

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

Heads Up

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

SPSA HIGHLIGHTS

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

The focus for the learning community at Coleman is two fold. Teachers will deepen their understanding of the teaching of writing through the writing workshop process. Our Education Services department has collaborated with Coleman, Sun Valley and San Pedro to host learning days (lab-site days) for teachers to watch a writing expert teach, then spend half a day preparing for the follow-up lessons with colleagues. This process is an exciting piece of new curriculum that comes on the heels of three Coleman staff members returning from the Writing Institute at Teachers College, Columbia University, with much excitement and many questions.

Additionally, the school is working with Cooperative Adventures, a program run by Mr. Nettell, that focuses on students building trust, taking healthy risks and cooperation so that they can be safe, kind and productive students. This fits in with our PBIS plans, as well as student engagement work. The anticipated result will be students who are more capable of solving problems, attending to work and being better people.

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

GREATEST PROGRESS

Students are making great progress in learning the writing process as is evident in the work done in each classroom. Student work is a direct reflection of teacher efficacy and Coleman teachers have been working incredibly hard. Students are asking for more time to write rather than saying, "I'm done." Students are writing more and with more sophistication from Kinder through 5th grade. Students are finding their voice in storytelling, both in the class and out of the class. Along with this stronger student voice comes agency for children to make changes that will affect them positively. Also, our reading intervention program is supporting more students than the previous years (+18), starting sooner, and more focused on using data to direct instruction in a more targeted manner.

Quantitatively, the Coleman 4th graders from 2018 grew 30 points on ELA SBAC and are now +2.1 above standard.

EL students grew 36 points on ELA SBAC, and 9.1 points in Math.

Coleman RFEP students grew 33 points on ELA SBAC, and 33 points in Math.

Socioeconomically disadvantaged students grew 22 points in ELA SBAC, and 15 points in Math.

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

GREATEST NEEDS

- ELA proficiency as tested on the CAASPP tests shows our EL students are 78 points below the standard, remaining around the same level as last year. Math proficiency on the same tests shows EL students are 49 points below standard, which is an improvement of 18 points over last year.

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

PERFORMANCE GAPS

Both English Learners and Socio-economically disadvantaged students continue to underperform on state standardized tests. However, both groups are growing towards standard in that same test. Both groups are being targeted for additional instruction time in the classroom and time outside of the school day (after-school tutoring, Coleman LEAP).

BUDGET OVERVIEW

	Unrestricted (0000)		LCAP Fund (0910)		Unrestricted Lottery (1100)		Restricted Lottery (6300)		Title I 3010		Title III - LEP (4203)	
Allocated	$17,500.00	***	$26,969.00		$39,045.00		$20,000.00		$43,808.00		$17,000.00	
1XXX (certificated)	$7,000.00	($4000 - hourly, $3000 sub, non-illness)hourly pay for staff trainings and assessments			$1,000.00	Substitute: non-illness	$20,000.00	Books and consumable materials	$3,000.00	RtI Team Meetings (data review, intervention placement, in-class intervention support. staff hourly pay)	$13,600.00	hourly pay ($30/hr, 12 hr/wk, 36 wks). Resource is allocated to credentialed staff who will be working with newcomers on campus 3-4x's/ week.
2XXX (classified)	$12,000.00	(IA Hourly), IA's (Kinder, Math (4/5), 1st grade reading)	$18,130.00	(IA Regular) Intervention support staff (6 hrs/day, 5 days/week, 36 wks/yr	$7,332.00	Classified and clerical support. Including overtime, hourly and IA (including driven cost)			$12,086.00	1.0 FTE IA, intervention		Could shift some from 1xxx into 2xxx to allow for flexibility
3XXX (benefits)	???		$3,240.00		$4,092.00				$3,937.00		$3,400.00	
4XXX-5XXX (materials/supplies/PD)	$2,300	curricular items, Remind school-wide	$5,400.00	Supplies as needed	$26,608.00	Materials and supplies, paper, office items, incidental supplies, classroom orders			$24,500.00	Software, materials and supplies, Professional Development (WW/TC)		
	$21,300.00		$26,770.00		$39,032.00				$43,523.00		$17,000.00	
Spent YTD	$1,187.00		$931.00		$5,396.00		$15,081.00		$621.00		$0.00	
Encumbered	$1,800.00		$9,317.00		$13,238.00		$4,917.00		$8,011.00		$0.00	
Available	$24,514.00		$16,719.00		$20,413.00		$0.00		$29,172.00		$16,806.00	

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?

SSC supported the ideas, creation and implementation of this plan. The group started planning early in this school year (Fall 2018) and continued in the Spring of 2019. Also, staff were asked to guide the plan during the Spring grade-level meetings. During subsequent leadership meetings, new ideas about online subscriptions, additional staffing and making this budget 'staff heavy' were heard, and this SPSA is representative of those comments. The Coleman Site Council approved the draft on September 13, 2019. Final approval for the 1920 plan was gathered during the April 2019 staff meeting.

Impact on SPSA and Annual Update

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

The Coleman Instructional Leadership Team was instrumental in steering our plan to hire more people in support of our students. The School Site Council was also supportive of our plan to allocate more hours to staffing in support of our student groups in need. Progress towards our goals will be updated with our SSC, ILT and staff throughout the year in order to gain feedback for the next SPSA that we will be crafting during the Spring of 2020.

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

❏ New ✓ Modified ❏ Unchanged	● SBAC Scores ● Quarterly Reading Inventory Assessments ● Bi-Annual F&P Assessments ● Math end of Unit Assessments

Goal 1	**College and Career Readiness:** Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.

Identified Need

As demonstrated by analysis of student work, growth measures and standardized test results, there are performance gaps affecting student groups at Coleman Elementary. The need is to reduce this gap in achievement while maintaining high standards for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PLC meeting times	PLC's will meet every other week	PLC's met every other week, resulting in half ideas and slow implementation of ideas	PLC's meet every week	
PLC agenda and data	PLC Agendas focus on student data and teaching. Areas of focus are math and writing.	Agendas lacked a clearly defined focus due to the intermittent nature of the meetings.	PLC Agendas focus on student data and teaching. Areas of focus are math and writing.	
Fountas and Pinnell	% of students reading at/above/below	On average, students grew… K + 2.5 levels 1 + 6.1 levels 2 + 2.8 levels 3 + 3.0 levels 4 + 4.2 levels 5th took the SRI during the spring. Only students who were far below basic took the F/P assessment leaving a group that was statistically too small.	From beginning of the school year to March, the average students growth was... K + 1.3 levels 1 + 4.0 levels 2 + 2.3 levels 3 + 1.9 levels 4 + 2.0 levels 5 + 2.3 levels	
Reading Inventory	Spring 2017 reading proficiency levels in grades 2-5 as measured by Reading Inventory Advanced: 38% Proficient: 27%	End of Year 2018 reading proficiency levels in grades 2-5 as measured by Reading Inventory	End of Year 2019 reading proficiency levels in grades 2-5 as measured by Reading Inventory	

	Basic: 30% Below Basic: 5%	Advanced: 40% Proficient: 27% Basic: 27% Below Basic: 7% (based on Ed Services internal database)	Advanced: 33% Proficient: 29% Basic: 30% Below Basic: 9% (based on Ed Services internal database)	
SBAC ELA (reading and writing) Data	3rd grade current levels exceeded: 22% met: 23% nearly: 27% not met: 27% 4th grade current levels exceeded: 28% met: 12% nearly: 14% not met: 45% 5th grade current levels exceeded: 23% met: 30% nearly: 21% not met: 24%	3rd grade current levels exceeded: 19% met: 26% nearly: 19% not met: 35%. Score is -20 4th grade current levels exceeded: 23% met: 33% nearly: 21% not met: 23% Score is +2 5th grade current levels exceeded: 28% met: 20% nearly: 23% not met: 30% Score is -1 *(Data source: internal database 9/6/18. Prior to California Dashboard being published.)*	3rd grade Distance from Standard is -2, improvement of + 18 points over last year 4th grade Distance from Standard is -6, a decrease of -8 points over last year 5th grade Distance from Standard is -2, a decrease of -1 from last year. .	
Implementation of Balanced Literacy	Frequency of small group instruction in the fall v. spring Frequency of writing lessons, small group reading days per GL	Teachers taught reading in small strategy groups, focusing on greatest needs first, then other students there after.	Continued implementation of balanced literacy, including, writing workshop mini-lessons and unit of study (4 in the year),	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
FALL, 2019 Student performance will be monitored with Reading Inventory, F/P reading assessments and Everyday Math benchmark assessments. The anticipated growth is that 10% more students will grow to meet or exceed the end of year reading and math benchmark goal when compared to last school year.	SPRING, 2020

Goal 1, Action 1

Multi-Tiered System of Supports Description: Balanced Literacy model, including small group guided reading and writing workshop, will be implemented with intentionality in all grade levels using targeted strategies. Additionally, theme based units that integrate history/social science/math and Next Generation Science Standards will be used to support student progress.

✓ 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
	• Students will take part in writing workshop mini-lessons regularly during the week (4x). • Students will take part in small group reading instruction, differentiated based on need, 3-5 days per week.	
	BUDGETED AMOUNT / SOURCE Site-Coach, staff meetings, district PD's. No additional cost to the site or district.	**ACTUAL EXPENDITURES**

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
✓ New ❏ Modified ❏ Unchanged	❏ New ↘ Modified ✓ Unchanged	❏ New ⬚ Modified ✓ Unchanged
● Classroom small group reading instruction will be taking place 4 days per week. ● Small groups will be made based on assessment data (F&P, ESGI, SRI). ● Mini-lessons will be delivered to small groups based on assessed need of students. ● Unit development will continue to evolve and incorporate more of the NGSS concepts and ideas. ● Unit development will continue with the addition of more differentiation for students who display different needs.	● Classroom small group reading instruction will be taking place 4 days per week. ● Small groups will be made based on assessment data (F&P, ESGI, SRI). ● Mini-lessons will be delivered to small groups based on assessed needs of students. ● Unit development will continue to evolve and incorporate more of the NGSS concepts and ideas. ● Unit development will continue with the addition of more differentiation for students who display different needs.	● Classroom small group reading instruction will be taking place 4 days per week. ● Small groups will be made based on assessment data (F&P, ESGI, SRI). ● Mini-lessons will be delivered to small groups based on assessed needs of students. ● Unit development will continue to evolve and incorporate more of the NGSS concepts and ideas. ● Unit development will continue with the addition of more differentiation for students who display different needs.

Goal 1, Action 2

Multi-Tiered System of Supports Description: Additional Support Staff & Intervention
✓ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):
❏ English Learners ❏ Foster Youth ❏ Low Income ❏ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	- Kindergarten learning aides to support small group instruction and intervention. - Additional staff and supplies support intervention to support English Language Development - Students in need will participate in Coleman Intervention program for 6-8 week cycles. Students will either join a phonics instruction group (K-2) or a reading focused group (3-5) - Additional purchasing of supplemental curricular resources (digital and physical) designed to support school-wide literacy efforts . - Math intervention support personnel (IA Hourly 3h/day in 3-5th) - Students will receive intervention supports to add rigor to instruction and learning may include; homework club, additional teacher or classified staff time before or after school to further target instruction - Continued refinement and development of a multi-tiered intervention process that begins with data and is based around student needs throughout the school year. - Teacher meeting and planning time to support students in needs	
	BUDGETED / SOURCE	ESTIMATED ACTUAL
Expenditures	$18,130 - 0910 $7,332 - 1100 $21,503 - Title 1 $16,730 - Title 3	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
❏ New ❏ Modified ✓ Unchanged	☐ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
- Phase 1 will be Job descriptions and scheduling of staff based on need. - Training our support staff to implement programs that best support learning.	- Hiring and training personnel to support students and teachers (5 total people) - Planning time to use data to address needs during monthly CARE team meetings, time to	Hiring and training personnel to support students and teachers (5 total people, focused on K-2))

● Redefining the intervention process to expedite student support including grade-level intervention meetings	plan intervention schedule and students during Wednesday work days.	● Planning time to use data to address needs during monthly CARE team meetings, time to plan intervention schedule and students during Wednesday work days (PLC meetings).

Goal 1, Action 3

Multi-Tiered System of Supports Description: Professional Learning Communities			
Students to be Served	✓ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):
	❏ English Learners ❏ Foster Youth ❏ Low Income ❏ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	● Professional Learning Community - Once per week meetings with grade level teams and site coach focused on looking at student data and evidence and determining the next action step in learning for each child and group. ● Substitutes or teacher hourly pay for additional planning	●
Expenditures	BUDGETED / SOURCE $2,030 - 1100 $1,800 - 3010	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged
● PLC's will create norms, focus on student data and demonstrate learning in action in each grade-level meeting. Honing in on data and learning practices. ● PLC's will compile the school and district assessments in order to find common challenges and success	● PLC's will create norms, focus on student data and demonstrate learning in action in each grade-level meeting. Honing in on data and learning practices. ● PLC's will compile the school and district assessments in order to find common challenges and success	● PLC's will create norms, focus on student data and demonstrate learning in action in each grade-level meeting. Honing in on data and learning practices.

among teaching practice. From these challenges the PLC will find common solutions to implement in support of our students.	among teaching practice. From these challenges the PLC will find common solutions to implement in support of our students. ● The PLC teams work was based on time spent attending and learning from the UC Davis California Principal Support Network. Three Coleman staff members attended this work in order to bring best practices back to the teams. The work will continue next year.	● PLC's will be teacher led, facilitated by school site ILT members. ● PLC's will look at assessments, but also look at student work more heavily in order to plan next steps in teaching according to student learning. ● The PLC teams work was based on time spent attending and learning from the UC Davis California Principal Support Network. Three Coleman staff members attended this work in order to bring best practices back to the teams. The work will continue next year.

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

✓ New ✓ Modified ❏ Unchanged	
Goal 2	**Professional Development:** Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.

Identified Need	Using the CAASPP writing results as one metric, 54% of Coleman 3rd, 4th and 5th grade students scored 'near standard' and 29% scored below standard. Additionally, the staff has been looking for a better way to teach writing as a skill to students for some time, trying to learn Lucy Calkins Writing program without a coach. Furthermore, site leadership came to a consensus in the Spring of 2017 that we would pilot this program to see if we would see measurable gains with our students. Since then, the staff has fully adopted writing workshop as a teaching methodology. Writing has become a staff focus during monthly curriculum meetings, a focus during district learning and an area of focus for our site coach. Additionally since 2017, student writing has shifted. Students have began writing more, writing with a stronger voice and expecting to write daily in class.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP writing Claim scores	3rd grade: 90% of students scored near or below standard 4th grade: 83% of students scored near or below standard 5th grade: 80% of students scored near or below standard	3rd grade: 86% of students scored near or below standard 4th grade: 85% of students scored near or below standard 5th grade: 82% of students scored near or below standard	3rd grade: 81% of students scored near or below standard 4th grade: 82% of students scored near or below standard 5th grade: 82% of students scored near or below standard	
Writing assessments	Currently do not have writing assessment scores.	Teachers did not do writing assessments with students at this point.	Students wrote three initial baseline writing samples (assessments -narrative, opinion, informative) and will do the same at the end of each writing unit of study to examine growth.	
Student writing examples will show identifiable growth	Student writing samples from fall 2017 will be compared with spring 2018		Students wrote longer narratives across the year based on staff observations and semi-annual	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
FALL, 2018 Professional Development participation will be documented by minutes/ sign in sheets. Yearlong PD Plan will document the Professional Development provided at the School Site.	Spring 2019

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

Goal 2, Action 1

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

Actions/Services	PLANNED	ACTUAL
	● K, 1 and 2 teachers are fully trained in SEAL and will be taking three days each for planning purposes. 3rd grade will have one teacher on her last year of training. ● Purchasing of curricular supplies to supplement SEAL program	
Expenditures	BUDGETED / SOURCE $5,000 - 3010	ESTIMATED ACTUAL

<u>ANTICIPATED MODIFICATIONS TO</u>

<u>ACTION NARRATIVES:</u>

2017-18	**2018-19**	**2019-20**
❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged
● Two of three 3rd grade teachers will be fully trained in SEAL, allowing for more children to be impacted by the teaching and learning. ● Kindergarten, First and Second grade teachers will continue progressing and moving their own practice forward in the classroom and with our	● Two of three 3rd grade teachers will be fully trained in SEAL, allowing for more children to be impacted by the teaching and learning. ● Kindergarten, First and Second grade teachers will continue progressing and moving their own practice forward in the classroom and	● All 3rd grade teachers will be fully trained in SEAL, allowing for more children to be impacted by the teaching and learning. ● Two 4th grade teachers will be engaging in SEAL Training ● Kinder through third grade teachers, (almost) all fully trained with SEAL, will now begin to

site coach, building their thematic units stronger in order to support and engage more students.	with our site coach, building their thematic units stronger in order to support and engage more students.	layer in writing workshop units of study within the SEAL thematic units.

Goal 2, Action 2

Multi-Tiered System of Supports Description: Site Coaching and Professional Learning Communities (PLC)	
Students to be Served	✓ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):
	❏ English Learners ❏ Foster Youth ❏ Low Income ❏ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	- Professional Learning Community - Once per week meetings with grade level teams, facilitated by grade-level team leaders. - Site coach is focusing on 1-1 coaching with teachers on their individually chosen topic. - A team of three continues to go to UC Davis CAPED program to learn about PLC implementation. - Additional professional learning opportunities that will enhance the professional growth of our teachers and staff as offered by the Central Office and site leadership. - Substitutes and release days to support teachers in their learning.	
Expenditures	BUDGETED / SOURCE $2,030 - 1100	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged
● Teachers will develop and use writing assessments and writing rubrics to find student growth and teaching needs. ● Teachers will attend professional learning conferences in order to bring back best practices to use in the classroom. ● Teachers will have additional time (during the day or after hours) to continue to plan thematics units and continue the work from our PLC time.	● Teachers will develop and use writing assessments and writing rubrics to find student growth and teaching needs. ● Teachers will attend professional learning conferences in order to bring back best practices to use in the classroom. ● Teachers will have additional time (during the day or after hours) to continue to plan thematic units and continue the work from our PLC time.	● Teachers will develop and use student work samples, assessments and rubrics to identify student growth, needs and develop teaching plans to support student success across chosen content areas. ● Teachers will attend writing PD and bring back best practices to grade-levels. ● Grade-alike PLC's will meet 3x/month to look at student work, gather data and make plans.

Goal 2, Action 3

Multi-Tiered System of Supports Description: Writing Workshop Professional Learning	
Students to be Served	✓ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):
	❏ English Learners ❏ Foster Youth ❏ Low Income ❏ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	● Teachers will apply and three will attend the Teachers College Writing Institute in New York in June. ● Teachers will attend labsite and PD days at three sites during the year for in the moment coaching.	

Expenditures	BUDGETED / SOURCE	ESTIMATED ACTUAL
	$6,305 - Title 1	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
❏ New ❏ Modified ✓ Unchanged	❏ New ❏ Modified ✓ Unchanged	✓ New ❏ Modified ❏ Unchanged
● Additional release time for teacher planning and unit development focused on units of study and lessons for the writing workshop program. A better planned lesson and unit offers the student a more optimal learning environment. ● Additional release time for assessment scoring and rubric development. for the writing workshop program. these rubrics and assessment days will allow teachers to define next steps for children and classes, find common challenges and align solutions and support for students.	● Additional release time for teacher planning and unit development focused on units of study and lessons for the writing workshop program. A better planned lesson and unit offers the student a more optimal learning environment. ● Additional release time for assessment scoring and rubric development. for the writing workshop program. these rubrics and assessment days will allow teachers to define next steps for children and classes, find common challenges and align solutions and support for students.	● Teachers will gather during PLC and staff meetings to look at student writing, work and lesson/unit planning. ● Teachers will look at rubrics during these times in order to ensure that students are attaining and trending towards standards.

GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

	✓ New ✓ Modified ❏ Unchanged	
Goal 3	**Student Engagement & School Climate**: Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.	

Identified Need	Increase attendance rates, decrease tardiness. Our chronic absenteeism rate has decreased from 11.8% to 7.3% over the course of the last year. Our 17-18 suspension numbers were 4 total days (.7%); in 18-19 our suspension rate was .9%.

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

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	5.5%	11.8% (792 absences from these students alone)	7.3% *Preliminary internal numbers, not yet published Sept 2019*	
Suspension Rate	4 days	4 days, over 3 students. 0.7% suspension rate.	0.9% *Preliminary internal numbers, not yet published Sept 2019*	
Tardiness Rate		2249 tardies given this year	1920 (as of 5/20)	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Our goal is to have zero suspension days for 100% of the student population. Tardies and absences will decrease by half.	

Goal 3, Action 1

Multi-Tiered System of Supports Description: **All staff will plan and implement Positive Behavior Intervention System.**	
<u>Students to be Served</u>	✓ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):

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

	PLANNED	ACTUAL
Actions/Services	● Staff will continue to implement PBIS school-wide. ● The Coleman Positive School Team (PBIS team) will meet monthly to discuss progress towards implementation of PBIS school-wide with a focus to create a culture of positive reinforcement, problem-solving, respect and responsibility among students, staff and community. ● Families will be notified of positive student behavior via Coleman postcard ● Teachers will support these efforts by regularly using Green Cards with students during the school day. Additionally, teachers and staff will use behavior forms and the Positive School team will collect these 3 times throughout the year to determine interventions for students and create support as needed. ● Absenteeism will be monitored monthly to look at student trends. Families will receive a phone call from administration, an in-person meeting or a home visit to make sure the families are aware of the importance of attendance and begin to attend with regularity. ● For students who are found to have excessive absences and tardies, a home visit and address verification will occur.	
Expenditures	BUDGETED / SOURCE $3500 - 0000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ❏ Modified ❏ Unchanged
● Additional assemblies to be scheduled for student recognition ● Teachers will use our PBIS system with more regularity in order to build that into the culture of the school from grade-level to grade-level	● Additional assemblies to be scheduled for student recognition for behavior and timeliness. ● Teachers will use our PBIS system with more regularity in order to build that into the	● Teachers will use our PBIS system with more regularity in order to build that into the culture of the school from grade-level to grade-level

● Possible SART meetings to be scheduled for students and families who are unable to get to school with regularity.	culture of the school from grade-level to grade-level ● Teachers will engage in our monthly PBIS meetings and representatives will continue to share out during staff meetings. ● SART meetings to be scheduled for targeted families ● SSC will develop a "Be on Time Week" with parent tips, student incentives and prizes for classes that have the highest on-time rates. ● SSC will also ask families what supports they might need in order to get to school on time.	● Teachers, staff and families will engage in our monthly PBIS meetings and representatives will continue to share out during staff meetings. ● SART meetings to be scheduled for targeted families ● Home visits will continue for students with irregular attendance. ● SSC will continue a "Be on Time Week" with parent tips, student incentives and prizes for classes that have the highest on-time rates. ● SSC will also ask families what supports they might need in order to get to school on time. ● Phone calls and messages will be sent to families asking about tardiness, attendance and what support they might need.

Goal 3, Action 2

Multi-Tiered System of Supports Description: Coleman School Culture	
<u>Students to be Served</u>	✓ All School ❏ Students with Disabilities ❏ [Specific Student Group(s)] -- (List here):
	❏ English Learners ❏ Foster Youth ❏ Low Income ❏ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	● School will contract with Cooperative Adventures for in-class and staff trainings to solidify school cultural norm, ranging from playground to the classroom. ● Classes will have ½ day sessions in the beginning and end of the year, staff will meet at mid-point to discuss language used and updates needed. ● Implement data gathering, monitoring, analysis and intervention actions for State metrics: ● School Climate Surveys ● PBIS Tracker form implementation ● Attendance monitoring, including SART compliance and chronic absenteeism	

	● Social emotional referrals	
Expenditures	BUDGETED / SOURCE $2000/ 0000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
❏ New ❏ Modified ✓ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
● School climate survey to be released in March/April in order to take action based on the results sooner to enable the school to refocus as needed in support of students. ● Monitor social emotional referrals to counselors to ensure needs of the whole student are being met.	● School climate survey to be released in February in order to take action based on the results sooner to enable the school to refocus as needed in support of students. ● Monitor social emotional referrals to counselors to ensure needs of the whole student are being met. ● Support alternate play areas and games based on student interest, as gathered through student counsel.	● School climate survey to be released in February in order to take action based on the results sooner to enable the school to refocus as needed in support of students. ● Monitor social emotional referrals to counselors to ensure the needs of the whole student are being met. ● Student led Green Team, Student Council and Tiger Teams will be present at lunch to support larger scale, positive cultural efforts on campus. ● Utilize interns and volunteers to support students with higher than average needs. ● Support alternate play areas and games based on student interest, as gathered through student counsel.

Goal 3, Action 3

Multi-Tiered System of Supports Description: Increased Parent Engagement and Involvement	
Students to be Served	✓ All School ❑ Students with Disabilities ❑ [Specific Student Group(s)] -- (List here):
	❑ English Learners ❑ Foster Youth ❑ Low Income ❑ [Specific Grade span(s)] -- (List here):

	PLANNED	ACTUAL
Actions/Services	• SEAL Gallery Walks (K-3) will be advertised and better attended (goal - 75% of families in attendance) • 95% family participation in Fall and Spring conferences • Creation of a Student/Parent/Staff Handbook to clarify expectations and craft policy • Weekly newsletters translated to Spanish • Family Welcome Events (1-3 annually) • Parent education events (3) focused on school culture and curriculum. • End of year celebration awards ceremony will include reclassification awards to students reclassified from EL to FEP.	
Expenditures	BUDGETED / SOURCE See above goals and actions 0000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
❑ New ❑ Modified ✓ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged
• Schedule family welcome events and build an outreach plan to increase attendance both at events and in school	• Schedule family welcome events and build an outreach plan to increase attendance at events and in school.	• Schedule family welcome events and build an outreach plan to increase attendance at events and in school.

Plan for a reclassification ceremony at the end of the school year	• Ensure that parent volunteer opportunities are shared for all parents • Ensure that parents are included in curricular celebrations as well as social events.	• Ensure that parent volunteer opportunities are shared for all parents • Ensure that parents are included in curricular celebrations as well as social events. • Through the Coleman PBIS Team, Coleman will host a Family Night that is focused on games, connecting, food and family.

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Mike Taylor	LEA		9/13/2019
2. Stacey Lauman	Parent		
3. Sabrina Chamberlain	Teacher		
4. Mike McNeeley	Classified		
5. Alana Kane	Parent		
6. Mary Kate Kenney	Teacher		
7. Korina Arumbila	Parent		
8. Rebecca Harris	Parent		
9. Gabriella Tyerly	Parent		
10. Martha Nogiuera	Classified		

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
          PTO
          SELAC
          Special Education
          LEAP Coordinator

      Student Stakeholder Groups
          Student Council

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

_____

Mike Taylor

School Principal   Signature of School Principal   Date

_____

Rebecca Harris

SSC Official   Signature of SSC Official   Date