

The Single Plan for Student Achievement

School: Neil Cummins Elementary
CDS Code: 21653676024376
District: Larkspur-Corte Madera
Principal: Patty Flynn Elliot
Revision Date: May 2018

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:

Contact Person: Patty Flynn Elliot
Position: Principal
Phone Number: 415-927-6965
Address: 58 Mohawk Ave.
Corte Madera, Ca, 94925-1033
E-mail Address: pelliot@lcmschools.org

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
School and Student Performance Data	5
CAASPP Results (All Students)	5
CELDT (Annual Assessment) Results.....	9
Planned Improvements in Student Performance	10
School Goal #1.....	10
School Goal #2.....	17
School Goal #3.....	22
School Goal #4.....	26
School Site Council Membership	27
Recommendations and Assurances.....	28

School Vision and Mission

Neil Cummins Elementary's Vision and Mission Statements

Neil Cummins Vision Statement: We believe all children are capable of learning, and it is our responsibility to provide a rich, positive, and safe engaging learning environment that fosters their desire to learn and meet the challenges of a changing world.

Neil Cummins Mission Statement: Together our staff, parents, students and community are dedicated to the ongoing education of all young people in the Neil Cummins School. We work collaboratively to teach, mentor, motivate, challenge, and inspire our students. Our goal is for our students to become independent, critical thinkers who respond ethically to the challenges facing the world. We accomplish our mission through a well-rounded curriculum including rigorous academic instruction. We differentiate the curriculum to meet divergent learning styles in a variety of ways including implementing experiential, thematic and project-based learning wherever appropriate. Our focus is on educating the whole child, addressing cognitive, social, emotional, and physical growth. Best practices are enhanced by frequent assessment, regular opportunities for reflection, and innovative, ongoing professional development for our highly qualified, inspirational staff.

School Profile

Neil Cummins Elementary School exemplifies how a small organization can accomplish meaningful goals through teamwork. The synergy of talented and dedicated staff members, bright, involved and supportive parents, and energetic and valued children, for whom the importance of school is a focus, keeps Neil Cummins united, resilient, and upward bound.

We are one of two elementary schools in the District, serving roughly 600 students in preschool through fifth grade. Neil Cummins has around 24 general education classrooms, one Learning Center with one part-time and one full-time Education Specialist, an Intervention Room with one full time Intervention Specialist, a music room, a movement/dance room, an art room, an Occupational Therapy room, a Speech and Language room, and a library.

Neil Cummins is devoted to delivering an academic program focused on the Common Core State Standards (CCSS). We are fully implementing CCSS aligned curriculum and instruction in both ELA and math. In our classrooms one sees evidence of student-centered reading and writing instruction within a Balanced Literacy Framework. Our Instruction in math supports student development as mathematicians, as outlined in the eight Standards for Mathematical Practice. Neil Cummins teachers, committed to implementing workshop-model instruction, are increasing their knowledge and skills in conducting one-on-one and small-group student conferences. In reading, Neil Cummins teachers determine independent and instructional reading levels, group students for reading instruction, identify students who need intervention, and select texts that will be productive for students' instruction. In every classroom and across all academic areas, teachers are conferring with students independently and in small groups, and are taking anecdotal notes, collecting work samples, and other formative and summative assessments.

Due to generous parent support, we provide an array of educational experiences at Neil Cummins. In each classroom, students use iPads and/or Chromebooks as learning tools (2:1 devices in Kindergarten, 1:1 devices in grades 1-5). In science, teachers provides students with hands-on experiences built upon the Next Generation Science Standards, which nurture an appreciation for the inquiry process. Neil Cummins students enjoy music instruction provided weekly by our music teacher. Weekly art lessons with our our credentialed art teacher provide imaginative pieces of work and opportunities for our students to explore with a variety of media. Additionally, the art teacher works directly with classroom teachers to provide art integration projects to highlight and supplement core curriculum. The Library Media Specialist helps students in our school library, which is continually growing as a result of the PTO Annual Book Fair and Readathon. During physical education, our credentialed PE Teacher has ample equipment for student use and provides stimulating and engaging physical education lessons for all grades. In addition to support of these instructional programs, SPARK funds enrichment in the arts, and science and technology integration support. A recent Bond Measure has contributed to our facility updates and overall capital improvements to our buildings and gardens. We are fortunate to have fantastic parent involvement at Neil Cummins.

Neil Cummins enjoys a 95% approval rating from parents per our annual School Site Council Parent Survey. This high level of positive regard is generated by recognition of our strong commitment to the achievement, personal growth, and happiness of every student; collaborative parent-staff relationships; motivated, high-performing students; an effective standards-based curriculum; and by school spirit and commonly held values.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	112	117		105	114		105	114		93.8	97.4	
Grade 4	86	105		81	96		81	96		94.2	91.4	
Grade 5	107	87		104	86		104	86		97.2	98.9	
All Grades	305	309		290	296		290	296		95.1	95.8	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2479.1	2468.1		55	42.11		24	28.07		10	14.04		10	15.79	
Grade 4	2544.3	2535.0		63	57.29		20	21.88		10	10.42		7	10.42	
Grade 5	2565.0	2575.6		43	50.00		39	31.40		13	8.14		5	10.47	
All Grades	N/A	N/A	N/A	53	49.32		28	27.03		11	11.15		8	12.50	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	42.11		45	39.47		14	18.42	
Grade 4	52	52.08		41	38.54		7	9.38	
Grade 5	44	53.49		46	36.05		10	10.47	
All Grades	45	48.65		44	38.18		11	13.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	42.98		48	45.61		12	11.40	
Grade 4	56	55.21		36	33.33		9	11.46	
Grade 5	49	56.98		43	40.70		8	2.33	
All Grades	48	51.01		43	40.20		9	8.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	35.09		59	52.63		4	12.28	
Grade 4	31	48.96		64	42.71		5	8.33	
Grade 5	29	34.88		68	59.30		3	5.81	
All Grades	32	39.53		64	51.35		4	9.12	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	40.35		44	47.37		7	12.28	
Grade 4	60	50.00		33	44.79		6	5.21	
Grade 5	51	59.30		47	32.56		2	8.14	
All Grades	53	48.99		42	42.23		5	8.78	

Conclusions based on this data:

1. Grade 3 ELA % of students not meeting standard increased. Overall grade 3 ELA % standard nearly met went from 10% to 14%. Overall grade 3 ELA % standard not met went from 10% to 16%.
2. Grade 4 ELA % of students not meeting standard increased. Overall grade 4 ELA % standard not met went from 7% to 10%.
3. Grade 5 ELA % of students exceeding standard increased, although % of students nearly met or not met standard remained around 18%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	112	117		105	115		105	115		93.8	98.3	
Grade 4	86	105		81	97		81	97		94.2	92.4	
Grade 5	107	87		104	87		104	87		97.2	100	
All Grades	305	309		290	299		290	299		95.1	96.8	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2487.9	2464.4		43	30.43		39	39.13		13	18.26		5	12.17	
Grade 4	2527.2	2524.9		46	37.11		30	37.11		21	20.62		4	5.15	
Grade 5	2552.2	2566.0		37	43.68		32	26.44		22	20.69		10	9.20	
All Grades	N/A	N/A	N/A	41	36.45		34	34.78		19	19.73		6	9.03	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	64	48.70		29	33.91		8	17.39	
Grade 4	60	46.39		28	41.24		11	12.37	
Grade 5	51	56.32		37	33.33		13	10.34	
All Grades	58	50.17		31	36.12		10	13.71	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	40.87		43	46.96		7	12.17	
Grade 4	47	51.55		43	41.24		10	7.22	
Grade 5	36	49.43		52	40.23		13	10.34	
All Grades	44	46.82		46	43.14		10	10.03	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	36.52		46	52.17		5	11.30	
Grade 4	52	48.45		37	43.30		11	8.25	
Grade 5	31	37.21		51	48.84		18	13.95	
All Grades	43	40.60		45	48.32		11	11.07	

Conclusions based on this data:

1. Overall math achievement % of students in grades 3-5 not meeting standard increased from 25% to 29%.
2. % of grade 5 students below standard decreased from 32% to 30%.
3. % of grade 3 students below standard increased from 18% to 30%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
1	17			50	***		33								
2					40		***	20		***	40				
3				13	***		63	***		25	***				
4		14			14			43			29				
5	***			***			***	***							
Total	10	6		25	29		45	35		20	29				

Conclusions based on this data:

1. No EL students have scored "Beginning" on the annual CELDT assessment.
2. % of EL students "Intermediate" and above has decreased by 9% from 15-16 to 17-18
3. % of EL students from 3rd grade in 15-16 to 4th grade in 17-18 scoring Early Advanced or above increased by 15%

Planned Improvements in Student Performance

School Goal #1

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 student performance 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:

SUBJECT: Implementation of State Standards, Pupil Achievement
LEA/LCAP GOAL:
LCMSD LCAP Goal #2: Enhance progress and ensure continuous improvement and access to English, Math, Science, Social Science, Arts and Digital Literacy for all students.
SCHOOL GOAL #1:
Improving student achievement through the implementation of research-based teaching and learning strategies. 2018 CAASPP Goal: ELA 3rd, 4th, 5th Grade 85% Meet or Exceed Standards Math 3rd, 4th, 5th Grade 80% Meet or Exceed Standards F&P Reading Goal 90% of 1st graders will be reading at or above grade level by December 2018 as a result of "Jump Start" Intervention with Reading Specialist. EL Goal By June 2018 100% students will show academic growth towards accessing grade level curriculum and move towards reclassification.

Data Used to Form this Goal:

State Assessments - CAASPP English Language Arts and Math (Spring 2017)

F&P Assessments - Grades K-2 Reading

At the end of the 2016-2017 school year, all kindergarten students were given an F&P reading assessment by the intervention specialist.

At the beginning of the 2017-2018 school year, students who scored at or below C/D level in F&P participated in Jump Start Reading with the intervention specialist. This was 31 of the 90 first graders.

By December 2017, 24 of the 31 students were reading above grade level.

The remaining 7 students increased reading by 1-3 levels.

Data used to form EL Goal:

Qualitative Reading Inventory (QRI - 5)

Students assessed 3 times per year

CORE Vocabulary Screening

Students assessed 2 times per year

Scholastic Reading Inventory (SRI)

Students assessed 3 times per year

Findings from the Analysis of this Data:

2017 CAASPP Results Mean Gain from 2016 for 4th Grade:

Grade 4 ELA +12.14

Grade 4 Math -3.57

2017 CAASPP Results Mean Gain from 2016 in 5th grade:

Grade 5 ELA -2.57

Grade 5 Math +7.57

CAASPP ELA

3rd Grade (2017) 70% Met or Exceeded Standards

4th Grade (2017) 79% Met or Exceeded Standards

5th Grade (2017) 81% Met or Exceeded Standards

CAASPP Math

3rd Grade (2017) 70% Met or Exceeded Standards

4th Grade (2017) 74% Met or Exceeded Standards

5th Grade (2017) 70% Met or Exceeded Standards

Findings from F&P Assessment Data:

At the end of the 2016-2017 school year, all kindergarten students were given an F&P reading assessment by the intervention specialist.

At the beginning of the 2017-2018 school year, students who scored at or below C/D level in F&P participated in Jump Start Reading with the intervention specialist. This was 31 of the 90 first graders.

By December 2017, 24 of the 31 students were reading above grade level.

The remaining 7 students increased reading by 1-3 levels.

Findings from Analysis of EL Data:

QRI results September 2017 and December 2017. May Results to come.

100% of 4th grade Students showed showed an increase of 1 grade level in reading comprehension

100% of 5th grade Students showed showed an increase of 1 grade level in reading comprehension

CORE Vocabulary Screening Results September 2017 and May 2018

4th Grade Students scored in the 55%-66% range In September. This indicated that these students needed strategic vocabulary intervention. Second assessment will be completed in May 2018

5th Grade Students scored in the 46%-70% range In September. This indicated that these students needed strategic vocabulary intervention. Second assessment will be completed in May 2018

How the School will Evaluate the Progress of this Goal:

CAASPP Results Spring 2019
 F&P Assessment Results Winter and Spring 2019
 EL Assessment Data Spring 2019
 Writing Benchmark Assessments
 Math Benchmark Assessments
 Student Report Cards
 Classroom Based Assessments
 Student, Staff and Parent Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will continue training in adopted TERC Math Curriculum and CGI instructional strategies	August 2018-June 2019	Teachers Principal Dir. of Educ. Services			Foundation	
All teachers will have access to school and classroom guided reading libraries to ensure "just right" student books for ELA instruction	August 2018-June 2019	Teachers			District Funded	
All students will receive differentiated instruction in small groups and through one-to-one conferences	August 2018-June 2019	Teachers Intervention Specialist Principal			None Specified	
All students in grades K-2 will formally assessed using F&P twice/year.	August 2018-June 2019	Teachers Intervention Specialist Principal			None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be given the opportunity to observe other teachers implementing Workshop and CGI instruction within and between LCMSD schools.	August 2018-June 2019	Teachers Principal Dir. of Educ. Services			District Funded	
Weekly literacy intervention sessions for EL students	August 2018-June 2019	Literacy Specialist			Foundation	
With the data from literacy specialist, classroom teachers, and ELPAC assessment the school will determine each students movement towards reclassification.	August 2018-June 2019	Literacy Specialist Teachers Counselor Principal			Foundation	
Students will receive access to additional resources such as: online components of ALEKS, Newsela, CAASPP Interim Assessments, TERC Investigations.	August 2018-June 2019	Principal Teachers Counselor Dir. of Educ. Services			District Funded	
Jump Start 1st grade reading intervention groups	August 2018-Dec. 2018	Teachers Intervention Specialist			District Funded	
Reading Intervention Groups formed based on Fall F&P assessment data	August 2018-June 2019	Teachers Intervention Specialist			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Specialist and Literacy Specialist working with individuals and small groups of students for reading, EL and math support and monitoring of student progress	August 2018-June 2019	Intervention Specialist Literacy Specialist Principal Teachers Counselor			District Funded	
Provide case management for EL students	August 2018-June 2019	Counselor Literacy Specialist Intervention Specialist Principal				
Continue implementation K-5 CCSS aligned report cards and explore narrative reporting and communication re. student progress	August 2017-June 2018	Principal Teachers Counselor			None Specified	
Local (3 times a year) benchmark assessments in Reading, Writing and Math, reporting results to the Board of Education and parents	August 2018-June 2019	Principal Teachers Counselor			District Funded	
Classroom-based systematic intervention and EL support for target students, monitor progress, develop system of multi-tiered approach	August 2018-June 2019	Teachers Intervention Specialist Literacy Specialist Counselor Principal			None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement MTSS to address students not meeting standard and students individual SEL needs	August 2018-June 2019	Counselor Principal Teachers Dir. Educ. Services			District Funded	
Visual and Performing Arts will be integrated into inquiry-based common core curriculum.	August 2018-June 2019	Music, Art Teachers Principal Teachers			Foundation	
Implement new ELA Adoption Lucy Calkins Units of Study, Reader's Workshop	August 2018-June 2019	Teachers Principal Dir. Educ. Services			District Funded	
Continue Lucy Calkins Writer's Workshop Program implemented in K-5 classrooms	August 2018-June 2019	Teachers Principal Dir. Educ. Services			District Funded	
Cluster EL students and advanced learners when creating class groups	August 2018-June 2019	Teachers Counselor Principal			None Specified	

Planned Improvements in Student Performance

School Goal #2

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 student performance 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:

SUBJECT: Other Pupil Outcomes, School Climate
LEA/LCAP GOAL:
LCMSD LCAP Goal #1: Improve student engagement, health, well-being and connectedness to school.
SCHOOL GOAL #2:
Maximize safety and school connectedness for all students and employees that meets the needs of the "whole child". Healthy Kids Survey Increase 5th grade student participation in taking survey to 85% Increase student responses regarding school connectedness answering "Yes all of the time" to 85% Increase student responses 90% of students feel safe most or all of the time at school Increase student responses 98% of students believe that the teachers and other grown ups want them to do their best some or all of the time Increase student responses 90% of students feel like our school teach students to care about others and treat others with respect most or all of the time.
Data Used to Form this Goal:
Student, Staff, Parent Surveys Healthy Kids Survey

Findings from the Analysis of this Data:

Teacher and parents report students experiencing acts of exclusion and stress related to school, peer relations.

Teachers and parents request that the school promote healthy lifestyles (e.g. activity, diet, attitude)

Healthy Kids Survey

Participation: 74 out of 105 5th Students NC took the CHKS 70%

School Connectedness: Answering "Yes all of the time" High 64, Moderate 36, Low 0

88% of students feel safe most or all of the time at school

96% of students believe that the teachers and other grown ups want them to do their best some or all of the time

84% of students feel like our school teach students to care about others and treat others with respect most or all of the time.

How the School will Evaluate the Progress of this Goal:

Student, Staff, Parent Surveys

Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mindfulness training/coaching and classroom implementation	August 2018-June 2019	Principal Counselor Teachers	August 2017-June 2018 schedule Mindfulness coach teachers and lead students in mindfulness practices throughout the school year		Foundation	
SEL program in Kinder and 1st grade classrooms with Musical Moments/Kimochis	August 2018-June 2019	Principal Counselor Teachers	August 2016 schedule Kimochis coach teachers and lead students in Kimochis/SEL practices throughout the school year		Foundation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent education/training in Mindfulness curriculum and implementation	August 2018-June 2019	Principal Counselor	Fall 2017 and Spring 2018- schedule parent training with Mindfulness Coach who works with teachers and students in classrooms		Foundation	
Maintain Safe Routes to School Program, Recycle Champions/Eco Hawks, Green Tips	August 2018-June 2019	Principal Counselor PTO Teachers	Fall 2017 and Spring 2018- schedule parent training with Kimochis coach (Kimochis/SEL program in K/1 classrooms)		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
All students and staff will attend weekly school assemblies that highlight and reward good citizenship and character.	August 2018-June 2019	Principal Counselor Teachers			None Specified	
All students will have access to physical education with a credentialed teacher.	August 2018-June 2019	Principal PE Teacher			General Fund	
All students will participate in Brain Breaks that get students up and moving throughout the school day.	August 2018-June 2019	Teachers			None Specified	
Students will interact with "buddies" in different grades to build community and support one another.	August 2018-June 2019	Teachers			None Specified	
All teachers will abide by the LCMSD Wellness Policy (e.g. food, classroom celebrations, fundraisers)	August 2018-June 2019	Principal Teachers			None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will articulate Neil Cummins expectations to Take Care of Yourself, Take of Care of Others, Take Care of this Place	August 2018-June 2019	Principal Counselor Teachers			None Specified	
All teachers will encourage and reward students demonstrating traits of good character (citizenship, trustworthiness, fairness, responsibility, caring and sportsmanship).	August 2018-June 2019	Principal Counselor Teachers			None Specified	
All fifth graders have access to participate in Neil Cummins Student Leadership Program.	August 2018-June 2019	Principal Counselor Teachers			Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
All students in grades K-5 will participate in Digital Citizenship Lessons following the LCMSD scope and sequence with monthly themes and lesson.	August 2018-June 2019	Principal Teachers			None Specified	
Healthy Kids Survey- Improve the participation by reaching out individually to parents who did not give consent and encourage them to have their students participate.	Fall 2018	Counselor Teachers Principal			None Specified	
Healthy Kids Survey- Increase opportunities for school connectedness with school club opportunities on campus along with inclusive opportunities to actively participate in school activities and culture. The goal is to increase the High scores of school connectedness and lower the moderate scores.	August 2018-June 2019	Counselor Teachers Principal			None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase safety measures with Lock Bloks, window coverings, Raptor sign in to ensure students, family and community members continue to feel safe at school.	August 2018-June 2019	Counselor Teachers Principal				

Planned Improvements in Student Performance

School Goal #3

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 student performance 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:

SUBJECT: Professional Development and Training
LEA/LCAP GOAL:
LCMSD LCAP Goal #3: All teachers will demonstrate improvement in professional standards. All staff will participate in ongoing professional learning
SCHOOL GOAL #3:
100% of teachers will participate continued professional growth and development as we continue implementation of new TERC math adoption and CGI Math Instruction, new ELA adoption, ongoing Lucy Calkins Writer's Workshop Units of Study curriculum, NGSS Science Curriculum.
Data Used to Form this Goal:
Staff Survey CAASPP Results F&P Reading Assessment Results (grades K-2) Benchmark Writing Assessment Classroom Based Formative and Summative Assessments
Findings from the Analysis of this Data:
Neil Cummins teachers express interest in ongoing training and support as we implement new Math, ELA, Writing, Science Curriculum. Students will benefit directly from teachers participation in professional development that will result in higher levels of student achievement demonstrated on CAASPP Assessments, F&P Reading Assessments, Benchmark Writing Assessments and classroom based formative and summative assessments. Teachers are requesting an increase in time for professional development and coaching with the CCSS aligned curriculum and instructional strategies.
How the School will Evaluate the Progress of this Goal:
Staff Survey Results and professional satisfaction Increase in CAASPP ELA and Math scores Increase in % students reading at expected F&P level in grades K-2 Increase in % students demonstrating writing proficiency on District Writing Benchmark Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Neil Cummins will further develop our system of identifying students, assessing progress, and delivering intervention / extension through our MTSS program.	August 2018-June 2019	Principal Teachers Director of Ed, Services Counselor Intervention Specialist			District Funded	
Identify students who require intervention using analyzed data from Fountas and Pinnell (F&P) Benchmark Assessment System.	August 2018-June 2019	Principal Teachers Intervention Specialist			None Specified	
All students identified reading below grade level will receive targeted and systematic reading intervention with reading specialist.	August 2018-June 2019	Principal Teachers Intervention Specialist			District Funded	
Teachers will attend guided reading training and strategizing session to better address the needs of students in reading.	August 2018-June 2019	Principal Teachers Intervention Specialist			District Funded	
Teachers will analyze individual student CAASPP results as additional data for MTSS and participate in both grade level and school-wide intervention planning sessions.	August 2018-June 2019	Principal Teachers Intervention Specialist			None Specified	
All students will have access to books at their independent and instructional reading levels.	August 2018-June 2019	Principal Teachers Director of Ed, Services			District Funded	
All teachers will receive coaching support to conduct strategy groups and one-to-one conferences.	August 2018-June 2019	Principal Teachers Director of Ed, Services			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will analyze common assessments to assess student progress in math.	August 2018-June 2019	Principal Teachers Director of Ed, Services Intervention Specialist			District Funded	
Teachers will examine math problems and samples of student work across grade levels to promote continuity from year to year.	August 2018-June 2019	Principal Teachers Director of Ed, Services Intervention Specialist			District Funded	
Teachers will open their classroom doors to peers and will actively observe workshop instruction in reading, writing, and math in other classrooms throughout the school year.	August 2018-June 2019	Principal Teachers Director of Ed, Services			None Specified	
All teachers will use ongoing progress monitoring and summative assessments to plan responsive instruction to support student growth in reading.	August 2018-June 2019	Principal Teachers Director of Ed, Services Intervention Specialist			None Specified	
Year 1 of ELA Curriculum Implementation: Instructional focus on workshop components, architecture of a mini lesson, clear teaching points	August 2018-June 2019	Principal Teachers Director of Ed, Services Momentum in Teaching			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CGI Mathematics PD - Year 1 Low floor, high ceiling (meeting the needs of all learners); TERC and Math Practices	August 2018-June 2019	Principal Teachers Director of Ed, Services UCLA Math Project Coaches			Foundation	
CGI Mathematics PD- Lab Cycles (job-embedded professional development)	August 2018-June 2019	Principal Teachers Director of Ed, Services UCLA Math Project Coaches			Foundation	
NGSS Science Curriculum and PD - Provide STEMscopes curriculum and resources to teachers Mystery Science curriculum FOSS curriculum	August 2018-June 2019	Principal Teachers Director of Ed, Services TOSA			Foundation	
TOSA-taught Project Lead the Way (PLTW) module in all K-2 classes	August 2018-June 2019	Principal Teachers Director of Ed, Services TOSA			Foundation	
New Teacher Induction and Training - ELA Readers and Writers Workshop, CGI, TERC Investigations, NGSS, Arts Integration, Tech Integration, PBL	August 2018-June 2019	Principal Teachers Director of Ed, Services TOSA			District Funded	

Planned Improvements in Student Performance

School Goal #4

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 student performance 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:

SUBJECT: Communication and Parent Participation
LEA/LCAP GOAL:
LCMSD LCAP Goal #5: Develop and improve communication, participation, and articulation among and schools, district, parents, community.
SCHOOL GOAL #4:
Principal will provide weekly parent newsletter with updates from PTO and SPARK 100% of teachers will provide a parent newsletter weekly or bi-monthly 100% of specialists will provide a parent newsletter monthly 100% of teachers and specialists will have an updated and regularly maintained website Principal and teachers will use BluPods messaging system for parent reminders about school events School website will be updated regularly with current information and updates
Data Used to Form this Goal:
Parent survey
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Patty Flynn Elliot	X				
Erica Fortescue				X	
Shelly Levin				X	
Laura O'Shea				X	
Booke Suther		X			
Katherine Marcus		X			
Emma Smith		X			
Eve Osborn			X		
Numbers of members of each category:	1	2		1	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 Program 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 .

Attested:

Patty Flynn Elliot

Typed Name of School Principal

Signature of School Principal

Date

Laura O'Shea

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date