

# Single Plan for Student Achievement



The Cove School

Larkspur-Corte Madera School District

County-District School (CDS) Code: 21-65367-6024376

## Part II: The Single Plan for Student Achievement

School: The Cove School

District: Larkspur-Corte Madera School District

County-District School (CDS) Code: 21-65367-6024376

Principal: Michelle Walker

Date of this revision: June 9, 2017

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.

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

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The District Governing Board approved this revision of the SPSA on \_\_\_\_\_.



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**Several acronyms are used throughout this document:**

LCMSD= Larkspur-Corte Madera School District

LEA= Local Education Agency

LCAP= Local Control Accountability Plan

LCFF= Local Control Funding Formula

CAASPP= California Assessment of Student Performance and Progress

ELA= English Language Arts

EL= English Learners

SED= Socio-Economic Disadvantaged

SPED= Special Education

PBL= Project-Based Learning

SIOP= Sheltered Instruction Observation Protocol

PD= Professional Development

NGSS= New Generation Science Standards

CCSS= Common Core State Standards

CIP= Continuous Improvement Process

GF= General Fund

GLAD= Guided Language Acquisition Design

SRI= Scholastic Reading Inventory

# **Larkspur-Corte Madera School District Strategic Plan for 2017-19**

## **District Mission/Vision**

The Larkspur-Corte Madera School District is a dynamic learning community committed to educational excellence, equity, and inclusion. We inspire members to think critically, act creatively, work collaboratively, and communicate effectively. We strive to be engaged citizens, contributing positively to our local and global communities

## **Student Outcomes**

We believe that in order for our students to be successful in college and careers, all learners must demonstrate the 21<sup>st</sup> Century skills necessary for this success. Learners will:

- Be Effective Communicators
- Be Critical Thinkers and Problem Solvers
- Use Curiosity and Imagination
- Use Creativity to Express and Explore Learning
- Collaborate with Others in Learning and Leading
- Be Flexible and Resilient
- Demonstrate Initiative and Entrepreneurialism
- Innovate

## **District Strategic Priorities**

Foster healthy, inclusive, respectful, and safe learning environments. Promote the social, emotional, and intellectual growth of all community members.

Inspire academic growth and civic responsibility through a rigorous, inquiry-based curriculum that is engaging and personalized.

Attract, cultivate, and retain innovative, inspirational educators.

Sustain the fiscal integrity and stability of the district.

Facilitate collaborative partnerships between students, families, schools, and community.

## **District Core Values and Concepts**

### *Promoting Visionary & Collaborative Leadership*

Our learning leaders model, set direction, and maintain a focus on students and positive learning climates, clear and visible values, and high expectations for all members of our learning community. Our leaders inspire and motivate teams, involve and communicate with our community, and collaborate and form key relationships.

### *Student-Centered Education*

In order to ensure that our students meet their highest potential, we provide a comprehensive, inquiry- and standards-based differentiated curriculum, and opportunities for every student to be successful, involved, and engaged in collaborative learning with peers and teachers. We believe ongoing assessment of student learning informs our instructional practices.

### *Organizational and Personal Learning*

We promote strategic thinking, innovation, flexibility, and agility in response to changing requirements. We invest in personal learning for all through focused professional development, peer-to-peer learning, and opportunities for reflection across the learning community.

### *Valuing Faculty, Staff, and Partners*

Our success depends on valuing the diversity of our faculty, staff, parents, and community members. Their varied backgrounds, skills and knowledge, along with their creativity, dedication, and motivation, contribute to a more enriching educational environment.

### *Citizenship*

We model good citizenship, ethical behavior, and sensitivity to others, and promote each individual's success as members of a local community and global society. We value diversity in our students and believe it enriches our inclusive educational program.

### *Focus on Process, Progress, and Results*

We use a variety of measures and data to assess continuous improvement in academic and social/emotional goals, develop short and long term strategic priorities, and manage our resources effectively and efficiently.

# The Cove School Mission

The Cove School is a community of active learners who inquire, think critically, collaborate, explore and create. By encouraging and supporting individuals to take risks, play and pursue passions, we foster intrinsic motivation to learn and discover the world around us. We learn through a multidisciplinary approach, and utilize facilities and technologies that support this vision. Achievements of all are individually and collectively recognized and celebrated.

## The Cove School Guiding Principles

### Critical Thinking through Experiential Learning

*We believe in...*

- Active, hands-on learning that promotes play, passion and purpose
- Relevant, contextualized, integrated curriculum
- Generating and exploring questions around real-world challenges
- Utilizing a variety of tools in physical and virtual environments
- Collaboration among students and adults
- Self-directed learning that continues beyond the classroom and school day
- Teachers as learning leaders who have ongoing, quality training and ample support

### Social and Emotional Development

*In order to cultivate intrinsic motivation and personal growth, we...*

- Create safe, inclusive environments that celebrate differences
- Embody empathy, kindness and compassion
- Are flexible, self-reflective and dynamic
- Communicate clearly, respectfully and openly

### Creativity

*As a result of critical thinking, experiential learning and an emotionally safe environment, we...*

- Experience and embrace the risk taking necessary to build resilience and problem-solving skills
- Engage in both conventional and messy paths for learning
- Innovate by investigating, integrating and applying learning in order to generate original ideas
- Move beyond our first thought by expanding, critiquing and refining ideas to maximize creative efforts
- Demonstrate learning and thinking in a variety of ways

### Community

*In order to foster interconnectedness and trust, as a community, we...*

- Connect locally and globally to enhance our thinking
- Grow partnerships between our school and the local community and within our school district
- Collectively contribute to decisions and collaboratively uphold our agreements
- Nourish lasting relationships that extend beyond the classroom and over time
- Support and create lifelong learners

## Local Control Accountability Plan (LCAP)

As part of the California funding formula for schools, known as the Local Control Funding Formula (LCFF), school districts, county offices of education and charter schools are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP). The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan is reviewed by the County superintendent to ensure alignment of projected spending toward goals and services.

A requirement in the development of the LCAP is to solicit input from parents, teachers, students, local bargaining units, staff and other community members in regard to which goals they think will be most effective for implementation in our schools toward reaching state priorities. Toward this end the District has compiled a needs assessment and satisfaction survey. We annually invite our stakeholders to complete this survey as an important part of our plan development process. Once results of the survey are gathered and consolidated, they are used by the District's LCAP Advisory Committee to update its LCAP each year in June.

As noted above, there are eight state priority areas for which school districts, with parent and community input, must establish goals and actions:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history/social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities. LCMSD has aligned its five strategic priorities with the eight state priorities. For more information please contact the District Office at 415-927-6960 x5 or email [mokeeffe@lcmschools.org](mailto:mokeeffe@lcmschools.org)



## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL/Strategic Priority:** Inspire students to reach their highest potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners. Continuous improvement in student achievement in English Language Arts and Mathematics.

### **SCHOOL GOAL #1: Math and ELA Proficiency**

By June of 2018, 83% of all Cove students will meet grade level standards in ELA and math according to multiple measures including Common Core state assessments, district benchmark assessments, classroom assessments and digital portfolios.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal? *</b>
State Assessments - CAASP English Language Arts and Math (Spring 2017)	<p>CAASP Results:</p> <p>Gr 3 Math 76% met standards            Gr 4 Math 86% met standards            Gr 5 Math 61% met standards            OVERALL- 74%</p> <p>Gr 3 ELA 79% met standards            Gr 4 ELA 91% met standards            Gr 5 ELA 81% met standards            OVERALL- 84%</p>	<p>School Site Council and teachers will regularly evaluate data to ensure we are making expected progress toward targeted proficiency levels:</p> <ul style="list-style-type: none"> <li>• State assessments (annually)</li> <li>• District benchmark assessments (each trimester)</li> <li>• Classroom assessments (ongoing)</li> <li>• Digital Portfolios</li> <li>• Student progress reports in January and June</li> </ul>
District Benchmark Assessments Scholastic Reading and Front Row Math (Spring 2016 )	<b>Scholastic Reading Inventory-</b> In spring of 2017, 86% of the 220 (grade 3-5) students assessed met or exceeded standards on the SRI.	

	<p>Average growth in lexile (for all 3<sup>rd</sup>-5<sup>th</sup> grade students) was 182 points. One year's growth is approximately 125 points.</p> <p><b>Front Row Math Benchmark~ Spring 2017</b>        (These results don't generally align with our in class end of year assessment results. We are looking at a different assessment for next year)</p> <p>Gr 2- 64% met standards        Gr 3- 65% met standards        Gr 4- 71% met standards        Gr 5 - 64% met standards</p> <p><b>Lucy Calkins Writing Rubric ~ Spring 2017</b></p> <p>Gr K- 83% met standards        Gr 1-5- 68% met standards        Overall K-5- 71% met standards</p>	
<p>School / Classroom Assessments        Fountas and Pinnell Reading Assessment Scores (June 2017)</p> <p>Classroom assessments 2016-17 school year</p> <p>Student progress reports covering academics, SEL, and learner traits (including creativity)</p>	<p><b>Fountas and Pinnell Reading Assessment ~ Spring 2017</b></p> <p>Gr 1- 87% met standards        Gr 2- 85% met standards        Gr 3- 71% met standards        Gr 4- 93% met standards        Gr 5- 85% met standards</p>	

**STRATEGY:**

Support each child in reaching grade-level proficiency through regular progress monitoring, differentiated support, and increasing rigor in inquiry-oriented activities. Build systems to make student progress data more transparent and usable for all stakeholders. Invest time to continuously develop teachers' instructional practices.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to refine and improve differentiated instruction and personalized learning	Principal Lead Team Teachers Reading Specialist	<p>Provide ongoing Professional Development in specific signature practices: Workshop model instruction, Guided reading, Math- Newly adopted TERC program Project Based Learning</p> <p>Planning help from integration coaches (TOSA), Grade level planning days</p> <p>GLAD training for teachers who have not yet been trained</p> <p>Continue to develop teacher use of (and systems for selecting, purchasing and monitoring use of) blended learning/technology integration resources including: Lexia, Aleks Math, Reading Eggs, Math Seeds, Storia, Reading A-Z, Lexia, and NewsELA</p> <p>TERC Math training for all teachers (August and September 2017)</p>	<p>District TOSA/ Coach</p> <p>Professional development: PTO, PD Funding, SPARK PD funds</p> <ul style="list-style-type: none"> <li>• TERC math training</li> <li>• Eileen Smith Math practices PD</li> <li>• Lucy Calkins Writing follow up training</li> <li>• NGSS Summer PD</li> </ul> <p>Instructional Technology Licenses in various programs (Site Discretionary)</p>
Improve in use of multiple ways of assessing student proficiency	Principal Lead Team Teachers Reading Specialist	<p>Increase use of digital portfolios</p> <p>Teacher use of rubrics for soft skills progress tracking (resource Ed Leader 21 resources)</p>	

<p><b>Measurement</b> Complete monthly reviews of student progress, including frequent progress monitoring of all students who are below proficient, three benchmark assessments per year and offer in-classroom intervention to support student growth.</p> <p>Identify all students who are not proficient and continue expanded learning intervention program. Specifically focus on expanding morning math intervention program.</p>	<p>Principal Classroom Teachers Reading Specialist Ed Specialists District</p>	<p>Continue to refine process for sharing progress with parents. Progress reports, rubrics/ assessment artifacts, digital portfolios and learning management system.</p> <p>Continue to refine system for tracking EL progress and non-proficient student progress on a regular basis and intervening. Site Council to develop Rtl system to</p> <p>Teachers collect classroom data and use that data to inform instruction on an ongoing basis.</p> <p>Administer three benchmark assessments per year and use common assessment data to inform instructional decision-making.</p> <p>Procure appropriate grade level licenses for Front Row, Reading Eggs, Math Seeds, Storia, Reading A-Z, Lexia, and NewsELA</p> <p>Determine assessment/rubrics to measure 21<sup>st</sup> Century skills and PBL (2016-7)</p> <p>Extended learning opportunities before and after school for students who are not proficient, specifically in math</p>	<p>.6 FTE Reading specialist; funding source: Title I/ General Fund (GF) \$69,000</p> <p>\$2000 School license for Reading Eggs; funding source Title I \$4000 for NewsELA; GF \$1,800 for Storia; GF Reading A-Z; GF Lexia (GF- district) Aleks (GF- district)</p> <p>\$9720 for instructor (\$45/hr for 2 hours/ week x 6 grade levels x 3 six-week sessions)</p>

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**LEA GOAL/Strategic Priority:** Inspire students to reach their highest potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners. Continuous improvement in student achievement in English Language Arts and Mathematics.

**SCHOOL GOAL #2: Student Academic Growth**  
 By June of 2018, 90% of the Cove students will demonstrate a minimum of one full year of growth in ELA and math as measured by the differential in spring 2017 results and spring of 2018 results.  
 AND  
 90% of parents report that the curriculum and instruction is stimulating, engaging and meets the individual needs of students.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>See all above data sources from Goal #1</p> <p>AND</p> <p>Parent Survey Data from Spring, 2017</p>	<p>See all above data findings from Goal #1</p> <p>84% of parents responded with a score of 7-10: The Curriculum is stimulating and engaging.  <i>(On a scale of 1-10, please indicate your level of agreement with the following statements (10 is strongest agreement))</i></p> <p>80% of parents responded with a score of 7-10: My child's individual learning needs are</p>	<p>We will use the same measurements as in Goal #1, however, we will look at the data differently to determine if students have made at least 1 year's growth.</p>

	met. (On a scale of 1-10, please indicate your level of agreement with the following statements (10 is strongest agreement))	
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**STRATEGY:** Support each child in reaching grade-level proficiency through regular progress monitoring, differentiated support, and increasing rigor in inquiry-oriented activities. Build systems to make student progress data more transparent and usable for all stakeholders. Invest time to continuously develop teachers' instructional practices.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Same as Goal #1  AND  Ensuring growth for students who are already meeting proficiency through various strategies	Same as Goal #1  Administration, teachers	Same as Goal #1  Clustering, differentiation, Individual learning plans, tinker time, project based learning	Same as Goal #1

**LEA GOAL/Strategic Priority:** Inspire students to reach their highest potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners. Continuous improvement in student achievement in English Language Arts and Mathematics.

**SCHOOL GOAL #3: English Learners**  
60% of English learners will demonstrate proficiency according to multiple measures including Common Core state assessments, district benchmark assessments, classroom assessments and digital portfolios.  
**AND** 100% of English Learners will demonstrate at least 1 year's growth in their English language acquisition and in their academic proficiency as measured by the multiple measures listed above.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Same as Goal #1</p> <p>AND:</p> <p>Cove ELL data tracking spreadsheet</p> <p>Measured language acquisition by ELD standards-based reporting rubric</p> <p>CELDT assessment data (Fall 2016)</p> <p>Spring Fountas and Pinnell Reading Assessment scores for students (for students who are not proficient)</p> <p>SRI scores</p>	<p>Same as Goal #1</p> <p>As of May 2017, Cove currently has 35 EL students (Cove had 28 in fall 2016 and 19 students in 2015-16) from a variety of backgrounds and at a variety of levels of English acquisition.</p> <p>There continues to be a large gap between proficiency of EL students and proficiency of non-EL students.</p> <p>Some GLAD strategies are apparent in classrooms, and some strategies need to be implemented more visibly (Total Physical Response, Gradual release of responsibility, Tier 2 vocabulary instruction, etc).</p>	<p>Same as Goal #1</p> <p>Comparison of student CELDT scores from fall 2016 and fall 2017</p> <p>New EL assessment scores (CA will be using a new measure in fall of 2017)</p>

**STRATEGY:** Continue to develop classroom teacher skills in teaching English learners as well as evaluate all components of our EL program (support through small group instruction with an EL teacher, after school expanded learning program, English language development curriculum, etc). Implement use of specific measurement tools to ensure measurement of English acquisition in addition to academic proficiency.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>Increase EL Family Involvement</p>	<p>Principal Counselor Teachers ELAC</p>	<p>Hold ELPs (English Learner Plan meetings) to create comprehensive plans for student intervention and progress monitoring and to involve families in their learning.</p> <p>Track family attendance at conferences and reach out to those who do not attend to ensure that they come for a conference.</p>	<p>Counselor Case Management (.2 FTE) \$20,000</p>

		<p>Ensure that all families have internet access through our outreach program (which provides devices and internet access as needed).</p> <p>Continue regular ELAC meetings to increase EL family engagement and student progress</p> <ul style="list-style-type: none"> <li>• Annual San Clemente Family Picnic</li> <li>• Scholarship Support for Camp and summer academic intervention</li> <li>• Ongoing support from mentor staff members and other partner families who help with translation, school communications, etc.</li> </ul>	<p>EL Summer Scholarships (LCFF Supplemental) \$6000</p>
<p>Continue to keep EL student progress at the forefront of our work-Lead Team and staff meeting focus topic.</p>	<p>All teachers Lead Team Reading/EL Specialist Administration TOSA Coach</p>	<p>Cluster ELL and provide ELD support in a variety of ways (via general education teachers, EL support teacher, after school expanded learning, parent education and partnership)</p> <p>More fully implement Aleks math intervention online curriculum for students who are below grade level in grades 3-5.</p> <p>Trained staff members share academic conversations and discourse training with other teachers in staff meeting context</p> <p>Increase GLAD strategies used to deliver rigorous instruction in line with Common Core Standards</p>	



<p>Continue to refine and improve EL interventions and supports</p>	<p>All teachers Lead Team Reading/EL Specialist Administration TOSA Coach</p>	<p>Analyze progress data to identify EL students needing reading and math intervention.</p> <p>Monitor reading intervention program designed to meet individual needs of ELs; Purchase ELD curriculum</p> <p>Purchase and implement a tool for EL English acquisition progress tracking.</p> <p>Track progress data carefully- Counselor to continue case management support</p>	<p>ELD Curriculum (Lottery/GF) \$5000</p>
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**Form A: Non-Academic Goals**

**LEA GOAL/Strategic Priority:** Foster healthy, inclusive, respectful, and safe learning environments that promote social, emotional, and intellectual growth.

**SCHOOL GOAL #4: Social and Emotional Growth**

Integrate social and emotional development throughout the Cove Curriculum to increase students' self-regulation, independent work skills, group work skills, risk-taking, ability to persevere on difficult tasks and readiness for college and careers.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Healthy Kids Survey Data	5 <sup>th</sup> graders show strong SEL skills (80+ % display each desired skill) according to statewide survey results	Ongoing tracking of improvements to Healthy Kid Survey results
Results from Student Survey, Spring 2017	Students, parents and teachers value SEL skills and the time spent teaching them	Student survey results as well as their own self-evaluations in qualitative self-reflections as well as on rubrics measuring SEL skills.
Results from Parent Voices Questionnaires (2017)	90% of parents were satisfied with their child's social and emotional growth in the Spring 2017 Parent Voices Questionnaires	Ongoing Teacher and counselor observations and regular student progress reports
Results from Teacher Survey, Spring 2016	Teachers want more support and professional development in implement certain components of SEL; All feel confident with implementing parts of SEL in their classroom	
Classroom Observations		

Need to develop campus support's confidence in our approach to positive discipline.

**STRATEGY:** Ensure implementation of practices to promote student social and emotional growth with regard to self-regulation, independent work skills, group work skills, risk-taking and ability to persevere on difficult tasks.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Establish TK-5 <sup>th</sup> grade continuum of SEL tools and skills	Lead Team Counselor Principal	Include all skills in guiding principles and digital citizenship.	
Teacher professional development in SEL practices	Lead Team, Teachers Counselor Principal	<p>Toolbox program components training in September 2017</p> <p>Digital Citizenship monthly lessons, parent education night, Cove Connection communication to parents, teacher professional development in staff meetings</p> <p>Mindfulness practices regularly shared at staff meetings</p> <p>Responsive Classroom components training in staff meetings (Effective Management component is focus for 2017-18 school year) and RC training for teachers</p> <p>Review of/ continued use of Accountable Communication Technology (ACT) tools for staff climate/ culture</p>	<p>Counselor (GF) \$50,000</p> <p>SEL Materials and PD (SPARK Fund A Need) \$7,500</p> <p>TOSA- technology integration</p>

		Teacher training and campus support training in conflict management protocols	
Monitor implementation of practices in classrooms and the school	Principal	<p>Survey teachers regarding current practices</p> <p>Weekly all-school assemblies to build community and reinforce positive decisions; Include school wide gestures for common vocabulary words we want all students to know and use</p> <p>Use of rubrics to measure growth in collaboration, reflection, perseverance</p> <p>Daily mindfulness</p> <p>Kimochis- implemented K-1 with help of counselor</p> <p>Toolbox curriculum</p> <p>Digital Citizenship Curriculum</p>	
Promote student leadership opportunities	Principal Teachers Counselor	Safety Patrol, Helping on kindergarten playground, Green Team, No Bully Club, CIM clean up crew, etc.	
Parent Education	Counselor Principal Teachers PTO	<p>Publish an overview of Cove's SEL approach</p> <p>Publish article on Digital Citizenship, plan parent ed on digital citizenship</p> <p>Coffee chats with parents to share details of programs and philosophical approach</p> <p>Ongoing parent education hosted by PTO</p>	



**LEA GOAL/Strategic Priority:** Communicate effectively and consistently through open, accessible methods, in order to facilitate collaborative partnerships among classroom, home, school, district and community.

**SCHOOL GOAL #5: Community**

Mobilize the greater Cove Community to support the Cove’s Guiding Principles – Critical Thinking through Experiential Learning, Social and Emotional Development, Creativity and Community- and build partnerships to provide student experiences that blur the lines between school and community.

<p><b>What data did you use to form this goal?</b></p>	<p><b>What were the findings from the analysis of this data?</b></p>	<p><b>How will the school evaluate the progress of this goal?</b></p>
<p>Results from Parent Voices Questionnaires (2015-16)</p> <p>Results from Teacher and Student Surveys, May 2017(TBD)</p>	<p>In April 2017, 86% of surveyed Cove Parents are aware that we have 4 Guiding Principles, 14% were unaware. (increase from 81% aware in 2016)</p> <p>70% could explain experiential learning, 67% could explain Social Emotional Growth and 69% could explain Creativity to a friend.</p> <p>Parents value frequent, clear communication from administration and classroom teachers. There is a need for simple, visual tools to promote broader understanding and strengthen collaboration with PTO, SPARK.</p> <p>Working parents would like to garner a better understanding of ways they can contribute outside of classroom hours.</p> <p>There is a high level of volunteerism and a very strong sense of community at the Cove. 89% of parent respondents said an adult from their family had volunteered this year. (down from 93% in 2016)</p>	<p>Utilize regular surveys and informal feedback to understand the perspective &amp; contributions of the Cove Community.</p> <ul style="list-style-type: none"> <li>- Student Survey 1x/year</li> <li>- Teacher Survey 1x/year</li> <li>- Parent Surveys 2x/year</li> <li>- Ongoing informal feedback</li> </ul> <p>Feedback after New Family Orientation planned for August 2017.</p>

<p>Current data on level of partnerships with local organizations.</p>	<p>We have established more relationships with local organizations (various organizations helped with our tinkering and making, field studies, and our progress report research).</p> <p>We still desire a deepened relationship with organizations such that we blur the lines between school and community and students are learning in the field more and more.</p>	<p>Increased number of and depth of partnerships (centered around furthering our Guiding Principles) with local organizations.</p>
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**STRATEGY:** Establish creative, interactive communication channels for key stakeholders (parent, teachers, students, community, administration) to connect, encourage and celebrate the contributions of the greater Cove Community.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>Continue to educate about our Guiding Principles</p>	<p>Principal Teachers School Site Council</p>	<p>Proactively raise parents' awareness of Guiding Principles and Signature Practices through</p> <ul style="list-style-type: none"> <li>- Welcome Event (magnets, comments)</li> <li>- New Family Orientation.</li> <li>- Back to School Night (principal presentation &amp; video)</li> <li>- Open House format</li> <li>- New Teacher and staff training</li> <li>- Cove Connection Articles</li> <li>- Website format</li> </ul> <p>Proactively reach out to IJ to get their help in publicizing/explaining Cove Guiding Principles in the context of our many events</p>	

		<p>Broader Community Education for potential partner organizations to better understand the Cove’s Guiding Principles</p> <p>Form a committee with the purpose of making our Guiding Principles visible through artifacts, messaging and art on campus. Share the campus installations with the community to make our values visible.</p> <p>Update current Cove School video with current pictures.</p> <p>Create a new video to capture teacher and student voices around collaborative teaching and to give some visuals to those who are unfamiliar with it.</p>	
<p>Communicate: Continue formal &amp; informal 2-way communication with key stakeholder groups.</p>	<p>Principal Teachers School Site Council PTO</p>	<p>Regular Parent, teacher and student surveys: Administer, process results and publish synthesis of data to inform continued focus areas for goals.</p> <p>Parent Education on Cove Academics and Assessments- including how we track growth in “soft skills.”</p>	
<p>Establish Partnerships with local organizations and working parents</p>	<p>Principal Teachers School Site Council PTO</p>	<p>Create a plan to strategically reach out to those we wish to partner with and present them with a variety of ways this could look. (Develop an integrated piece – whether video, or paper or both- with voices of our community and pictures.)</p> <p>Host annual Tinker/Maker Faire and include/ invite broader community.</p> <p>Continue the work we started in 2016-17 to</p>	<p>Tinker/ Maker Faire Vendor and Supplies (SPARK Fund A Need) \$7,500</p>



		collaborate with existing organizations such as the PTO and SPARK that take a leadership role in the community. Include SPARK, PTO and SSC reps in each of the other organizations (eg SPARK rep on SSC, etc).	
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**LEA GOAL/Strategic Priority:** Inspire students to reach their highest potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners.

**SCHOOL GOAL #6: Innovation**

Embody a culture of innovation across the organization to drive continued success and improvement through a disciplined use of data, and student, teacher, and parent feedback.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Parent Survey input from 2014-2017</p> <p>Research:</p> <p>Growth Mindset (Dweck)</p> <p>Effective personalization instructional models – need for transparency and accessibility of data</p> <p><a href="#">Overcoming the Barriers</a></p>	<p>“....The Cove is not afraid to try new things; read research; and lead the charge in education reform. It’s awesome!” (Cove Parent)</p> <p>Frequent 2-way communication among and within stakeholder groups is a prerequisite for success.</p> <p>Culture of Innovation and risk-taking is established at Cove. Maintaining established frameworks while focusing on key annual initiative has been an effective approach</p> <ul style="list-style-type: none"> <li>- 2014-15: Cove Culture</li> <li>- 2015-16 : Student Progress Reports</li> <li>- 2016-17 : Systems to make Student Progress more transparent and usable.</li> <li>- 2017-18 Continue 2016-17 goal</li> </ul> <p>Creating comprehensive systems (instructional, technology, communication) is a multi-year undertaking. The systems must address the needs of teachers, parents, students and administrators, work with the district infrastructure, and meet state and</p>	<p>Data (formative and summative, qualitative and quantitative) with the intention of continual iteration becomes part of school culture.</p> <p>Evidence/ artifacts from each key annual initiative (eg progress report samples from 2015-16 school year)</p> <p>Parent feedback on their understanding of innovative practices that we undertake.</p> <p>Communication about ongoing Cove innovations through Cove Connection, District Board Meetings and other channels.</p>

<p><a href="#">to Educational Innovation</a> by Kieran Kirkland and Dan Sutch in FutureLab Archive. September 2009</p> <p>Research &amp; Ideas from Summit Public Schools about utilizing data to drive positive innovations.</p>	<p>federal academic and privacy (FERPA) guidelines.</p> <p>Summit is using technology as a powerful tool to increase transparency of student goals and progress for students, teachers and parents.</p>	
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**STRATEGY:** Follow a **Build, Measure, Learn** approach. We will rigorously and regularly explore data, identify problems and challenges, develop and implement solutions and then check back with the data, ensuring that we are constantly improving what we do. *(from Summit Public Schools)*

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>Reinforce Culture of Innovation by regularly showcasing innovations &amp; process by which they were achieved.</p>	<p>Site Council Lead Team Teachers Administration</p>	<p>Provide teacher professional development on effective, innovative instructional practices.</p> <p>MW to continue membership with Ed Leader 21</p> <p>Increase use of driving questions in lessons/units to deepen our inquiry-based approach, and improve student perseverance with complex problems</p> <p>Increase arts integration to deepen understanding of the concepts. (1/2015-6/2016)</p> <p>Increase blended learning (an educational</p>	<p>Professional Development Funding: PTO and GF</p> <p>Arts Integration Coaching (Schools Rule) TBD</p> <p>Technology Programs (including NewsELA, Storia,</p>

<p>Establish baseline of current technology infrastructure at The Cove School as well as what is provided through the Larkspur-Corte Madera School District.</p> <p>Set up sustainable infrastructure to facilitate long-term success of Cove Site Council in advancing positive innovation.</p>		<p>innovative practice that allows students to learn at their own individual level and receive immediate feedback)</p>	<p>Reading Eggs, Math Seeds, Front Row Ed) for blended learning (See Above in Goal #1)</p> <p>Learning Management System (to be determined)</p>
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## Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

**Of the four following options, please select the one that describes this school site:**

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

<b>State Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	Not allocated to individual sites	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	Not allocated to individual sites	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$0	
<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 34,278	<input type="checkbox"/>

<input checked="" type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) 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).	\$500		<input type="checkbox"/>
<input 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)	N/A		<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	Not allocated to individual sites		<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	Not allocated to individual sites		Title III funds may not be consolidated as part of a SWP <sup>1</sup>
Total amount of federal categorical funds allocated to this school		\$9878	
Total amount of state and federal categorical funds allocated to this school		\$9878	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: 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.<sup>2</sup> 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
Michelle Walker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Capobianco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathleen Acheritogary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meredith Mishel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Hansen, parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Lawson, parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ingrid Carbone, parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Hielscher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TBD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TBD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	2	4	<input type="checkbox"/>

## Form E: Recommendations and Assurances

<sup>2</sup> EC Section 52852

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 (**Check those that apply**):
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ 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: May 18, 2017.

Attested:

Michelle Walker  
Typed name of School Principal

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

\_\_\_\_\_  
Date

Jennifer Lawson  
Typed name of SSC Chairperson

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

\_\_\_\_\_  
Date