ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

2017-18

Maya Lin Elementary School

CDS Code: 01611190126656

Principal Name	Judith Goodwin
Telephone Number	510-748-4007
Address	825 Taylor Street, Alameda, CA 94578
E-mail	jgoodwin@alameda.k12.ca.us
Fax	510-523-8798
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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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SCHOOL PROFILE

Maya Lin School opened as an Alameda Unified Magnet School on August 27, 2012. It is a K-5 magnet program focused on integrated learning where the visual arts and inquiry learning process are used throughout the curriculum to support student understanding. With the common core curriculum as a guide, teachers design lessons that allow students to develop foundational skills while deepening and exploring their knowledge in a subject area through the development of inquiries. The school was created under provisions established by the Master Plan adopted by the Alameda Unified Board of Education on February 23, 2010 which provided for the establishment of "***attractive school options*** *to provide desirable choices and deepen student, family and community engagement in the youths' lives and education."* In a survey of Alameda families, residents identified the desire to have an arts magnet as an option for their child. Maya Lin School provides this magnet school option. The design team for Maya Lin School consisted of teachers, parents and administrators desiring both a different learning experience for students and professional experience for educators. It is the original mission and vision actualized by this design team that charts the work of the school today. The Maya Lin Staff and Community hold the mission and vision for Maya Lin School as touchstones of purpose within the ever changing landscape and demands of public education.

Maya Lin School Vision – *Students at Maya Lin School are creative, smart, critical thinkers who love art and know they can do anything.*

Maya Lin School Mission – *The mission of Maya Lin School is to provide arts integration and inquiry based learning. We embrace 21st century learning and the involvement of our community in building a dynamic school environment. We acknowledge learning is a lifelong process and support ongoing professional development and collaboration for all members of the school community.*

Theory of Action

If: *we continue to implement an integrated arts centered inquiry learning program*

Then: *we will engage all learners and close the access and achievement gaps for our English Learners, Socioeconomically Disadvantaged students, and other significant student groups where such gaps exist*

Research Highlights

President Obama's Committee on the Arts and Humanities published a research compendium which contains a study of arts education: The study states:

"All our research points to the success that schools that are "arts rich", in which students that may have fallen by the wayside find themselves reengaged in learning… more advanced students also reap rewards in this environment, demonstrating accelerated learning and sustained levels of motivation."

Inquiry based learning is an inherent part of arts centered education. Research shows that the amount of student learning that occurs in a classroom is directly proportional to the quality and quantity of student involvement in the educational program (Cooper and Prescott 1989) yet research studies indicate that teachers typically dominate classroom conversation, consuming 70% of classroom time. Arts integrated and inquiry-based instructional approaches reverse this trend, placing students at the center of the learning process and teachers in the role of learning facilitator, coach and modeler.

At Maya Lin, students are actively engaged in the process of learning and discovering multiple ways to represent their thinking. The diverse talents and challenges of our many different students are more readily accessed or addressed. Learning becomes a tangible, visible process which is critical for our English learners working to develop their language skills. For an English learner, art can become a bridge between the learning they can represent visually but haven't yet mastered in verbal or written form. Arts integration provides students with a multi-sensory structure for learning and creates a common language throughout the school that removes cultural and socio-economic barriers. Though a student may be struggling to build foundational academic or social skills, the arts provide an entry point for a child to represent his/her learning, and to build individual confidence in his/her abilities to be successful in school.

Our PTA is an active partner in realizing our vision and mission for all students. They support field trips, teacher mini grants, after school programs, our school garden and special programming. Volunteers organize yearly school wide community events which include the Halloween Haunt, Multicultural Dinner, Field Day and the Jogathon. These events provide an opportunity for families and students to come together and celebrate.

Program Goals

We have invested time, funding, and staff learning at Maya Lin to build integrated instruction incorporating the arts and inquiry because this instruction allows students to build foundational skills in reading, writing and math while developing critical thinking skills, and the confidence to explore and create with these skills. Integrated units begin with the Common Core State Standards (CCSS) for social studies and science. Through direct instruction, the development of inquiry questions, research, and a series of activities and art based projects, students deepen their understanding of the topic while developing grade level skills in reading, writing and critical thinking.

Inquiry-based instruction is a student-centered and teacher-guided instructional approach that engages students in investigation of real world questions they choose within standards-based curriculum. Inquiry-based instruction deepens traditional instruction by extending and applying the learning of students in a way that connects with their interests. Our program compliments the goals of the CCSS requiring students to represent their learning in a variety of ways. Arts integration and inquiry learning are in alignment with our district LCAP goals: "Eliminate barriers to student success and maximize learning time; support all students in becoming college and work ready; and demonstrate measured annual growth relative to individual student performance levels."

In addition to goals in arts integration and inquiry learning, we use a "looping" model which provides a two-year relationship between teacher, student and family. In a looping program, teachers build a detailed understanding of a child's specific learning needs and motivations. Looping allows teachers to use knowledge of the previous year to modify and build integrated curriculum, target specific learning needs and differentiate instruction.

Ongoing professional development is an integral part of our mission and a goal for our work at Maya Lin School. All staff agreeing to work at the school, must complete the Integrated Learning Specialist Program through the Alameda Office of Education. This 90 hours of professional development provides a common understanding of integrating the arts into the curriculum and how to use the process of inquiry in the classroom to guide student learning. We use an instructional practices rubric developed by the staff through multiple meetings and conversations to guide our work as professionals. The rubric measures five large program components: Use of Studio Habits of Mind; Instructional Design, Teaching for Understanding, Inquiry learning and Integrated Curriculum; Student Engagement and Deeper Metacognitive Learning; Collaboration among Teachers, Students, Parents, Staff and Community; and Assessment. Using the rubric, teachers self-assessed to identify areas of celebration and growth. We use data from our rubric work to set priorities for future staff development.

To support our arts centered learning program component, students at Maya Lin School receive one hour of art instruction a week from our resident artist. As they develop their art skills, their ability to represent their thinking visually increases. Classroom teachers and the Library Media Center teacher collaborate with the artist to support the work of school wide arts integrated projects. Students use research journals to collect notes/information on their

projects and reflect on their learning. Student created rubrics, a Ladder of Feedback and student reflection are all examples of assessments being used to measure student learning.

Our Literacy Teacher previously funded through Title 1 funds, is a critical part of our school wide reading intervention team. She provides intensive small group, Tier 2 reading intervention to students using a variety of researched based practices including the Leveled Literacy Program. She also works directly with classroom teachers to review the results of the Fountas Pinnell reading assessment and monitor the reading development of our most at risk students. The Literacy Teacher attends Grade Level Study and Student Study Team meetings to provide expertise on the development of reading and writing skills. She has also worked with a community partner to organize a school wide reading volunteer program as an additional support for those students struggling to develop grade level reading skills. This position will be funded from in lieu of Title 1 funds for the 2017-2018 school year.

Weekly Spanish instruction is also part of the Maya Lin program. During the 2017-2018 school year, this position was vacant. Hopefully, this program will return in the 2017-2018 school year if a qualified teacher can be retained. Two days a week, a school counselor is available to work with small groups and individual students recommended through our site intervention process for additional support

We currently have three after school programs on campus expanding the exposure to the arts for our students. The Alameda Music Project is a non-fee based program offering students classes in choir, percussion, violin and cello. LEAPS is a low fee program providing students homework support and enrichment activities in the arts and sciences. Alameda Arts is a private program giving students the chance to continue their exploration in the visual and maker arts in an after school environment.

Greatest Progress – As a staff, we have developed an environment for professional learning that encourages collaboration, risk taking and exploration of professional practices. Using the instructional practices rubric we developed as a staff, we can stay anchored in the foundational components of our magnet program while learning and implementing new district adopted curriculums in math and language arts. This ongoing collaborative professional practice has created for our students an engaging learning environment where students are allowed to take risks and develop their personal voice as a learner. The process of learning is articulated for them and valued over the product they create. They demonstrate their understanding of themselves and of the curriculum through a variety of mediums. It is in samples of student writing, student conversations and visual representations of their understanding we find the greatest evidence of deeper critical thinking.

Greatest Needs – Aligning new AUSD adopted core curriculum for math and language arts and their accompanying assessments, to existing magnet school program goals and school wide assessments (i.e. Fountas Pinnell) currently in place, is an area of focus. Utilizing staff collaboration time and professional development opportunities provided by the district, we will use student data to identify the best practices necessary to provide a multi-tiered system of support for all students but especially our most at risk learners. Included in this work will be identifying needed resources and structures to provide classroom based Tier 2 should the in lieu of Title 1 funding Maya Lin School is receiving for 2017-2018 be eliminated in future years.

Performance Gaps - There is an achievement gap between our African American students and the highest performing sub group, in both ELA and Math as measured by eh CAASPP. There is also a significant gap for our Limited English Proficient students and our English proficient students in both ELA and Math as measured by the CAASPP. As a school, we will be continuing to provide small group pull out instruction in reading for students 1st – 5th. In math, we will work with PTA funds to provide targeted after school interventions in math using both teacher hourly and online math intervention programs. Our ELD coach will review performance data for EL in both math and ELA to identify skill areas needing support and work with classroom teachers to provide targeted instruction.

Increased or Improved Services - Our ELD coach will review performance data for EL in both math and ELA to identify skill areas needing support and work with classroom teachers to provide targeted instruction. SED and EL students

will be identified for participation in after school programs and targeted interventions. We will continue our outreach to families of our most at-risk students, encouraging them to attend parent education events hosted by the school. These may include: Art University Night, Literacy Night, Math University, Toolbox and School Smarts.

School Website: http://mls-alamedausd-ca.schoolloop.com/

School Accountability Report Card (SARC) link: http://www.doc-tracking.com/screenshots/Serve/4550/2016/MayaLinElementarySchool.pdf

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

Goal 1: Student Engagement: eliminate barriers to student success and maximize learning time.

Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).

Goal 3: Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success

Goal 4: Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time

DISTRICTWIDE

Identified districtwide needs:

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

Metrics used to evaluate progress towards goal:

- Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year
- Daily Attendance: Percentage of students who have attended 96% of more of school days to date in a given year
- Suspension Rate: % of students who have been suspended at any time during the current year in district
- Expulsion Rate: Percentage of students who have been expelled during the current year
- Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)
- High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school
- Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school
- High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school

Districtwide actions/services provided to site to reach goal:

To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.

In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.

The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,

including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS:

- District Coaching
- Teacher hourly to support data collection and facilitation of Tier 1 Initiatives

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 2 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is:
Tier 1 Implementation 73%
Tier 2 Implementation 8%

The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:

- ASES Grant

SCHOOLWIDE

School goal(s):

- Improve attendance rates to maximize learning time
- Increase outreach to families regarding the importance of on time daily attendance
- Increase overall implementation score on the TFI: **Goals**: Tier 1: 100% Tier 2: 50%

Data used to form school goal(s):

Average Daily Attendance Maya Lin School- Overall: 95.6% (*defined as percent of total attendance days out of total instructional days*)
AUSD 96.1%

Percentage of MLS Students attending school at least 96% of the time

2014 – 2015	2015-2016	2016-2017
196	209	205
55.52%	63.91%	56.63%

AUSD District 66.48%

Attendance Rate by Ethnicity: Yes = attending 96% of the time

White or Caucasian n= 150	Yes - 87 students: 58.00%	No – 63 students: 42.00%
Hispanic or Latino n= 64	Yes – 31 students: 48.44%	No – 33 students: 51.56%
Asian n= 44	Yes – 28 students: 63.64%	No – 16 students: 36.36%
Filipino n= 22	Yes – 16 students: 72.73%	No – 6 students: 27.27%
Multi-racial n= 43	Yes – 26 students: 60.47%	No – 17 students: 39.53%
Black or African American n= 34	Yes – 15 students: 44.12%	No – 19 students: 55.88%

Percentage of students with 3 or more **unexcused** absences

2014-2015	2015-2016	2016-2017
251	241	218
67.65%	68.08%	60.22%

Percentage of Suspensions

2014-2015	2015-2016	2016-2017
8 students	5 students	10 students
2.1%	1.4%	2.7%

Implementation of Positive Behavior Intervention Systems

Our current TFI subscale scores are:
T1: Overall Implementation 73%
Teams 75%
Implementation 67%
Evaluation 88%

T2: Overall Implementation 8%
Teams 25%
Interventions 0%
Evaluation 0%

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis - Attendance

The attendance rate at Maya Lin School of students attending 96% of the time decreased 7.28% from 2015-2016 until March of 2016-2017. This is after an increase of 8.39% from 2014-2015 until March of 2015-2016. Our African American population has the highest

percentage of students not attending school 96% of the time at 55.88%. Followed by the Hispanic students at 51.56% and then Caucasian students at 42.00%. The percentage of students with 3 or more unexcused absences has decreased from the previous year by 7.86%

Reflections on Progress

We have made progress this year with consistent communication with families regarding the importance of on-time school attendance. Recognizing students for their attendance at the trimester has also helped engage them in the importance of regular school attendance. Back to School Night, Parent Teacher Conferences, ELAC and PTA meetings have also served as places to share with families the importance of on time daily attendance. Student illness across our Pre School through Fifth Grade student population and families taking vacations during the school year that are shorter than the 5 days provided for in contracted study are also impacting students attending school for 96% of instructional time.

Next Steps

Improving attendance for all students is an area where we can continue to improve. We have discovered that face to face communication and building a relationship with families is critical in building a habit of on time daily attendance. This communication needs to come from not only the office staff during absence verification calls or when a child comes in late, but also the classroom teacher. The fall conference time is the first point where attendance is discussed between the classroom teacher and parent and the connection between attendance and academic achievement is made clear. As a staff, teachers will review attendance data as part of the conference and discuss with parents if their child's academic achievement is being impacted by attendance. In addition to the fall conference, we will remind families through newsletters and presentations at Back to School Night, ELAC and PTA meetings of school and district attendance policies and procedures. We will also encourage families to make vacation plans outside the school year whenever possible. When necessary, School Attendance Review Team meetings will be held with families, classroom teachers and the Principal to develop an action plan and identify needed supports for on time daily attendance.

The family/student resources and student incentives listed below will continue to be utilized:

- School Handbook
- Newsletter articles about attendance
- Announcements at Morning Assemblies
- PTA, ELAC, and SSC meetings
- SST and IEP discussions
- Office/Attendance counsel for families
- Student awards/incentives
- Alarm clocks distributed as needed
- Bus passes for qualifying families
- Student services support (calls, home visitations, letters, SART/SARB)

- Looping school wide structure K/1 – 2/3 – 4/5 allows the student/family to build strong connections with the classroom teacher that supports achievement
- Counseling for students identified through staff members for social/emotional support

Data Analysis – Suspension
The suspension rate at Maya Lin has increased over the past year by 1.3% and the number of students doubled from 5 to 10. Suspensions deprive children of learning opportunities. Every effort is given to proactively support students to learn how to participate productively and respectfully in our school community and to make positive school choices.

Reflections
Suspensions at Maya Lin School occur after progressive steps are taken to help both the students and their families understand school rules, unless the incident is of such severity, suspension is warranted as determined by the Alameda Unified discipline policy. As a school, we are continuing to work with the Special Education Department and staff to ensure students with special needs have appropriate Behavior Intervention Plans (BIP) in place and the necessary staffing support they require.

We are continuing our school wide implementation of Positive Behavior Intervention and Support (PBIS). This year, since January, we have been working with a district coach to refine school wide systems currently in place. We use our positive behavior reinforcement "Wolf Tags" to acknowledge students for following the school rules of Be Kind, Be Safe, and Be Responsible. The PBIS team continues to review school wide data on major and minor behaviors and is using this information to identify school wide intervention needs and set a progression of appropriate consequences. This year the Behavior Intervention Team (BIT) including the principal, behaviorist, psychologist, and strategic instructional staff met four times to develop plans for students needing additional behavioral support. As a staff, we have found the work of implementing our PBIS program to be a time intensive but a valuable process as we work together to align our practices as a staff to engage and support students through positive reinforcement.

Next Steps
We will continue implementation of school wide PBIS focusing on implementation of Tier 2 systems. We hope to secure a half time Support Provider through Alameda Unified, with a qualifying score on our May 2017, TFI assessment. This will help greatly with our school wide implementation of our program. As a staff, we continue to refine our use of school wide student recognition and behavioral support (Wolf Tags, Uh- Oh slips, Behavior Notices, Office Referrals). A section on the Positive Behavior Intervention System explaining student recognition and Behavioral Supports will be added to the Maya Lin School Student Family Handbook.

The following school wide programs support a positive school climate and teach students the skills of problem solving and conflict resolution:
- Behavior Intervention Team

- Special Education individual behavior Plans
- Behavior journals and contracts communication with families
- PBIS (Positive Behavior Intervention and Support) Coaching Cohort Second Year 2015-2016
- School wide rules and expectations
- Classroom Community Meetings
- Classroom buddies, Peer-Cross-Age Buddies
- School wide Rules and Procedures: Clipboard Notices and Proof of Responsibility
- Service Learning (4/5th Grade Go Green Leader/Recycling Monitors, Student Council/Leadership, 3rd – 5th Grade Peacemakers, 5th Grade Playground Equipment Monitors, 3rd Grade Pre School Helpers)
- On site counseling
- Digital Citizenship Contracts
- Assemblies (character education, Soul Shoppe, performing artists and authors)

How progress toward school goal(s) will be evaluated:

Attendance

- Ongoing monitoring of student attendance (Unexcused absences, Tardies, Contracted Studies)
- Logs of SART Meetings held throughout the year
- Staff, PTA and ELAC meeting agendas
- Automated dialer reminders on the school calendar

Increased Learning Time – PBIS Implementation

- Monitor Office Referrals through the Office Student Sign-in log
- Monitor suspensions throughout the year
- Collect data on the number of Behavior Notices given by staff

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, SCHOOL WEBSITE, ANNOUNCEMENTS MORNING OPENING	August 2017 – June 2018	Principal, Office Staff, Teachers	All	Classified FTE Certificated FTE Certificated Hourly	LCFF Base (0001)	500.00
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS, STUDENT RECOGNITION FOR ATTENDANCE	August 2017 – June 2018	Principal, Office Staff, Teachers	All	Classified FTE	Choose an item. n/a	n/a
SOCIAL EMOTIONAL SUPPORT SCHOOL COUNSELOR AND INTERNS	September 2017-May 2018	School Psychologist Counselor, Interns	All	Certificated FTE	Magnet/Innovative (9500) Donations (9010) PTA (9046)	Counselor 40,900 Psych Intern 7,500
LOOPING STRUCTURE SCHOOL WIDE K/1, 2/3, 4/5	August 2017 – June 2018	Principal, Teachers	All	Certificated FTE	Magnet/Innovative (9500)	1 FTE 60,000
PROVIDE CLEAR EXPECTATIONS – PBIS, TRAINING, SCHOOL BEHAVIOR EXPECTATIONS/SCHOOL WIDE RULES, WOLF TAGS, BEHAVIOR NOTICES	August 2017 – June 2018	PBIS Team, All Staff	All	Certificated Hourly	LCFF Supplemental (0002)	500.00 District Provided
TOOLBOX – YEAR 2 IMPLEMENTATION	August 2017 – June 2018	All Staff	All	Materials and Supplies	LCFF Base (0001)	2,000
BEHAVIOR INTERVENTION SUPPORT – PBIS IMPLEMENTATION TIER 1 AND TIER 2, COST TEAM, ON-SITE COUNSELING, FRIENDSHIP GROUPS	September 2017-May 2018	Counselor, COST and PBIS Teams, Principal, Teachers	All	Certificated Hourly Classified Hourly Certificated FTE	LCFF Supplemental (0002) PTA (9046) Magnet/Innovative (9500)	1,000 District Provided 500.00 PTA Counselor 40,900
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT LEADERSHIP, CROSS GRADE LEVEL BUDDIES, TOOLBOX AMBASSADORS, GO GREEN AND PLAYGROUND EQUIPMENT MONITORS, BOOST PROGRAM BUDDIES	August 2017 – June 2018	Principal and Teachers	All	Certificated FTE Professional Services	PTA (9046)	9,000 BOOST Program

SCHOOL ACTIVITIES AND EVENTS - MULTICULTURAL NIGHT, HALLOWEEN HAUNT, PTA MOVIE/GAME NIGHT, TALENT SHOW, SCIENCE MAKER'S FAIR, GARDEN COORDINATOR, ASSEMBLIES, ELAC AND LITERACY EVENTS, PARENT UNIVERSITIES, SCHOOL SMARTS	September 2017-May 2018	Principal, PTA, All Staff	All	Certificated FTE Certificated Hourly	PTA (9046) Magnet/Innovative (9500)	15,000
WEEKLY ART AND SPANISH INSTRUCTION K-5	August 2017 – June 2018	Principal, Artist in Residence, Spanish Teacher	All	Certificated FTE	Magnet/Innovative (9500)	110,000

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE

Identified districtwide needs:

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

Metrics used to evaluate progress towards goal:

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance*
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California 'a-g' requirements
- Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)
- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- Math and reading intervention software at K-5 (Successmaker)
- Naviance college and work-preparedness tool (software)
- Software to enhance K-5 content (Discovery Education license)

- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- Starfall and Tumblebook Library (K-5)

Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:

- $311,723 in additional funding. Details of the funding are in the Actions to Taken Sections of this plan.

Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:

-

SCHOOLWIDE

School goal(s):

- Increase overall proficiency levels of our EL and SED 3rd – 5th grade students by 15% in ELA and Math as measured by the CAASPP.
- Increase overall proficiency of our three lowest sub groups (African American, Filipino and Asian) by 15% in ELA and Math as measured by the CAASPP.
- Increase the reading comprehension level of 2nd – 5th graders reading below grade level by 2 levels as measured by the Fountas Pinnell assessment.

Data used to form school goal(s):

Demographic Data Percent of School Population Pre School – Fifth Grade

	2014-2015		2015-2016		2016-2017	
Ethnicity	**# students**	**%**	**# students**	**%**	**# students**	**%**
Asian	47	16.7%	52	15.62%	44	12.6%
Black or African American	31	11.3%	37	11.11%	30	8.5%
White or Caucasian	95	33.8%	120	36.04%	147	42.1%
Hispanic or Latino	59	21%	64	19.22%	61	17.47%
Filipino	34	12%	32	9.61%	22	6.3%
Multi-Racial	n/a	n/a	26	7.81%	40	11.46%
Pacific Islander	n/a	n/a	1	.03%	1	.002%
Other	15	5.3%	n/a	n/a	4	.01%

Socio Economically Disadvantaged and English Learner Populations

	2014-2015	2015-2016	2016-2017
SED	44%	34.8%	27.74%
ELL	29%	19%	14.63%
Unduplicated Students LCFF	*52.3%*	*43.75%*	*33.23%*

2015 CAASPP ELA School Proficiency 37%
2016 CAASPP ELA School Proficiency 48.5%

Two Year Comparison of ELA Results 2015 and 2016

	2015			**2016**		
Grade Level # Students Tested	**3rd n= 43**	**4th n= 47**	**5th n= 51**	**3rd n= 51**	**4th n= 41**	**5th n= 42**
Overall Proficiency	32%	38%	51%	45%	34%	67%
Standard Exceeded	12%	20%	16%	22% n=11	17% n=7	36% n=15
Standard Met	10%	18%	35%	24% n=12	17% n=7	31% n=13
Standard Nearly Met	41%	31%	24%	14% n=7	37% n=15	21% n=9
Standard Not Met	37%	31%	24%	41% n=21	29% n=12	12% n=5

Percent Proficient by Ethnicity ELA	**2015 % Proficient**	**2016 % Proficient**
Black or African American	13% n=16	0% n= 13
Asian	39% n=23	45.8% n=25
Filipino	33% n= 24	41.2% n=17
Hispanic or Latino	33% n= 34	56% n=25
White or Caucasian	54% n= 33	63.8% n=47
Multi-Racial	n/a	50% n=4
Other	n/a	50% n=2

n = number of students tested

English Learners and Socio-Economically Disadvantaged - ELA	3rd				4th				5th			
	2014-2015		2015-2016		2014-2015		2015-2016		2014-2015		2015-2016	
	EL n=17	SED n= 27	EL n=11	SED N=20	EL n= 18	SED n= 24	EL n=14	SED n=24	EL n= 19	SED n= 31	EL n=14	SED n=22
Overall Proficiency	12%	11%	18%	35%	17%	13%	29%	17%	42%	45%	42%	36%
Standard Exceeded	12%	0%	9%	15%	0%	0%	0%	0%	0%	10%	7%	9%
Standard Met	0%	11%	9%	20%	17%	13%	29%	17%	42%	35%	36%	27%
Standard Nearly Met	41%	41%	18%	5%	44%	42%	29%	38%	37%	19%	43%	41%
Standard Not Met	47%	48%	64%	60%	39%	46%	43%	46%	21%	35%	14%	23%

n = number of students tested

CAASPP ELA - Percent Proficient English Learners- English	Proficient
Redesignated	92.3% n=13
English only	50.6% n=81
Limited English Proficient	22.9% n=35

Alameda Unified Early Literacy Survey Assessment – ELS – End of First Grade

2014-2015	2015-2016	2016-2017
72.3% Proficient	88% Proficient	96% Proficient

Alameda Unified Interim Assessment Benchmarks

	3rd Grade			4th Grade			5th Grade		
	Below Students	Near Students	Above Students	Below Students	Near Students	Above Students	Below Students	Near Students	Above Students
All Students	13- 29.5%	23 – 52.3%	8-18.2%	8-16.3%	31-63.3%	10 – 20.4%	6-15%	22-55%	12- 30%

Below, Near or Above Standard

2015 CAASPP Math School Proficiency 37%
2016 CAASPP Math School Proficiency 42%

Two Year Comparison of Math Results 2015 and 2016

	2015			2016		
Grade Level # Students Tested	**3rd n= 43**	**4th n= 47**	**5th n= 51**	**3rd n= 50**	**4th n= 41**	**5th n= 41**
Overall Proficiency	39%	36%	38%	42%	37%	46%
Standard Exceeded	10%	20%	15%	14% n=7	0% n= 0	27% n=11
Standard Met	29%	16%	23%	28% n=14	37% n=15	20% n=8
Standard Nearly Met	33%	51%	33%	22% n=11	44% n= 18	24% n=10
Standard Not Met	29%	13%	29%	36% n=18	20% n= 8	29% n=12

Percent Proficient by Ethnicity - Math	**2015 % Proficient**	**2016 % Proficient**
Black or African American	13% n=16	7.7 % n=13
Asian	39% n=23	58.3% n=24
Filipino	33% n= 24	29.4% n=17
Hispanic or Latino	33% n= 34	40% n=25
White or Caucasian	54 % n= 33	47.8% n=46
Multi-Racial	n/a	50% n=4
Other	n/a	100% n=1

n = number of student tested

English Learners and Socio-Economically Disadvantaged - Math	**3rd**				**4th**				**5th**			
	2014-2015		**2015-2016**		**2014-2015**		**2015-2016**		**2014-2015**		**2015-2016**	
	EL n=17	**SED n= 27**	**EL n=11**	**SED N=20**	**EL n= 18**	**SED n= 24**	**EL n=14**	**SED n=24**	**EL n= 19**	**SED n= 31**	**EL n=14**	**SED n=22**
Overall Proficiency	42%	33%	36%	35%	11%	0%	21%	21%	27%	36%	21%	21%
Standard Exceeded	18%	7%	27%	15%	0%	0%	0%	0%	11%	13%	0%	0%
Standard Met	24%	26%	9%	20%	11%	8%	21%	21%	16%	23%	21%	21%
Standard Nearly Met	24%	37%	18%	15%	83%	71%	43%	50%	53%	35%	36%	36%
Standard Not Met	35%	30%	45%	50%	6%	21%	36%	29%	21%	29%	43%	43%

n = number of students tested

CAASPP Math - Percent Proficient English Learners- English	Proficient
Redesignated	76.9% n=13
English only	41.3% n=80
Limited English Proficient	22.9% n=35

California Standards Test – Science

	2015	2016
5th Grade Percent Proficient	63%	55%

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis- Demographics

As a magnet school in Alameda Unified, monitoring changes in our demographic data is an important part of analyzing our student achievement data and evaluation of our school wide goals. Enrollment priority at Maya Lin School is given to siblings and residents in the former Washington School attendance area. A lottery process is used when the enrollment request number is more that the spaces available at that grade level. The online application process for Maya Lin School is a two-step process where families must first enroll in their home school and then complete an Open Enrollment Form to attend Maya Lin School. We work closely with the Alameda Unified School District (AUSD) Student Services office to ensure all families understand this process and can complete it within the timeline.

Our demographic data indicates a shift in our school wide ethnicity with our two largest populations being Caucasian and Hispanic. It also shows a decrease in the number of English Learners (EL) and Socio Economically Disadvantaged (SED) students. Due to this decrease, beginning with the 2017-2018 school year, Maya Lin School will no longer qualify for Title 1 federal funds. The school will receive in-lieu of Title 1 funds for the 2017-2018 school year. Since the calculations used for the state Local Control Funding Formula are based on the number of unduplicated students at a school (EL, SED and Foster Children) there will be a reduction in state funding provided to the school.

Reflections

Over the past four years, the school has tried multiple strategies to reach out to our diverse community regarding enrollment at Maya Lin School. These efforts included multi language flyers delivered door to door and delivered to neighborhood preschools and the Head Start Program at Alameda College. Translators are available at our Kindergarten Information Nights and this year, a second information evening was added in February. While our Hispanic population is seeing less of a decrease than other sub groups, we still see the diversity of our school changing. We feel the enrollment timeline requirements for the magnet school may make it difficult for some families to complete the process necessary for enrollment.

Next Steps

It is a priority at Maya Lin School to maintain a diverse school community. We will continue holding two Kindergarten Information events one in January and February to ensure families are aware of the AUSD enrollment process and enrollment timelines for Maya Lin School. Translators will be

available to help the families of English learners understand the enrollment process and where they can get help with the online process if needed. A multiple language postcard mailer will be used to inform the wider Alameda community about these dates. Maya Lin families will receive a letter detailing the Open Enrollment process so incoming siblings do not miss the Open Enrollment window. We will continue to work with the AUSD Student Services office to refine enrollment practices for Maya Lin School.

Data Analysis for English Language Arts

Overall proficiency in ELA grades 3rd – 5th increased from 37% to 48.5%. In comparing the overall proficiencies at each grade level 3rd and 5th grade levels increased in overall proficiency from 2015- 2016 while 4th grade proficiency decreased. There was also an increase in overall proficiency for each ethnicity group accept African American students. For our EL and SED populations, there was an increase in overall proficiency at each grade level accept 5th grade. However, the student cohort group (4th grade in 2014 – 2015 and 5th grade in 2015-2016) did make progress towards meeting the standards. Our redesignated EL students overall proficiency 92.3% was greater than our English only students 50.6%. However our Limited English Proficient students were only 22.9% proficient on the ELA CAASPP assessment.
The Early Literacy Survey, a district assessment used to monitor the development of basic reading skills, indicates a continued increase in proficiency: 88% in 2015-2016 to 96% in 2016-2017.

Reflections

We can begin to look for some trends in the CAASPP data but is still difficult to monitor progress. With the implementation of the new Eureka math program this year, and the new ELA adoption next year, the alignment of instruction and curriculum goals of common core is still in process. Our school wide use of Fountas and Pinnell has allowed us to monitor the increase in reading proficiency. This is a comprehensive reading assessment program administered by teachers to each student individually at the beginning of the school year and again in March to students not demonstrating grade level reading proficiency. This data has been used in Grade Level Study Team meetings to determine interventions and if needed, placement in a pullout Literacy group with our literacy teacher. The use of Leveled Literacy, with these small pullout groups has also shown results. Both the Fountas Pinnell and Leveled Literacy program data can be used to review the needs of individual students who continue not to not make progress, especially our EL/SED and African American populations. The increasing proficiency on the AUSD Early Literacy Assessment may be an indication of our shifting demographics as a school.

Next Steps

We will be implementing the new AUSD adopted ELA program in 2016-2017 and accompanying assessments. This adoption is also to provide support for instruction in supporting our EL students to meet the English Language Development standards. We will continue with integrated and designated instructional time for our EL students with support of our ELD coach. Our literacy teacher will continue to work with small groups as student data determines need. These services will be in transition however, as we work to implement, Tier 1 instruction in the classroom and the new ELA adoption. This work will also help us to create school wide structures for intervention in ELA should we not receive in lieu of Title 1 funding for a literacy teacher in the 2018-2019 school year. As a school, we will continue to use Fountas Pinnell as a reading assessment and leveled Literacy as a small group intervention.

Data Analysis for Math

There was an increase in overall math proficiency on the CAASPP for 3rd – 5th grade from 37% to 42%. There was also an increase in overall proficiency at each grade level with 5th grade making an 8% increase over the previous year. African American, Filipino and Caucasian ethnicity groups had a

decrease in overall proficiency from 2014-2015 to 2015 – 2016. The overall proficiency in math for our EL students increased at 4th grade but declined at both 3rd and 5th grades. Similar to the ELA results, the overall proficiency in math for our redesignated EL students 76%, was higher than our largest demographic group, Caucasian, 41.3% or our limited English proficiency at 22.9%.

Reflections

The 2015-2016 school year was a transitional period in AUSD while the district selected a new math curriculum. Elementary schools in the district were given the opportunity to use one of the curriculums being piloted or a bridge math program. During the 2015-2016 school year, teachers at Maya Lin were using the bridge curriculum program. One fifth grade class was also using Jump Math. The 2016-2017 school is the first year of implementation of Eureka math and the district assessments which have been developed. This year, we have fully implemented the Eureka math program. It will be informative to see how the Eureka math curriculum impacts the CAASPP results over the years and the overall math proficiency of students K-5th grade.

Next Steps

We will continue to implement the Eureka math program. Since we are a looping program, teachers will be working with the second year of Eureka math for their grade level loop. Staff will work with the district to ensure support for this second year of implementation. After school targeted intervention skill groups for math will be provided to students as staffing allows. Students will be identified for these groups based on classroom teacher data and performance on AUSD benchmark assessments.

At Maya Lin School, we will continue to implement the following efforts to support increased student achievement:

- Zearn on line support
- Leveled Literacy Intervention
- Fountas and Pinnell Assessment
- Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS)
- Staff Development, AUSD Teacher Collaboration Days, waiver for collaboration
- Site Leadership Team
- Staff Meetings
- Alameda County Office of Education Summer Integrated Learning Institute
- Bay Science Professional Development
- FOSS implementation for Hands-on Science, NGSS integration with ELA
- RTI Strategic Learning Groups for students performing below grade level with a focus on SED and EL students
- Student Study Team Meetings to plan targeted interventions
- After school programs
- Summer school for EL, students identified “at-risk” and special education students (as identified in their IEP)
- School wide reading volunteer program
- Literacy teacher
- English Language Development Teacher – *Part time*
- Grade level, Grade level loop and Grade level looping cohort meetings ongoing

	• Arts integration and inquiry learning focus: School wide use of the Studio Habits of Mind (SHoM) • Assemblies and field trips to enrich learning
	How progress toward school goal(s) will be evaluated:
	• CAASPP and District assessments: IAB's, Math Trimester/Benchmark Assessments, Fountas and Pinnell • Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT & COLLABORATION SYSTEMATIC ELD, MATH, IBD, BAYSCI, RTI: STAFF MEETINGS AND COLLABORATION, ARTS INTEGRATED LEARNING	August 2017 – June 2018	Principal, ELD Coach, Teachers, AUSD Support Staff	All	Certificated Hourly	Magnet/Innovative (9500)	1,200 Teacher Substitutes 4,000 Teacher Hourly for GLST meetings
READING AND MATH DIFFERENTIATION (IE: SYSTEMATIC ELD, RTI, LITERACY TEACHER, MATH COACHES K-2, GRADE LEVEL LOOPING, CLASS SIZE 25 – 1: 4TH/5TH)	August 2017 – June 2018	Principal, ELD and Literacy Teachers, Classroom and Special Ed. staff	All	Certificated FTE	Magnet/Innovative (9500) LCFF Supplemental (0002)	1 FTE Looping 60,000 106,000 Literacy Teacher
READING AND MATH INTERVENTION (RTI READING GROUPS, EL SUPPORT, AFTER SCHOOL PROGRAMS)	September 2017 – June 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated FTE Classified Hourly Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500) PTA (9046)	106,000 Literacy Teacher Hourly 8,500
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS)	September 2017 – June 2018	Principal, Teachers	All	Materials and Supplies Equipment	Donations (9010) PTA (9046)	3,500
PROVIDE INSTRUCTIONAL MATERIALS/ADDITIONAL TEXT FOR COMMON CORE, INTEGRATED ARTS LEARNING (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	October 2017 – March 2017	Principal, Teachers	All	Materials and Supplies	Donations (9010) LCFF Base (0001)	1,500

ELD COACHING AND SUPPORT FOR SYSTEMATIC ELD IMPLEMENTATION, NEW ELA ADOPTION	August 2017 – June 2018	Principal, ELD Coach	English Learners	Certificated FTE	LCFF Base (0001)	n/a
INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & COST TEAM FOR STRUGGLING AND AT-RISK STUDENTS	September 2017 – May 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500)	4,000 Teacher Hourly GLST Meeting
INTEGRATED ARTS AND INQUIRY INSTRUCTIONAL SUPPORT FOR MAGNET PROGRAM IMPLEMENTATION: COLLABROATION TIME,PROFESSIONAL DEVELOPMENT, STAFF MEETINGS	August 2017 – June 2018	Principal and all staff	All	Certificated FTE Certificated Hourly Classified Hourly	Magnet/Innovative (9500) LCFF Base (0001) Donations (9010)	Teacher, Classified hourly 4,000
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTIRCTWIDE

Identified districtwide needs:

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners

Metrics used to evaluate progress towards goal:

- Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT)
    - *The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.*
- Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT
- Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status

Districtwide actions/services provided to site to reach goal:

To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily

designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:

- .50

Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:

-

SCHOOLWIDE

School goal(s):

- Increase overall proficiency levels of our EL and SED 3rd – 5th grade students by 15% in ELA and Math as measured by the CAASPP.
- Increase the reading comprehension level of EL 2nd – 5th graders reading below grade level by 2 levels as measured by the Fountas Pinnell assessment.

Data used to form school goal(s):

California English Language Development Test – CELDT - Proficiencies

	2015 - 2016							2016-2017					
Overall CELDT Score	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Overall CELDT Score**	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**
Level 5		1	2	2	2	3	**Level 5**			1		1	4
Level 4	1	3	2	2	5	8	**Level 4**	1	2	3	5	5	5
Level 3	2	3	2	5	4	3	**Level 3**	1	1	3		1	2
Level 2	1	1	1		2		**Level 2**			1		3	2
Level 1	3		1	2			**Level 1**	3	2	2		1	2
Total = 61	**7**	**8**	**8**	**11**	**13**	**14**	**Total = 50**	**5**	**5**	**9**	**5**	**11**	**15**

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis

Two students in 5th grade have met all requirements for reclassification and are not Fully English Proficient (RFEP) 13 or 50 students have progressed by one or more proficiency levels on the CELDT from 2016 -2017. 23 of 50 students have the same proficiency level on the CELDT from 2016-2017, however, the overall score consists of four domain areas of which most students in at least one or more areas (the scores are not stagnant, there is a range).

Reflections

While our redesignated students showed proficiency on the CAASPP in both ELA and math, our Limited English proficient students scored below the overall school proficiency level. Comparing CELDT performance in 2015 – 2016 to 2016-2017, the overall number of EL students has decreased following the pattern in demographic data of the past four years. The overall CELDT score gives us little information. Our ELD coach looks at the growth of students within each domain to have a more accurate understanding of a child's progress. Many students have made progress but because there is a range within the CELDT scores and a change in grade level, a student may make progress but receive the same overall CELDT score.

	Next Steps • Designated ELD is a protected time during the school day when teachers use Californian ELD standards as focal standards to build into and from content instruction in order to guide students in developing critical language skills, knowledge, and abilities needed for content learning in English. • Teachers and coach will look closely at California ELD standards, data from the CELDT/ELPAC, identify progress and needs of each English language learner, and set goals for each EL that will help define each classroom designated ELD time.
	How progress toward school goal(s) will be evaluated:
	• ELPAC, CAASPP and District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS • Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	August 2017- June 2018	Principal, ELD Coach	English Learners	Certificated FTE	LCFF Base (0001)	n/a
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	October 2017 – March 2017	Principal, ELD Coach, Teachers	English Learners	Materials and Supplies	Donations (9010) LCFF Base (0001)	1,500
READING AND MATH DIFFERENTIATION (IE: SYSTEMATIC ELD, RTI, LITERACY TEACHER, MATH COACHES K-2, GRADE LEVEL LOOPING, CLASS SIZE 25 – 1: 4TH/5TH)	August 2017 – June 2018	Principal, ELD and Literacy Teachers, Classroom and Special Ed. staff	English Learners	Certificated FTE	Magnet/Innovative (9500) LCFF Supplemental (0002) PTA (9046)	1 FTE Looping 60,000 106,000 Literacy Teacher Hourly 8,500
INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING AND AT-RISK STUDENTS	September 2017 – May 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500)	4,000 Teacher Hourly GLST Meeting
			Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICTWIDE

Identified districtwide needs:

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

Metrics used to evaluate progress towards goal:

- Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program
- Input: Percentage of parents/guardians completing annual survey
- Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events

Districtwide actions/services provided to site to reach goal:

The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child (ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University: 3 families from Maya Lin school attended School Smarts at Paden School.

The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.

SCHOOLWIDE

School goal(s):

15 parents attend School Smarts program.
85% of parents attend Back to School Night (as evidenced by sign-in sheets)
90% of parents attend the Fall Parent Conference
60% of parents join the school PTSA
50 volunteer hours on site a month

Data used to form school goal(s):

- Sign-In sheets from Back to School Night and Open House
- Percentage of families attending first trimester conferences
- Attendance sheets from ELAC and Parent University events held throughout the year
- Records on use of the automated dialer system throughout the school year
- Percentage of families attending school wide PTA sponsored events
- Percentage of families joining PTA

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis
98% of our families met with their child's classroom teacher for conferences at the end of the first trimester. Letters were sent to families from the principal who did not attend attempting to reschedule. Our PTA membership this year is 277 active members, an increase over the previous year. Our attendance at morning ELAC events is down from the previous school year by 50%. This year we held two parent universities: Art Night and Toolbox. 45 families were represented at the Art Night. The university on Toolbox, our new social emotional learning program this year, has yet to take place. Three families attended the AUSD provided School Smarts Academy held at Paden School. The auto dialer was used on average, four times a month to update families on school events.

Reflections
We have seen an increase in the number of families attending first trimester conferences. This year, teachers made multiple attempts through emails and phone calls to reach out to families to who did not respond to the initial conference requests. Our ELAC meeting are held from 8:30 – 9:30am four times throughout the year. The attendance data shows us additional outreach to our EL families is necessary to ensure families are aware of the meeting. One reason for the decrease in attendance may be the reduction in our ELD Teaching position from full time to part time providing less opportunity for the personal contact often necessary to encourage families to attend.

The PTA has increased membership this year. We have also seen an increase in attendance at school wide PTA sponsored events including the Halloween Haunt, Evening of Light and the Multicultural Dinner. These events have provided opportunities for families to come together who do not see each other on a regular basis. Our PTA meetings have hosted open discussions on school priorities and budget. The executive board has worked to welcome the input from all participants to help inform their decisions moving forward.

We hope with the School Smarts Academy being held at Maya Lin School next year, we can increase our attendance percentage especially for our incoming kindergarten families.

Next Steps
At Maya Lin School, the following efforts will support home to school communication and overall parent/guardian awareness of student progress:

- CAASPP Test Reports mailed home
- Report Cards three times a year
- Parent-Teacher Conferences, in the fall and as needed in the spring
- SST (Student Study Team)/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings/(Behavioral Intervention Team) Meetings, weekly throughout the year
- PARI (Promotion, Acceleration, Retention, Intervention) process
- School Smarts Parent training, including language-specific School Smarts sessions
- Principal/Teacher/PTA Newsletters
- School website communication and updates
- Automated dialer, throughout the school year
- ELAC (English Learners Advisory Committee) 4 meetings a year
- SSC (School Site Council), monthly

- Parent Universities
- Kindergarten Information Night events: January and February
- Magnet School Information Meetings
- Translation of key documents/reports and translators at school events

Family participation in educational events is a key factor in supporting student achievement. These community building activities empower our families with the connections, knowledge and skills to successfully navigate our educational system and to advocate for their children.

- September Back to School Night and Open House in May
- Musical performances
- Parent Volunteers: classrooms, cafeteria, chaperones, garden/science
- Performances provided by students enrolled in after school programs
- PTA monthly meetings
- PTA Movie and Game Nights
- Jogathon, Halloween Haunt, Multicultural Dinner and Science Maker's Fair
- Safe Routes to School (Walk n' Roll), monthly
- Field Trips
- Positive Behavior Intervention System Implementation
- Awards assemblies recognizing redesignation of EL students and attendance
- Fifth Grade Promotion
- Book Fair - fall
- Talent Show
- Assemblies

How progress toward school goal(s) will be evaluated:

- Comparison of School Smarts Academy attendance data to previous year
- Comparison of PTA membership percentage to the previous year in addition to reviewing attendance numbers for school wide PTA events
- Track number of volunteer hours logged in the office sign-in binder
- Compare attendance logs from previous Parent University Nights to determine increase
- Compare attendance logs for previous ELAC meetings. Reflect on outreach efforts used for each meeting and chart increase or decrease based on these efforts

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS AND TRANSLATORS WHEN NEEDED	August 2017 – June 2018	Principal and All Staff	All	Certificated FTE Classified FTE	LCFF Base (0001) LCFF Supplemental (0002)	600 for translators
PARENT EDUCATION OPPORTUNITIES SCHOOL SMARTS ACADEMY, PARENT UNIVERSITIES, PTA, ELAC MEETINGS, LITERACY EVENTS, MAGENT SCHOOL PROGRAM INFORMATION EVENTS	September 2017 – May 2018	Principal, all staff and AUSD District Support Staff	All	Certificated FTE Classified Hourly	PTA (9046) Magnet/Innovative (9500)	700 Staff hourly
SCHOOL ACTIVITIES AND EVENTS - MULTICULTURAL NIGHT, HALLOWEEN HAUNT, PTA MOVIE/GAME NIGHT, TALENT SHOW, SCIENCE MAKER'S FAIR, GARDEN COORDINATOR, ASSEMBLIES,	September 2017-May 2018	Principal, PTA, All Staff	All	Certificated FTE Certificated Hourly	PTA (9046) Magnet/Innovative (9500)	15,000
INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING AND AT-RISK STUDENTS	September 2017 – May 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500)	4,000 Teacher Hourly GLST Meeting
			Choose an item.	Choose an item.	Choose an item.	

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE

Identified districtwide needs:

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

Metrics used to evaluate progress towards goal:

- Teacher Qualifications
  - Percentage of teachers fully credentialed and highly qualified
  - Percentage of teachers qualified to teach English Learners (ELs)
  - Percentage of teachers appropriately assigned
- Instructional Materials: Number of substantiated Williams textbook complaints/year
- Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)

Districtwide actions/services provided to site to reach goal:

To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).

Core instructional materials are provided to sites through the Educational Services department. These include:

- Annual renewal or replacement materials for adopted curricula
- Board-approved materials for new courses
- Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.
- 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption.
- Science curriculum through the Full Option Science System (FOSS) – K-8
- Supplemental ELA curriculum through Inquiry by Design (IBD)

School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: New office and two classroom spaces are being built within the existing building plan. New windows will be installed on the exterior of the building and the building painted.

SCHO

School goal(s):

- Support teachers in attending district and county professional development
- Build teacher capacity through site collaborative learning
- Site support for successful implementation of core curricula, integrated learning through the arts and inquiry
- Ongoing reflection on professional practice using the MLS staff developed rubric on instructional practices supporting integrated learning and inquiry

- Monitoring and evaluation for continued learning and accountability of program implementation

Data used to form school goal(s):

- School Accountability Report Card (SARC) Data
- Attendance of staff at district and county provided professional development
- Grade Level and Grade Level loop collaboration time
- Maya Lin School Instructional Practices Rubric

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis

95% of teachers at Maya Lin are credentialed and highly qualified. 100% of classroom teachers are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. This year, we were unable to find a Spanish teacher to provide the weekly enrichment program to students which is part of our magnet school plan. Staff members attended after school Eureka math professional development as their schedules allowed. Site collaboration time was used by teachers to meet with their grade level or grade level loop colleague to review Eureka math lessons, student data and discuss effective implementation of the curriculum. The staff reviewed the instructional practice rubric and targeted specific components to focus on for improvement.

Reflections

The Human Resources Department provides Maya Lin School with all information regarding proper credentialing of staff. Working with HR, the principal assigns staff appropriately based on their credentialing. Filling our .60 Spanish teacher position was a challenge this year. Sine this is not a fulltime assignment, it is difficult to find qualified personal with the needed credentialing. Professional development provided by AUSD, has been an important part of helping teachers to implement the new Eureka math program. This, in addition to site provided grade level time, allowed teachers the opportunity to meet with colleagues and learn together as they worked to implement Eureka. Hopefully, a similar model of professional development will be provided for the new ELA adoption. The instructional practices rubric created by the MLS staff has become an essential tool for keeping staff focused on the program goals of the magnet school. This year, staff met to identify key questions for the rubric on which to focus their practice for the coming school year.

Next Steps

This summer, new staff will be enrolled in coursework for the Integrated Learning Specialist program through Alameda County Office of Education. Completing the 90 hours of professional development this program provides in integrating learning and the use of the arts to support student learning is a foundation of our program. The Spanish teacher position is currently posted and hopefully will be filled for the 2017-2018 school year. The School Leadership Team will be reviewing the collaboration calendar for the 2017-2018 school year providing again time for staff to meet in grade levels to reflect on implementation of the Eureka math adoption and the new ELA adoption which will begin in August 2017.

How progress toward school goal(s) will be evaluated:

- SARC data analysis
- No Williams Complaint findings for lack of instructional materials

	• Implementation of magnet school program elements arts integration and inquiry • Monitoring of new ELA adoption and continued implementation of the Eureka math adoption

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES			All	Certificated FTE	Choose an item. n/a	n/a
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT			All	Certificated FTE	Choose an item. n/a	n/a
PROFESSIONAL DEVELOPMENT & COLLABORATION SYSTEMATIC ELD, MATH, IBD, BAYSCI, RTI: STAFF MEETINGS AND COLLABORATION, ARTS INTEGRATED LEARNING	August 2017 – June 2018	Principal, ELD Coach, Teachers, AUSD Support Staff	All	Certificated Hourly	Magnet/Innovative (9500)	1200.00 Teacher Substitutes 4,000. Teacher Hourly for GLST meetings
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

(Delete this guidance upon insertion of the budget: Insert 1 page budget allocation summary provided by Fiscal Services – please cut and paste the excel table here. If you use a screen shot of the table, please check the resolution at full-page size)

	A	B	C	D	E	F	G	H	I	J	K
1	**Maya Lin**										
2	Budget Summary		B3	C112	C113	C114	C122	C135			C137
3	**Resource**	**Program**	**2017-18**	**Certificated Salaries**	**Classified Salaries**	**Benefits**	**Supplies**	**Services**	**Total Budgeted**	**Unbudgeted Balance**	**Check**
4				Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx			
5	0001	Discretionary	$ 27,217	$ 1,800	$ 984	$ 622	$ 18,011	$ 5,800	$ 27,217	$ -	27,217
6	0002	LCFF Supplemental Grant	$ 22,345	$ 18,004	$ -	$ 4,327	$ -	$ -	$ 22,331	$ 14	22,331
7	3010	T1, Part A	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0
8	0002	In Lieu of Title 1	$ 65,011	$ 54,423	$ -	$ 10,588	$ -	$ -	$ 65,011	$ -	65,011
9		Innovative	$ 306,500	$ 242,813	$ -	$ 64,041	$ -	$ -	$ 306,854	$ (354)	306,854
10											
11		**Grand Total**	**$ 421,073**	**$ 317,040**	**$ 984**	**$ 79,578**	**$ 18,011**	**$ 5,800**	**$ 421,413**	**$ (340)**	**421,413**
12				75%	0%	19%	4%	1%			

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State/Federal Programs	**Allocation**
☐ Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
☐ Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
☐ Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
☐ Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$ 0
☐ Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$ 0
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ 0
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$ 0
☐ Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$ 0
☐ Other Federal Funds (list and describe[1])	$ 0
Total amount of state and federal categorical funds allocated to this school	$

[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lori Bustos	F	700	E			X		
Glenda McDowell	F	700	E		X			
Cynthia Mills	F	700	E		X			
Katherine Crawford	F	700	E				X	
Lisa Knittel	F	700	E				X	
Judith Goodwin	F	700	E			X		
Patricia Osborne	F	700	E		X			
Kate Casale	F	700	E				X	
Jenny Seiler	F	700	E				X	
Stefanie Lindeen	F	700	E				X	
#s of members of each category					3	2	5	

**See race/ethnicity codes in Aeries*

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012
A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.

The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

SITE VALIDATION QUESTIONS

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

   Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

   No, the council is predominantly Caucasian and female.

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

   We discuss issues, needs, ideas and proposals that come from staff meetings, ELAC, PTA and Leadership in our SSC. When recruiting nominees for parent representation, we actively sought parents from different stakeholder groups.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

   The principal meets with the ELAC committee to gain input on the plan. Our ELD teacher, who coordinates site ELAC meetings, works with the principal to include the input of the ELAC committee.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

   ___ School Advisory Committee for State Compensatory Education Programs

   X English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Other ***(list)***

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon 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 school plan was adopted by the school site council on: 4-25-2018.

Attested:

Judith Goodwin Typed name of school principal	Signature of school principal	4.25.17 Date
Cynthia Mills Typed name of SSC chairperson	Signature of SSC chairperson	4/25/17 Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:
Are special education staff members providing support to general education students at your school site?

Choose an item.

If so, please provide a description of the ways in which support/services are provided:

Under the guidelines for RTI, our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions. This is a proactive measure for intervention and to decrease the number of students referred for assessments. Support for students is provided in small groups. Students are identified through a tiered meeting process which includes Grade Level Study Team and Student Study Team meetings where multiple measures are used to identify student needs. Services provided focus on the development of foundational skills.

APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start? Pg. 2
2. What is the vision and mission of the program? Pg. 2
3. What are the goals of the program? Pg. 3
4. What are the student performance expectations resulting from being a different type of program? Pg. 2-3
5. How will the program measure progress towards goals? Pg. 8, 16, 25, 27, 29
6. How will the school know that students are learning? Pg. 8, 16, 25, 27, 29
    a. What will this look like in the classrooms? Pg. 2-5
7. How will the school know whether students are engaged? Pg. 2-5
    a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 8, 16, 25, 27, 29
9. How will the program encourage parental and community input and involvement? Pg. 28-30

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence? Pg. 2-5
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence? Pg. 2-4, 13-14, 23 - 26
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence? Pg. 8-12
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence? Pg. 2-4, 23-24, 26
5. To what extent do teachers analyze data collaboratively? Evidence? Pg. 21, 23, 24

Theory of Action

1. Given the current reality, what is the Theory of Action? Pg. 2
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math? Pg. 16
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap? Pg. 16

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement. Pg. 16 - 21
    - Comment on the allocation and usage of resources based on data analysis. Pg. 20 - 21
2. How do teachers use data findings to modify teaching practices to improve learning outcomes? Pg. 20 - 22
    - What effective strategies are used to evaluate student learning and engagement? Pg. 20 -22, 32
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set? Pg. 2-4, 23-24, 26
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments.
    - What learning and surprises emerged? Pg. 4
2. Identify and discuss the areas that need improvement. Why? Pg. 4
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently? Pg. 10, 11, 20 - 22, 28, 32
4. Discuss how the program has changed over time. Pg. 10 – 11, 20 -22, 28, 32