

## Single Plan for Student Achievement

### Manor Elementary School



### Three Year Plan for 2011/2012 to 2013/2014

Revised November, 2012

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational and social emotional programs. For additional information on school programs and how you may become involved, please contact the following person:

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### Ross Valley School District

The District Governing Board approved this School Plan on December 11<sup>th</sup> 2012

**Manor Elementary School  
Single Plan for Student Achievement**

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Manor Elementary School  
**ABSTRACT, SUMMARY AND TARGET GOALS 2011/2012 – 2013/2014**

**The Manor Elementary School Plan:**

Is a three year plan with annual revisions based on the analysis of multiple measures of student achievement including: CST assessments, the California English Language Development Test (CELDT); District Benchmarks, Writing assessments, Dibels ORF, Reading A-Z, Lucy Calkins reading assessments, and teacher-created standards-based assessments.

Involves 421 students K-5:

- Has a SB166, Title 1, and EIA budget of approximately \$74,200
- Links all expenditures including professional development to school-wide goals
- Involves staff and School Site Council in planning, implementing and evaluating the school program

**SUMMARY OF SIGNIFICANT CHANGES IN DATA BETWEEN 2010-2011 AND 2011-2012**

**2011-2012/2012-2013 district and school assessment data and 2011/2012 CST and 2011 Parent/Staff data demonstrate the following:**

Manor entered Year 1 of Program Improvement Status due to 2011-2012 CST Scores

**READING/LANGUAGE ARTS:**

Summary of Significant Changes in Reading/Language Arts Data from 2010-2011 to 2011-2012:

- More students began the year scoring below expected levels of achievement on local assessments in grade spans of K/1<sup>st</sup> and 4<sup>th</sup>/5<sup>th</sup> than in the previous year (8% more K/1<sup>st</sup> were below expectations and 7% more 4<sup>th</sup>/5<sup>th</sup> were below expectations)
- More 2<sup>nd</sup>/3<sup>rd</sup> grade students began the year meeting or exceeding expected levels of achievement based on local assessments than the previous year
- More students began the year qualified to receive Title 1 intervention in reading in 2012 (5% increase from 2011)
- School-wide achievement on the 2012 CST decreased by 2.1 % (3<sup>rd</sup> grade and 5<sup>th</sup> grade showed the greatest decreases—6% and 5% respectively). 2012 CST scores in English Language Arts qualify Manor School for Program Improvement Status
- English Learners and Students with Disabilities showed significant decreases from 2011 to 2012 (9.5% decrease for English Learners and 26.7% for Students with Disabilities)
- The achievement gap between students in the “White” category on the CST and English Language Learners increased by 10% in 2011-2012 in English Language Arts. Currently there is a 56% difference in the percentage of White students scoring Proficient or Advanced compared to English Language Learners on the CST in English Language Arts.

- The achievement gap between students in the “White” category on the CST and Students with Disabilities increased by 24% in 2011-2012 in English Language Arts. Currently there is a 42% difference in the percentage of White students scoring Proficient or Advanced compared to Students with Disabilities on the CST in English Language Arts.
- The achievement gap between students in the “White” category on the CST and Socioeconomically Disadvantaged Students increased by 1% in 2011-2012 in English Language Arts. Currently there is a 30% difference in the percentage of White students scoring Proficient or Advanced compared to Socioeconomically Disadvantaged Students on the CST in English Language Arts.

## **MATH:**

### **Summary of Significant Changes in Math Data from 2010-2011 to 2011-2012:**

- More students began the year scoring below expected levels of achievement on local assessments in math in all grades than the previous year (6% more K/1<sup>st</sup> were below expectations, 1% more in 2<sup>nd</sup>/3<sup>rd</sup>, and 3% more in 4<sup>th</sup>/5<sup>th</sup> were below expectations than in 2011-2012)
- School-wide achievement on the 2012 CST decreased by 3.3 % (3<sup>rd</sup> and 5<sup>th</sup> grades showed the greatest decreases—4% and 5% respectively). 2012 CST scores in Mathematics qualify Manor School for Program Improvement Status
- Socioeconomically Disadvantaged Students, English Learners, and Students with Disabilities each showed significant decreases from 2011 to 2012 (4.3% decrease for Socioeconomically Disadvantaged Students, 9.5% English Learners and 14.8% for Students with Disabilities)
- The achievement gap between students in the “White” category on the CST and English Language Learners increased by 7% in 2011-2012 in Math. Currently there is a 53% difference in the percentage of White students scoring Proficient or Advanced compared to English Language Learners on the CST in Math.
- The achievement gap between students in the “White” category on the CST and Students with Disabilities increased by 13% in 2011-2012 in Math. Currently there is a 35% difference in the percentage of White students scoring Proficient or Advanced compared to Students with Disabilities on the CST in Math.
- The achievement gap between students in the “White” category on the CST and Socioeconomically Disadvantaged Students increased by 2% in 2011-2012 in Math. Currently there is a 35% difference in the percentage of White students scoring Proficient or Advanced compared to Socioeconomically Disadvantaged Students on the CST in Math.

## **IMPORTANT CONSIDERATIONS:**

- Between the 3 school years of 2007-2008 and 2009-2010, Manor experienced significant gains in API scores. Beginning in 2010-2011, Manor’s scores began to drop and have dropped two years in a row. In the 2008-2009 school year, Manor had approximately 4.0 FTE of support staff for students who were in need of intervention and differentiation. (There was a .6 FTE

Title 1 credentialed teacher and a team of aides who totaled approximately 3.4 FTE.) In 2011-2012, the support staff FTE decreased to approximately 2.0 FTE and the support staff changed from a certificated teacher providing direct instruction for EL's and Title 1 students, with aide support, to only aides providing support to Title 1 and a certificated teacher providing services to EL's, with an administrative intern coordinating the work (a total FTE of 2.0)

- In those same years the overall student population of Manor increased from roughly 370 students to over 420
- In 2009-2010, when Manor had 4.0 FTE of support staff and the same number of students in the subgroup of Socioeconomically Disadvantaged as it did in 2011-2012, the 09-10 SED students had a proficiency rate on the CST of 63% in ELA and 65% in math. The 2011-2012 SED group had a proficiency rate of 54.3% in ELA and 45.7% in Math
- In 2009-2010, when Manor had 4.0 FTE of support staff and almost the same number of students in the subgroup of English Language Learners as it did in 2011-2012, the 09-10 EL students had a proficiency rate on the CST of 47% in ELA and 52% in math. The 2011-2012 EL group had a proficiency rate of 27.3% in ELA and 27.3% in Math
- The subgroup of Socioeconomically Disadvantaged students is concentrated in the K-5 (non MAP) program. This group makes up approximately 23 % of the K-5 (Non MAP) student population and roughly 9% of the Multi Age Program population. Approximately 84% of Manor's Socioeconomically Disadvantaged students are in the K-5 program (on average over the past 3 years)
- The subgroup of English Language Learner students is concentrated in the K-5 program. This group makes up approximately 15% of the K-5 (Non MAP) student population and about 7% of the Multi Age Program population. Approximately 82% of Manor's EL's are in the K-5 program (on average over the past 3 years)
- The subgroup of Students with Disabilities makes up approximately 10% of the K-5 (Non MAP) student population and 6% of the Multi Age Program population. Approximately 76% of Manor's Students with Disabilities are in the K-5 program (on average over the past 3 years)

### **PARENT / STAFF SURVEY DATA:**

- Data from 2010-2011 showed that even though the overall school environment is welcoming and supportive for student learning, both parents and staff felt that improvement is needed in the areas of positive discipline and supervision on the playground and the general responsiveness on the part of the Principal. Updates from the 2011-2012 staff survey show significant improvements in satisfaction in the areas responsiveness of the Principal, particularly with regard to communication with parents and staff, student discipline and instructional leadership. (Parent survey was not administered during the 2011-2012 school year.)

## **TARGET GOALS FOR 2011/2012 – 2013/2014**

### **Goal 1: English Language Arts:**

- To improve student achievement in English Language Arts for all students, and especially English Language Learners, Students with Disabilities, and Socio-Economically Disadvantaged students.
- To become familiar with and implement the Common Core Standards in order to promote 21<sup>st</sup> Century learning skills.
- To provide appropriate differentiation for all students.

### **Goal 2: Mathematics:**

- To improve student achievement in Mathematics for all students, and especially English Language Learners, Students with Disabilities, and Socio-Economically Disadvantaged students.
- To become familiar with and implement the Common Core Standards in order to promote 21<sup>st</sup> Century learning skills.
- To provide appropriate differentiation for all students.

### **Goal 3: Learning Environment:**

- To develop and maintain an environment where all adults within the learning community are committed to ensure that Manor School is a culture of inclusivity, creativity, happiness, confidence and engagement which will benefit all children.
- To develop a comprehensive “social vision” and implementation plan for that vision for Manor School.

### **Vision Statement**

At Manor School, we believe all students can excel to their fullest potential with the highest quality instructional programs provided through our exceptionally dedicated teachers and staff. We emphasize academics, a strong connection with our community, and positive character building.

### **Manor Social Vision Statement**

At Manor School we develop and maintain an environment where all adults within the learning community are committed to ensuring a culture of inclusivity, creativity, happiness, confidence and engagement which will benefit all children.

## **The Cougar Code**

We are:

- Verbally Respectful (we use kind words and listen to each other)
- Physically Respectful (we are kind and safe with each other's bodies, space and belongings)
- Socially Respectful (we include others, accept differences, stand up for ourselves and support others respectfully, resolve conflicts peacefully, play by the rules)

## **Mission Statement**

Our school's mission is to provide learning opportunities that are authentic, bringing students and community together for enriched content studies and real life experiences. We recognize that students learn in different ways. We know that learning is strongest when school is partnered with family and community. Through role modeling, we remind our students often of the joy that comes with "learning something new each day."

## **ROSS VALLEY SCHOOL DISTRICT GOALS Revised for 2012-13**

(Board Adopted 8.14.12)

**Goal I: Provide every student with meaningful, differentiated opportunities to access and demonstrate proficiency in core competencies and skills for global citizenship.**

- **Initiative A** - Provide all students a social emotional curriculum.
- **Initiative B** - Increase students' access and use of appropriate technology to access information, foster collaboration, generate new ideas, create products and communicate learning.
- **Initiative C** - Implement Common Core Standards in English Language Arts and Mathematics.
- **Initiative E** - Provide opportunities for teacher collaboration to support students' academic, social and emotional success.
- **Initiative F** - Support the continued development of a consistent system of instruction, assessment and differentiation for all learners.

**Goal II: Provide teachers, administrators and staff opportunities for professional development to enhance instructional leadership, curricular practices and professional skills to support 21st century teaching and learning.**

- **Initiative A** - Provide staff with technology training to support the implementation of Common Core Standards and 21st century skills.
- **Initiative B** - Provide GLAD (Guided Language Acquisition Design) training for all teachers and administrators.
- **Initiative C** - Provide social emotional learning professional development for all school site staff.
- **Initiative D** - Provide administrators and staff continued Common Core Standards professional development.
- **Initiative E** - Restructure the use of early release Wednesdays to provide teaching staff time to plan and implement district and site goals.

**Goal III: Collaborate with community, school and student stakeholders to create, design and build exemplary learning environments that incorporate and promote 21st century teaching and learning.**

- **Initiative A** - Provide safe, clean and well maintained school facilities that support teaching and learning, physical activity, and community use.
- **Initiative B** - Initiate a “Classroom of the Future” committee with business and educational leaders to explore the future uses of technology in education.
- **Initiative C** - Communicate progress made on all bond funded construction.

**Goal IV: Promote engagement through active communication with all stakeholders.**

- **Initiative A** - Provide parent education on district initiatives including but not limited to Common Core Standards, social emotional learning, small learning communities and the District’s budget.
- **Initiative B** - Engage the community in reflection and revision of Ross Valley School District’s Strategic Plan.
- **Initiative C** - Review Board Policies and Administrative Regulations annually, as necessary.
- **Initiative D** - Develop and implement a communication plan.
- **Initiative E** - Construct and launch a new district website.

**Goal V: Implement best practices in recruitment, hiring and evaluation to attract, support and retain a high quality staff.**

- **Initiative A** - Revise and implement enhanced interview practices for all RVSD positions.
- **Initiative B** - Revise and fully implement employee exit interview process.
- **Initiative C** - Revise and implement a new employee orientation.
- **Initiative D** - Review and revise evaluation processes and protocols for all District staff.
- **Initiative E** - Provide opportunities for extended trainings related to employee position(s).
- **Initiative F** - Provide adequate resources and opportunities for professional growth.



**Goal VI: Facilitate a collaborative budget process to identify and allocate necessary resources to support 21st century teaching and learning.**

- **Initiative A** - Develop and implement a clear, accurate and sustainable budget that connects resources to district goals.
- **Initiative B** - Develop and present a series of budget workshops and communications for staff, parents and community to inform and educate stakeholders.
- **Initiative C** - Identify and pursue grant opportunities and/or donors to support district identified priorities.
- **Initiative D** - Allocate resources to maintain all district facilities.

**Manor School Description**

Manor School is one of four elementary schools in the Ross Valley School District serving Kindergarten through fifth grade students. The facility is located in the Oak Manor neighborhood of Fairfax, California in Marin County. Manor offers two exceptional educational programs to kindergarten through 5<sup>th</sup> grade students and their parents: the K-5 Program and the District's Multi-age Program (MAP).

Manor Elementary has maintained a small-town, community feel with an unwavering focus on student learning. Academic instruction is balanced with character building activities providing our students with an education that prepares them to explore new learning as they matriculate to middle school and beyond. Teachers at Manor utilize their unique creativity to design instruction that excites and energizes students. Teachers, support staff, and parents work together and actively participate in the education of our students.

Our school focuses on learning that is authentic, bringing students and community together for enriched content studies and real life experiences. We take pride in the creative skills of our teachers who deliver instruction that is energizing, student-centered, and individualized when needed. Instruction is being aligned with the California Common Core Standards to ensure students receive the skills and content necessary as they progress through the grade levels. Parents are visible in our classrooms and schools grounds, actively assisting in teaching students.

Bordered by a nature trail and two student playing areas, the school enjoys the setting of a beautiful valley of oak trees. Students benefit from a multi-purpose room, school garden, amphitheater, library, and art room that provide space for core and enrichment activities. The YMCA provides both before and after-school day care for Manor's students.

Working closely with staff, our PTA provides additional support and materials to ensure student success. The PTA actively solicits participation from the community in monthly meetings, community events and the annual Manor Winter Faire event.

The Single Plan for Student Achievement operates with funds provided by the School Improvement Program (SIP), and Title I. All programs are based on state content and performance standards. Goals are established annually and made explicit in the objectives

and activities in each section of the plan. These are supported by professional development including site and district meetings, Staff Development Days and conferences. The plan supports learning for all students school-wide with additional services provided for Socio- Economically Disadvantaged students (SED), special education, and English Learners (ELs).

### **Student Body Characteristics**

As of November 2012, Manor's enrollment was approximately 430 students in grades Kindergarten through 5th grade (approximately 10 more students than 2011-2012. Our enrollment has grown each year for the past six years (in 2010-2011 the enrollment was 370). Many of our students live in the immediate neighborhood and walk or bike to school as a family. The welcoming school environment and culture are qualities about Manor that our families enjoy. In addition to the high quality K-5 program offered at the site, some families (roughly 10%) attend Manor even though they live in other schools' attendance areas because of their interest in the District's Multi-age Program (MAP) which is housed at Manor.

92% of Manor students are primary English Speakers. 80% of Manor students are classified as Caucasian. 19% of Manor students participate in the Free or Reduced Price Lunch Program.

### **School Staff**

Manor School staff includes 20 classroom teachers and approximately 25 support and classified staff. Our support staff consists of a Resource Specialist, .25 FTE English Learner teacher, .5FTE Speech Therapist, PE specialist, .2 FTE Nurse, and School Psychologist. Credentialed Art and Music teachers also provide instruction to all students in these specialized areas and are funded by the Ross Valley School District's YES Foundation. The classified staff includes instructional assistants and special education assistants, office personnel, noon time supervisors, a library specialist, and custodians.

## **DIMENSION 1. STANDARDS, ASSESSMENT AND ACCOUNTABILITY**

### **ANALYSIS OF CURRENT EDUCATIONAL PRACTICES**

The following statements characterize current educational practice at Manor:

1. *Alignment of curriculum, instruction and materials to content and performance standards:*

District essential standards are being calibrated to the California Common Core Standards in language arts and math. Teachers at Manor align the written, taught and tested curriculum to content standards. Performance levels (Meets, In Progress, and Not Meeting) have been established and are reported on assessments and district report cards with "Meets" identified as the target

performance standard indicating strong grade level achievement. Language Arts, Math, History/Social Science and Science adoptions are correlated to state standards.

2. *Availability of standards-based instructional materials appropriate to all student groups:*

To support state-adopted texts used in language arts (Open Court, K-5), math (Every Day Math), science (Foss/ Delta K-5), History/social science (Harcourt, K and Scott, Foresman1-5), additional materials such as Reading A-Z, PALS, Language for Learning, Phonics for Reading, and technology-based programs have been purchased. The English Language Development component in the Open Court language arts adoption supports acquisition of English for our second language learners. Each student has access to adequate instructional materials in the language arts, math, science and history/social science adoptions allowing for differentiated instruction. Teacher's editions include links to California standards on each page as well as strategies to differentiate lessons for second language learners.

3. *Alignment of staff development to standards, assessed student performance and professional needs:*

Staff development at Manor is designed to support identified needs based on data analysis. Staff development days (3 annually) focus on Social Emotional Learning and Project GLAD. Early release Wednesdays provide additional time each week to evaluate progress, analyze data results and improve instructional practices school-wide. Teachers attend conferences and workshops that support identified areas of need and focus on best teaching practices to meet Manor's annual goals. For the 2011-2012 school year, the focus has been on aligning assessments and report cards to essential standards in mathematics. For the 2012-2013 school year the focus has been on Common Core Standards, Technology, SEL and Project GLAD. Additionally staff has participated in professional development in strategies to emphasize academic language development (Project GLAD), the use of technology in standards-based instruction, and No Bully training in pursuit of our learning environment goals. Manor's Multi-Age Program (MAP) teachers will continue to implement an articulated reading and writing program K-5 based on the curricula and strategies provided by Lucy Calkins.

4. *Services provided by the regular program to enable underperforming students to meet standards:*

a.) Early Bird / Late Bird slip schedule to provide small group instruction in grades 1 and 2; b.) Differentiating classroom instruction to allow access for all learners; c.) Small group guided phonics instruction K-3; d.) Project GLAD-trained teachers in grades K-5. The use of intervention programs (Lexia, Aleks, Reading Rewards).

5. *Services provided by categorical funds to enable underperforming students to meet high standards:*

One part time credentialed English Learner teacher provides instruction 3 days a week to qualified students. Aides funded through Title 1 and SLIP provide additional and ongoing support with small group instruction K-5 in the classroom daily, as well as small group intervention 3 times a week for qualified students.

6. *Use of state and local assessments to modify instruction and improve student achievement:*

The following multiple measures are used to determine the progress of all students in meeting content and performance standards or to measure progress in English Language Development:

| <b>Assessment</b>                                    | <b>Type</b>                       | <b>Grades</b>             | <b>Subjects Tested</b>                            | <b>Performance Standard</b> |
|--|-----------------------------------|---------------------------|---|-----------------------------|
| Dibels Oral Reading Fluency                          | School-Formative/Summative        | 2-3                       | Reading Fluency                                   | % on running record         |
| 1 <sup>st</sup> Grade Phonics and Reading Assessment | School-Formative/Summative        | 1                         | Letter / Sound Recognition/Writing                | Meets Standard              |
| California Standards Test                            | State-Standards Perform Based     | 2-5                       | Language arts, math, science                      | Proficient                  |
| CELDT  | State-Performance Based           | K-5                       | English language development                      | Early Advanced              |
| QIA (Quick Informal Assessment)                      | School Performance Based          | K-5                       | English language development                      | Early Advanced              |
| FitnessGram  | State-Performance                 | 5                         | Physical fitness                                  | Varies by subtest           |
| Trimester 1, 2 and 3 Benchmark Assessments           | District-Criterion Referenced     | K-5                       | Math  | Proficient                  |
| Marz Task  | District-Criterion Referenced     | 1-5                       | Math  | Proficient                  |
| Every Day Math Chapter Tests                         | Curriculum-- Criterion Referenced | K-5                       | Math  | Varies by grade level       |
| Writing  | District-Criterion Referenced     | 2                         | Writing proficiency                               | Proficient                  |
| Lucy Calkins /Fountas and Pinnell Assessments        | School-Formative/Summative        | K-5 in MAP<br>4-5 non MAP | Independent Reading Levels/ Reading Comprehension | Varies by grade level       |

In addition the following measures and performance levels have been established to determine grade level proficiency in reading:

| Measure                     | Grade | Performance Level by November | Performance Level by June |
|-----------------------------|-------|-------------------------------|---------------------------|
| K Assessment                | K     | N/A                           | 80%                       |
| Teacher-Created Assessments | 1     | 70-80% (varies by subtest)    | TBD                       |
| Dibels Oral Reading Fluency | 2     | 44 wpm                        | 90 wpm                    |
| Dibels Oral Reading Fluency | 3     | 77 wpm                        | 110 wpm                   |
| Lucy Calkins                | K     | A                             | B/C                       |
| Lucy Calkins                | 1     | E                             | I                         |
| Lucy Calkins                | 2     | J                             | L                         |
| Lucy Calkins                | 3     | M                             | O                         |
| Lucy Calkins                | 4     | P                             | R                         |
| Lucy Calkins                | 5     | S                             | U                         |
| Quick Informal Assessment   | K-5   | N/A                           | Early Advanced            |

7. *Number and percentage of teachers in academic areas experiencing low student performance:*  
19 full-time teachers (100%) work with under-performing students in reading, writing and math instruction in grades K-5
8. *Family, school, district and community resources available to assist these students:*  
Family: Volunteers as classroom assistants, translators, extra yard supervision, technology  
School: Instructional aides, leveled books, remedial curricula  
District: One part time English Learner teacher, one part-time Title 1 Administrative Intern.  
Community: Fairfax/San Anselmo Children's center provides translation, parent advocacy, homework assistance, transportation
9. *School, district and community barriers to improvements in student achievement:*  
School: Limited financial resources to hire additional support staff; attendance; parents who do not read/speak English; lack of technology, attendance and tardies.  
District: Limited ability to provide translation of written materials; lack of technology, limitations on ability to provide funds for release time for teacher observations and professional development.
10. *Limitations of the current program to enable underperforming students to meet standards:*  
School and district lack funding to provide before or after-school academic support; district lacks funding to provide summer school, school and district lack funding to hire additional support staff for underperforming students

**School Demographic Characteristics** (Comparing CBEDS Data from 2010-'11 to 2011-'12)

| <b>Ethnic/Racial</b>                        | <b>2010-'11 / 2011-'12</b> | <b>Parent Education Level</b>                      | <b>2010-'11 / 2011-'12</b> |
|---|----------------------------|--|----------------------------|
| African American not Hispanic               | 1%/.01%                    | (1) Not high school graduate                       | .08% /3%                   |
| American Indian or Alaska Native            | 0% /0%                     | (2) High school graduate                           | 3% /3%                     |
| Asian                                       | 1% /2%                     | (3) Some college                                   | 6% /10%                    |
| Filipino                                    | 1% /0%                     | (4) College graduate                               | 22%/32%                    |
| Hispanic or Latino                          | 13%/14%                    | (5) Graduate school                                | 31%/43%                    |
| Pacific Islander                            | 0% /0%                     | Average Parent Education Level                     | 4.14 /4.23                 |
| White not Hispanic                          | 80%/84%                    | Average Class Size (CBEDS) K-3: 19 /20 4-5: 27 /28 |                            |
| Participants in Free or Reduced Price Lunch | 19%/18%                    | Enrollment in grades 2-5 on first day of testing   | 261 / 275                  |
| English Language Learners                   | 8%/5.5%                    | Number of Students Excused from Testing            | 3 /4                       |
| Multi-track year-round school? (CBEDS)      | No / No                    |  |                            |
| School Mobility                             | 1% /1%                     | Number of Students Tested                          | 258 / 271                  |

**STUDENT PERFORMANCE DATA SUMMARY**

**Academic Performance Index (API) Five Year Summary**

| <b>Year</b> | <b>API</b> | <b>Statewide Rank</b> | <b>Similar School Rank</b> | <b>Target</b>    |
|-------------|------------|-----------------------|----------------------------|------------------|
| 2008        | 885        | 9                     | 4                          | Remain Above 800 |
| 2009        | 891        | 9                     | 6                          | Remain Above 800 |
| 2010        | 901        | 9                     | 5                          | Remain Above 800 |
| 2011        | 892        | 9                     | 6                          | Remain Above 800 |
| 2012        | 880        | 9                     | 2                          | Remain Above 800 |

| <b><u>Student Groups</u></b>     | <b>Number of Pupils Included in 2010/'11/'12 API</b> | <b>Numerically Significant</b> | <b>2010/'11/'12 Subgroup API Base</b> | <b>2010/'11/'12 Growth Target</b> | <b>2011/ '11/'12 API Target</b> |
|----------------------------------|--|--------------------------------|---------------------------------------|-----------------------------------|---------------------------------|
| African American, not Hispanic   | 6/6/2  | No/No/No                       | n/a                                   | n/a                               | n/a                             |
| American Indian or Alaska Native | 0  | No/No/No                       | n/a                                   | n/a                               | n/a                             |
| Asian                            | 6/6/5  | No/No/No                       | n/a                                   | n/a                               | n/a                             |
| Filipino                         | 2/2/2  | No/No/No                       | n/a                                   | n/a                               | n/a                             |
| Hispanic or Latino               | 30/33/41   | No/No/No                       | 768/757/741                           | n/a                               | n/a                             |
| Pacific Islander                 | 0/2/1  | No/No/No                       | n/a                                   | n/a                               | n/a                             |
| White not Hispanic               | 203/206/205  | Yes/Yes/Yes                    | 920/910/906                           | Remain Above 800                  | Remain Above 800                |
| Economically Disadvantaged       | 50/54/46   | No/Yes/No                      | 810/784/771                           | n/a                               | n/a                             |
| English Language Learners        | 19/22  | No/No/No                       | 713/696/672                           | n/a                               | n/a                             |
| Students with Disabilities       | 37/35/31   | No/No/No                       | 747/794/682                           | n/a                               | n/a                             |

**Comparison of 2011 / 2012 California Standards Test – English Language Arts  
Percent Scoring at Performance Levels**

| <b>Performance Level</b> | <b>Grade 2<br/>2011 / 2012<br/>(N=73/65)</b> | <b>Grade 3<br/>2011 / 2012<br/>(N=63/66)</b> | <b>Grade 4<br/>2011 / 2012<br/>(N=57/71)</b> | <b>Grade 5<br/>2011 / 2012<br/>(N=57/57)</b> |  |
|--------------------------|--|--|--|--|--|
| Advanced                 | 37%/46%                                      | 40%/17%                                      | 63%/56%                                      | 61%/61%                                      |  |
| Proficient               | 33%/25%                                      | 35%/52%                                      | 19%/34%                                      | 28%/23%                                      |  |
| Basic                    | 12%/14%                                      | 17%/23%                                      | 14%/6%                                       | 7%/16%                                       |  |
| Below Basic              | 12%/12%                                      | 8%/8%  | 4%/4%  | 2%/0%  |  |
| Far Below Basic          | 5%/3%  | 0%/2%  | 0%/0%  | 2%/0%  |  |

**Comparison of 2011 / 2012 California Standards Test – Math  
Percent Scoring at Performance Levels**

| <b>Performance Level</b> | <b>Grade 2<br/>2011 / 2012<br/>(N=73/65)</b> | <b>Grade 3<br/>2011 / 2012<br/>(N= 62/68)</b> | <b>Grade 4<br/>2011 / 2012<br/>(N=56/71 )</b> | <b>Grade 5<br/>2011 / 2012<br/>(N=57/57)</b> |  |
|--------------------------|--|---|---|--|--|
| Advanced                 | 39%/45%                                      | 40%/40%                                       | 46%/37%                                       | 44%/33%                                      |  |
| Proficient               | 38%/29%                                      | 39%/35%                                       | 34%/46%                                       | 33%/39%                                      |  |
| Basic                    | 14%/15%                                      | 13%/16%                                       | 16%/11%                                       | 18%/23%                                      |  |
| Below Basic              | 7%/9%  | 8%/7%   | 4%/3%   | 5%/5%  |  |
| Far Below Basic          | 3%/2%  | 0%/1%   | 0%/3%   | 0%/0%  |  |

**Comparsion of 2010-11 California English Language Development Test (CELDT) to 2011-2012 (CELDT)**

**Overall (N=28 / 26)**

| <b>Grade</b>   | <b>B</b> | <b>EI</b> | <b>I</b> | <b>EA</b> | <b>A</b> |
|----------------|----------|-----------|----------|-----------|----------|
| <b>K-5</b>     | 4/4      | 7/5       | 13/11    | 4/6       | 0/0      |
| <b>Percent</b> | 14%/15%  | 25%/19%   | 46%/42%  | 14%/23%   | 0%/0%    |

**Number and Percent of English Language Learners by Grade Level 2010-2011 / 2011-2012:**

| <b>Grade</b>                                | <b>K</b> | <b>1<sup>st</sup></b> | <b>2<sup>nd</sup></b> | <b>3<sup>rd</sup></b> | <b>4<sup>th</sup></b> | <b>5<sup>th</sup></b> |  | <b>Total</b> |
|---|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|--------------|
| Total # of Students EL's + EO's             | 59/73    | 60/64                 | 73/69                 | 64/73                 | 64/71                 | 60/67                 |  | 380/417      |
| Number of EL's                              | 7/4      | 6/6                   | 6/6                   | 2/4                   | 5/1                   | 2/5                   |  | 28/26        |
| % Class Composition of EL's per Grade Level | 12%/5%   | 10%/9%                | 8%/9%                 | 3%/5%                 | 8%/1.4%               | 3%/7%                 |  | 7%/6.2%      |



## Conclusions from Student Performance Data:

### *English Language Arts (Comparing two years of data)*

|   |
|---|
| <b>2011-2012:</b> 20% of K/1 <sup>st</sup> grade students scored below expected levels in reading on 2011-2012 beginning of year assessments. |
|---|

|  |
|--|
| <b>2012-2013:</b> <i>28% of K/1<sup>st</sup> grade students scored below expected levels in reading on 2012-2013 beginning of year assessments</i> |
|--|

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|--|
| <b>2011-2012:</b> 32% of 2 <sup>nd</sup> /3 <sup>rd</sup> grade students scored below expected levels in reading on 2011-2012 beginning of year assessments. |
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|--|
| <b>2012-2013:</b> <i>31% of 2<sup>nd</sup>/3<sup>rd</sup> grade students scored below expected levels in reading on 2012-2013 beginning of year assessments.</i> |
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| <b>2011-2012:</b> 18% of 4 <sup>th</sup> /5 <sup>th</sup> grade students scored below expected levels in reading on 2011-2012 beginning of year assessments. |
|--|

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|--|
| <b>2012-2013:</b> <i>25% of 4<sup>th</sup>/5<sup>th</sup> grade students scored below expected levels in reading on 2012-2013 beginning of year assessments.</i> |
|--|

|   |
|---|
| <b>2011-2012:</b> 12% of 1 <sup>st</sup> - 5 <sup>th</sup> graders qualified to receive Title 1 intervention in English Language Arts based on 2011-2012 beginning of year assessments (this number excluded Special Ed. students who receive intervention through Special Ed.) |
|---|

|  |
|--|
| <b>2012-2013:</b> <i>17% of 1<sup>st</sup> - 5<sup>th</sup> graders qualified to receive Title 1 intervention in English Language Arts based on 2012-2013 beginning of year assessments (this number excluded Special Ed. students who receive intervention through Special Ed.)</i> |
|--|

|  |
|--|
| <b>2010-2011:</b> 78.4% of students school-wide scored Proficient or above on the California Standards Test in English Language Arts in 2010-2011 (2 <sup>nd</sup> gr. = 70%; 3 <sup>rd</sup> gr. = 75%; 4 <sup>th</sup> gr. = 82%; 5 <sup>th</sup> gr. = 89%) |
|--|

|   |
|---|
| <b>2011-2012:</b> <i>76.3% of students school-wide scored Proficient or above on the California Standards Test in English Language Arts in 2011-2012 (2<sup>nd</sup> gr. = 71%; 3<sup>rd</sup> gr. = 69%; 4<sup>th</sup> gr. = 90%; 5<sup>th</sup> gr. = 84%). (With a target score of 78.4% Manor did not meet AYP proficiency criteria in ELA.)</i> |
|---|

|  |
|--|
| <b>2010-2011:</b> 21.6% of students school-wide scored Basic, Below Basic, or Far Below Basic on California Standards Test in English Language Arts in 2011 (2 <sup>nd</sup> gr. = 30%; 3 <sup>rd</sup> gr. = 25%; 4 <sup>th</sup> gr. = 18%; 5 <sup>th</sup> = 11%) |
|--|

**2011-2012:** *23.7% of students school-wide scored Basic, Below Basic, or Far Below Basic on California Standards Test in English Language Arts in 2012 (2<sup>nd</sup> gr.=29%; 3<sup>d</sup> gr.=31%; 4<sup>th</sup> gr.= 10%; 5<sup>th</sup>=16%)*

**2010-2011:** The CST clusters of “Written Conventions,” “Writing Strategies,” and “Writing Applications” had the relatively lowest scores in each grade level

**2011-2012:** The CST clusters of “Written Conventions,” “Writing Strategies,” and “Writing Applications” have had the relatively lowest scores in each grade level

**2010-2011:** 54% of Socioeconomically Disadvantaged Students scored Proficient or above in English Language Arts in 2010-2011 (With a target score of 67.6% this significant subgroup did not meet 2011 AYP proficiency criteria.)

**2011-2012:** *54.3 % of Socioeconomically Disadvantaged Students scored Proficient or above in English Language Arts in 2011-2012 (Not considered a significant subgroup for 2012 AYP)*

**2010-2011:** 36.8% of English Learners scored Proficient or above in ELA in 2010-2011. (Not considered a significant subgroup for 2011 AYP)

**2011-2012:** *27.3% of English Learners scored Proficient or above in ELA in 2011-2012. (Not considered a significant subgroup for 2012 AYP)*

**2010-2011:** 68.6% of Students with Disabilities scored Proficient or above in ELA in 2010-2011. (Not considered a significant subgroup for 2011 AYP)

**2011-2012:** 41.9% of Students with Disabilities scored Proficient or above in ELA in 2011-2012. (Not considered a significant subgroup for 2012 AYP)

### ***Mathematics (Comparing two years of data)***

**2011-2012:** 87% of students school-wide (K-5) scored Proficient or above on the 2011-2012 1<sup>st</sup> trimester district math benchmark assessment

**2012-2013:** *78% of students school-wide (2-5) scored Proficient or above on the 2012-2013 1<sup>st</sup> trimester district math benchmark assessment*

**2011-2012:** 15% of K/1<sup>st</sup> grade students scored below expected levels in math on 2011-2012 beginning of year assessments.

**2012-2013:** *21% of K/1<sup>st</sup> grade students scored below expected levels in math on 2012-2013 beginning of year assessments.*

**2011-2012:** 25% of 2<sup>nd</sup>/3<sup>rd</sup> grade students scored below expected levels in math on 2011-2012 beginning of year assessments.

**2012-2013:** *26% of 2<sup>nd</sup>/3<sup>rd</sup> grade students scored below expected levels in math on 2012-2013 beginning of year assessments.*

**2011-2012:** 18% of 4<sup>th</sup>/5<sup>th</sup> grade students scored below expected levels in math on 2011-2012 beginning of year assessments.

**2012-2013:** *21% of 4<sup>th</sup>/5<sup>th</sup> grade students scored below expected levels in math on 2012-2013 beginning of year assessments.*

**2010-2011:** 78.1% of students school-wide scored Proficient or above on California Standards Test in Mathematics in 2010- 2011 (2<sup>nd</sup> gr. = 77%; 3<sup>rd</sup> gr.= 79%; 4<sup>th</sup> gr. = 80%; 5<sup>th</sup> gr. = 77%)

**2011-2012:** *74.8% of students school-wide scored Proficient or above on California Standards Test in Mathematics in 2011-2012 (2<sup>nd</sup> gr. = 74%; 3<sup>rd</sup> gr.= 75%; 4<sup>th</sup> gr. = 83%; 5<sup>th</sup> gr. = 72%) (With a target score of 79% Manor did not meet AYP proficiency criteria in Mathematics.)*

**2010-2011:** 21.9% of students school-wide scored Basic, Below Basic, or Far Below Basic on California Standards Test in Mathematics 2010-2011 (2<sup>nd</sup> gr.=23%; 3<sup>rd</sup> gr.=21%; 4<sup>th</sup> gr.= 20%; 5<sup>th</sup>=23%)

**2011-2012:** *25.2% of students school-wide scored Basic, Below Basic, or Far Below Basic on California Standards Test in Mathematics in 2011-2012 (2<sup>nd</sup> gr.=26%; 3<sup>rd</sup> gr.=25%; 4<sup>th</sup> gr.= 17%; 5<sup>th</sup>=28%)*

**2010-2011:** 50% of Socioeconomically Disadvantaged Students scored Proficient or above in Mathematics in 2010-2011(With a target score of 68.5% this significant subgroup did not meet 2011 AYP proficiency criteria.)

**2011-2012:** *45.7% of Socioeconomically Disadvantaged Students scored Proficient or above in Mathematics in 2011-2012 (Not*

*considered a significant subgroup for 2012 AYP)*

**2010-2011:** 36.8% of English Learners scored Proficient or above in Math in 2010-2011. (Not considered a significant subgroup for 2011 AYP)

**2011-2012:** 27.3% of English Learners scored Proficient or above in Math in 2011-2012. (Not considered a significant subgroup for 2012 AYP)

**2010-2011:** 60% of Students with Disabilities scored Proficient or above in ELA in 2011. (Not considered a significant subgroup for 2011 AYP)

**2011-2012:** 45.2% of Students with Disabilities scored Proficient or above in ELA in 2012. (Not considered a significant subgroup for 2012 AYP)

***Data on English Language Learners (Comparing two years of data):***

**2010-2011:** 46% of EL's were in grades K-1 in 2010-2011; so only 54% of the EL's were tested on the CST.

**2011-2012:** *In 2011-2012, only 38% of EL's were in grades K-1, therefore, 62% of Manor's EL's were tested on the CST.*

**2010-2011:** 39% of overall 2010-2011 CELDT scores were in Beginning or Early Intermediate categories with 0 students in the Advanced category.

**2011-2012:** *In 2011-2012, 35% of the CELDT scores were in the Beginning or Early Intermediate categories with 0% advanced. (Important note: The District only provides explicit ELD instruction to students who score in the Beginning or Early Intermediate categories on the CELDT)*

**2010-2011:** 21% of all EL's K-5<sup>th</sup> grade also received Special Education Services in 2010-2011.

**2011-2012:** *In 2011-2012 19% of EL's received Special Education Services.*

### ***Data on Students with Disabilities (Comparing two years of data):***

**2010-2011:** 7 out of 35 students with disabilities (20%) took the CMA (California Modified Assessment) in English Language Arts and 9 out of 35 took the CMA in Mathematics (25%).

**2011-2012:** *12 out of 31 students with disabilities (39%) took the CMA (California Modified Assessment) in English Language Arts and 10 out of 31 took the CMA in Mathematics (32%).*

**2010-2011:** 17% of 2<sup>nd</sup> -5<sup>th</sup> grade Students with Disabilities were also English Language Learners.

**2011-2012:** *16% of 2<sup>nd</sup> -5<sup>th</sup> grade Students with Disabilities were also English Language Learners.*

### **Conclusions from Parent and Teacher Input 2010-11:** (Parent survey not administered in 2011-2012)

- The overall school environment is very welcoming and supporting
- K/1 playground lunch schedule needs to be changed (140 kids at same time)
- Need to structure games at lunch
- Need more yard duty to improve lunch time supervision
- Need to create universal rules to make more consistent discipline plan
- Programs and practices such as Peace Mentors, PALS, Problem Solving Wheel and monthly character traits have not yet produced noticeable effects
- Need to provide a school-wide response to “respect for diversity”
- Technology is lacking
- At least 25% of parents reported that their children were not very engaged in Math or Science
- 24% of parents felt the academic expectations were too low
- 20% of parents felt the amount of homework is too low (7% reported it was too high)
- Less than 70% of parents felt the Principal was accessible and responsive

## DIMENSION 2. TEACHING & LEARNING – LANGUAGE ARTS/LITERACY

### GOALS:

- To improve student achievement in English Language Arts for all students, and especially English Language Learners, Students with Disabilities, and Socio-Economically Disadvantaged students.
- To become familiar with and implement the Common Core Standards in order to promote 21<sup>st</sup> Century learning skills.
- To provide appropriate differentiation for all students.

### Measurable Objectives

| Measurable Objective #1   | Progress: |
|---|-----------|
| <b>2011-2012:</b> By the end of 2011-2012, 3 teachers, the principal and Title 1 administrative intern will be trained in Project GLAD. Each year Manor will have at least 3 more teachers trained in Project GLAD (for purposes of elevating the teaching of academic vocabulary). | Goal met. |
| <b>2012-2013:</b> By end of 2012-2013 Principal and all teachers will be fully trained in Project GLAD.   |           |

| Measurable Objective: #2  | Progress:   |
|---|---|
| <b>2011-2012:</b> 2 teachers and the Principal will attend Common Core Standards training in 2011-2012. By the end of 2011-2012 we will have an adopted implementation plan for Common Core standards in English Language Arts. | Principal and 2 teachers were trained in summer of 2012. Goal will be met through the process of implementing Project GLAD. |
| <b>2012-2013:</b> Maintain 2011-2012 Objective  |   |

| Measurable Objective #3   | Progress: |
|---|-----------|
| <b>2011-2012:</b> 100% of English Language Learners who scored at the Beginning or Early Intermediate levels on the CELDT will receive targeted, intense English Language Development instruction 20 minutes a day, 3 times per week. | Goal Met. |

|  |  |
|--|--|
| <b>2012-2013:</b> 100% of English Language Learners will receive at least 30 minutes of daily instruction in English Language Development appropriate to their ELD level through a combination of differentiated instruction in class and targeted, intensive pull-out services. |  |
|--|--|

| <b>Measurable Objective #4</b>  | <b>Progress:</b>    |
|---|---------------------|
| <b>2011-2012:</b> 100% of students (especially Socio-Economically Disadvantaged students and English Learners) who show a need for intervention (either by scoring below Proficient on the CST or not meeting benchmarks on other local assessments) will receive targeted, intense intervention in Reading for 30 minutes a day, 3 times per week. | Goal partially met. |
| <b>2012-2013:</b> Intervention will be administered during a time that does not conflict with core instruction. Some students will receive intervention before school hours.  |                     |

| <b>Measurable Objective #5</b>  | <b>Progress:</b>                        |
|---|---|
| <b>2011-2012:</b> 100% of Kindergarten students will be able to correctly identify all upper case and lower case letter names on the Kindergarten assessment by June 2012 (Common Core Standard for Kindergarten).  | Approximately 90% of students met goal. |
| <b>2012-2013:</b> 100% of Kindergarten students will be able to correctly identify all upper case and lower case letter names on the Kindergarten assessment by June 2013 (Common Core Standard for Kindergarten). Teachers will perform end of year assessments and submit results to administrator for articulation purposes. |   |

| <b>Measurable Objective #6</b>  | <b>Progress:</b>                       |
|---|--|
| <b>2011-2012:</b> 100% of Kindergarten students will be able to correctly say all 21 consonant sounds on the Kindergarten assessment by June 2012 (Common Core Standard for Kindergarten).  | Approximately 75% of students met goal |
| <b>2012-2013:</b> 100% of Kindergarten students will be able to correctly say all 21 consonant sounds on the Kindergarten assessment by June 2013 (Common Core Standard for Kindergarten). Teachers will perform end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #7</b>  | <b>Progress:</b>                       |
|---|--|
| <b>2011-2012:</b> 100% of Kindergarten students will be able to correctly associate long and short sounds with common spellings for the 5 major vowels on the Kindergarten assessment by June 2012(Common Core Standard for Kindergarten).  | Approximately 75% of students met goal |
| <b>2012-2013:</b> 100% of Kindergarten students will be able to correctly associate long and short sounds with common spellings for the 5 major vowels on the Kindergarten assessment by June 2013(Common Core Standard for Kindergarten). Teachers will perform end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #8</b>  | <b>Progress:</b>                       |
|---|--|
| <b>2011-2012:</b> 100% of 1 <sup>st</sup> grade students will be able to demonstrate knowledge of spelling-sound correspondences for common consonant digraphs on teacher created assessments by June 2012 (Common Core Standard for 1 <sup>st</sup> grade).  | Approximately 75% of students met goal |
| <b>2012-2013:</b> 100% of 1 <sup>st</sup> grade students will be able to demonstrate knowledge of spelling-sound correspondences for common consonant digraphs on teacher created assessments by June 2013 (Common Core Standard for 1 <sup>st</sup> grade). Teachers will perform end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #9</b>   | <b>Progress:</b>                                      |
|--|---|
| <b>2011-2012:</b> 100% of 1 <sup>st</sup> -5 <sup>th</sup> grade students will show improvement in their ability to read with sufficient accuracy and fluency to support comprehension as measured on local assessments(1 <sup>st</sup> grade=teacher created assessments, 2 <sup>nd</sup> and 3 <sup>rd</sup> grade=Dibels, 4 <sup>th</sup> and 5 <sup>th</sup> grade= Lucy Calkins) (Common Core Standard for 1 <sup>st</sup> -5 <sup>th</sup> grade). | Lack of common assessment tool makes progress unknown |
| <b>2012-2013:</b> 100% of 1 <sup>st</sup> -5 <sup>th</sup> grade students will show improvement in their ability to read with sufficient accuracy and fluency to support comprehension as measured on common local assessments.(Common Core Standard for 1 <sup>st</sup> -5 <sup>th</sup> grade).  |   |



| <b>Measurable Objective #10</b>  | <b>Progress:</b>                                      |
|--|---|
| <b>2011-2012:</b> 100% of 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students will show improvement in their ability to produce writing with development and organization that are appropriate to task and function with guidance and support from adults as measured on local assessments (Common Core Standard for 2 <sup>nd</sup> and 3 <sup>rd</sup> grade).  | Lack of common assessment tool makes progress unknown |
| <b>2012-2013:</b> 100% of 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students will show improvement in their ability to produce writing with development and organization that are appropriate to task and function with guidance and support from adults as measured on local assessments (Common Core Standard for 2 <sup>nd</sup> and 3 <sup>rd</sup> grade). To meet this objective, a coordinated approach to writing instruction and assessment will be researched and implemented. |   |

| <b>Measurable Objective #11</b>   | <b>Progress:</b>                                      |
|---|---|
| <b>2011-2012:</b> 100% of 4 <sup>th</sup> and 5 <sup>th</sup> grade students will show improvement in their ability to write clear and coherent multi-paragraph texts in which the development and organization are appropriate to task, purpose and audience as measured on local assessments (Common Core Standard for 4 <sup>th</sup> and 5 <sup>th</sup> grade).  | Lack of common assessment tool makes progress unknown |
| <b>2012-2013:</b> 100% of 4 <sup>th</sup> and 5 <sup>th</sup> grade students will show improvement in their ability to write clear and coherent multi-paragraph texts in which the development and organization are appropriate to task, purpose and audience as measured on local assessments (Common Core Standard for 4 <sup>th</sup> and 5 <sup>th</sup> grade). To meet this objective, a coordinated approach to writing instruction and assessment will be researched and implemented. |   |

| <b>Measurable Objective #12</b>   | <b>Progress:</b>  |
|---|---|
| <b>2011-2012:</b> Increase school-wide percentage of students in 2 <sup>nd</sup> -5 <sup>th</sup> grades scoring proficient or above on CST by 5% in ELA.   | 2011-2012 results showed a school wide percentage decrease of 2.1%. |
| <b>2012-2013:</b> Increase school-wide percentage of students in 2 <sup>nd</sup> -5 <sup>th</sup> grades scoring proficient or above on CST by 12.9% in ELA (goal influenced by 2013 AYP target of 89.2% Proficient). |   |

| <b>Measurable Objective #13</b>  | <b>Progress:</b>                              |
|--|---|
| <b>2011-2012:</b> Increase by 25% the percentage of students scoring proficient and above on CST in ELA who are in the subgroup of Socio-economically Disadvantaged in 2 <sup>nd</sup> -5 <sup>th</sup> grades (goal influenced by 2012 AYP target of 78.4% Proficient).   | 2011-2012 results showed an increase of 0.3%. |
| <b>2012-2013:</b> Increase by 34.9% the percentage of students scoring proficient and above on CST in ELA who are in the subgroup of Socio-economically Disadvantaged in 2 <sup>nd</sup> -5 <sup>th</sup> grades (goal influenced by 2013 AYP target of 89.2% Proficient). |   |

| <b>Measurable Objective #14</b>  | <b>Progress:</b>                              |
|--|---|
| <b>2011-2012:</b> Increase by 10% the percentage of students scoring proficient and above on CST and CMA in ELA who are in the subgroup of Students with Disabilities in 2 <sup>nd</sup> -5 <sup>th</sup> grades   | 2011-2012 results showed a decrease of 26.7%. |
| <b>2012-2013:</b> Increase by 47.3% the percentage of students scoring proficient and above on CST and CMA in ELA who are in the subgroup of Students with Disabilities in 2 <sup>nd</sup> -5 <sup>th</sup> grades (goal influenced by 2013 AYP target of 89.2% Proficient). |   |

| <b>Measurable Objective #15</b>  | <b>Progress:</b>                             |
|--|--|
| <b>2011-2012:</b> Increase by 25% the percentage of students scoring proficient and above on CST in ELA who are in the subgroup of English Learners in 2 <sup>nd</sup> -5 <sup>th</sup> grades.  | 2011-2012 results showed a decrease of 9.5%. |
| <b>2012-2013:</b> Increase by 61.9% the percentage of students scoring proficient and above on CST in ELA who are in the subgroup of English Learners in 2 <sup>nd</sup> -5 <sup>th</sup> grades (goal influenced by 2013 AYP target of 89.2% Proficient). |  |

| <b>Measurable Objective #16</b>   | <b>Progress:</b> |
|---|------------------|
| <b>2012-2013:</b> 100% of classroom teachers, special educators and counselors will collaborate weekly to meet the needs of all students by suggesting differentiation techniques and intervention strategies using a google doc. | New Objective    |

| Key Components & Characteristics   | Language Arts Activities  | Person Responsible              | Budget & Resources                        | Timeline       |
|--|---|---------------------------------|---|----------------|
| <b>A. Assessment</b><br><br>□ 1. Student performance<br>□ <b>2. Identification of at-risk students (low-achievers, SED, ELs, RSP)</b><br>□ 3. Continuous diagnosis of needs/Ongoing assessment<br>□ 4. Formal measures<br>□ 5. Informal measures<br>□ 6. Formative/summative assessment data | 4,6, CST and CMA will be administered in May in grades 2-5. (IEP's will be reviewed to make sure students who qualify to take the CMA will do so.)  | Principal, Teachers             | General Ed, Special Ed, SIP, Title 1, EIA | May            |
|  | 1,2,3,4,5, K-1 baseline and end of trimester phonics assessments will be administered.  | Principal, Teachers             |   | Nov, Mar, June |
|  | 2,3,6, Identify and agree upon a common reading assessment tool, K-5, to be given as a baseline and at the end of each trimester which includes fluency, decoding and comprehension and is matched to intervention services (Current practice=K/1 teacher created, 2-3 Dibels –none of which assess comprehension, 4-5 <sup>th</sup> Fountas and Pinnell ). | Principal, Leadership Team      | General Ed                                | 2012-2013      |
|  | 2,3,6, In grades 4-5, Lucy Calkins/ Fountas and Pinnell comprehension assessments will be given as a baseline and at the end of each trimester. Students who are below grade level will also be given a Dibels test for fluency.  | Principal, Teachers             |   | Nov, Mar, June |
|  | 2,3,6, At least one time each month, teachers will meet in grade levels to analyze data, track progress, and plan instruction and intervention.   | Principal, Teachers             |   | Monthly        |
|  | 1, 2, 3, 4, 5, 6, ELL students will be assessed and their progress will be monitored with QIA (Quick Individual Assessment) Dibels, and teacher created criterion-referenced tests at least 2 times each trimester.   | Principal, Teachers, EL teacher | Title 3, EIA                              | Nov, Mar, June |

|  |  |  |  |                |
|--|--|--|--|----------------|
|  | 2, Progress of RSP students will be monitored at least 2 times each trimester with the use of various measures (Dibels, Reading A-Z, Phonics for Reading, PALS)  | Principal, Teachers, RSP   | Special Ed,                                    | Nov, Mar, June |
| <b>B. Instruction</b><br><br>□ 1. Curriculum explicit and systematic K-3<br>□ 2. Curriculum explicit and systematic 4-6<br>□ 3. Skills-based support for students 4-6 not demonstrating skills required in K-3<br>□ 4. Opportunities for acceleration/enrichment (GATE & others) | 1, K-3 continuum of instruction in phonemic awareness ,word analysis, grammar, phonics, decoding, word-attack skills, vocabulary development, comprehension skills, and guided reading.  | K-3 Teachers, Title 1 Aides, Slip Aides, EL Teacher                              | General Ed, Special Ed, SIP, Title 1, EIA, PTA | Daily          |
|  | 1,2 Explicit vocabulary development will be taught through the use of Project GLAD strategies in all grades.   | Teachers   |  | Daily          |
|  | 2, 4th-5th focus direct instruction on word attack skills, vocabulary and comprehension as well as discussion & questioning strategies; writing applications, strategies & conventions will be taught through direct instruction.  | 4 <sup>th</sup> -5 <sup>th</sup> Teachers, Title 1 Aides, Slip Aides, EL Teacher |  | Daily          |
|  | 1,2,3,4, Articulated program for writing K-5 will be researched and piloted  | Principal, Leadership Team   | General Ed                                     | 2012-2013      |
|  | 3, Reading strategies will be explicitly taught to students K-5 who are not demonstrating grade level achievement especially ELL, SPED and Socio-economically disadvantaged students (leveled grouping, early bird/ late bird schedule for 1 <sup>st</sup> and 2 <sup>nd</sup> grade, Title 1 support with instructional aides, Title 1 intervention 2-3 times a week outside of class using one or more of our 4 intervention programs, RSP support (During the | K-5 Teachers RSP Teacher Title 1 Aides, Slip Aides, EL Teacher                   |  | Daily          |

|  |  |                         |  |         |
|--|--|-------------------------|--|---------|
|  | 2012-2013 school year the effectiveness of early bird/ late bird time will be evaluated. Current 2 <sup>nd</sup> grade students in the K-5 program will transition into a full instructional day beginning in January 2013, but the future of early bird/late bird instruction has not been determined.) |                         |  |         |
|  | 4, K-5 will provide opportunities for acceleration/enrichment such as book clubs, cross-grade level buddies, and alternative response projects will be provided in class and through home study through reading materials.   | K-5 Teachers            |  | Ongoing |
|  | 1,2, Curriculum and instruction will become aligned to California Common Core Standards once an implementation plan has been established.  | Principal, K-5 Teachers |  | Ongoing |

| Key Components & Characteristics  | Language Arts Activities  | Person Responsible              | Budget & Resources                        | Timeline |
|---|---|---------------------------------|---|----------|
| <b>C. Instructional Time</b>  | 1,2,3,4 Students in primary classrooms will participate in reading and supporting language arts activities for 2 1/2 hours daily. Students in grades 4-5 will participate in reading and supporting language arts activities for 2 hours daily.   | Teachers, SLIP Aides            | General Ed, Special Ed, SIP, Title 1, EIA | Daily    |
| <ul style="list-style-type: none"> <li>❑ 1. Primary: 2 &amp; 1/2 hours</li> <li>❑ 2. Grades 4-6: 2 hours</li> <li>❑ 3. Engaged academic time maximized</li> <li>❑ 4. Time allocated to essential reading &amp; literacy skills</li> <li>❑ <b>5. Extended learning time for all (before school, after school, Saturday School, summer school)</b></li> </ul> | 4,5, In 1 <sup>st</sup> and 2 <sup>nd</sup> grades, early bird/late bird leveled instruction in reading will occur four days weekly for one hour. (During the 2012-2013 school year the effectiveness of early bird/ late bird time will be evaluated. Current 2 <sup>nd</sup> grade students in the K-5 program will transition into a full instructional day beginning in January 2013, | Principal, Teachers, SLIP Aides |   | Ongoing  |

|  |  |  |   |   |
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|  | <p>but the future of early bird/late bird instruction has not been determined.)</p> <p>3,4,5,Students in 1<sup>st</sup> and 2<sup>nd</sup> grades within the K-5 program who are English Language Learners will receive their targeted ELD instruction before their regular late bird school day 4 days a week. In essence ELL students will have a full instructional day.</p> <p>3,4, Students in grades K-5<sup>th</sup> not meeting grade level standards in comprehension and phonics will be designated Title 1 and receive intervention through small group instruction for 30 min/day, 2-3 times per week. English Learners identified as Beginner or Early Intermediate on the CELDT will receive ELL instruction for 30 min/day, 2-3 times per week. RSP students will receive extra support and instruction based on the goals in their IEP's (During 2012-2013 school year resources will be sought to extend ELL support to all EL's at their CELDT level)</p> <p>3, In grades K-5 all pull-out activities (Speech, RSP, Title 1, ELL, Counseling, etc.) will be scheduled outside of ELA core instructional time to the extent possible.</p> <p>5, Teachers provide communication and resources to students enrolled at the Fairfax/San Anselmo Children's Center in order to benefit from extra support and extended learning opportunities after school.</p> | <p>Principal,<br/>K-5 Teachers<br/>RSP Teacher<br/>Title 1 Aides,<br/>SLIP Aides,<br/>EL Teacher</p> <p>Principal,<br/>K-5 Teachers<br/>RSP Teacher<br/>Title 1 Aides,<br/>SLIP Aides,<br/>EL Teacher</p> <p>Principal,<br/>Teachers, all<br/>support staff</p> <p>Teachers,<br/>Principal</p> | <p>General Ed,<br/>SIP, Title 1,<br/>EIA</p> <p>General Ed,<br/>SIP, Title 1,<br/>EIA</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |
|--|--|--|---|---|

|   |  |   |                                     |             |
|---|--|---|-------------------------------------|-------------|
|   | 5, Students with Disabilities who qualify will be provided with extended school year opportunities through the district's summer program.  | Principal, RSP Teacher  | Special Ed                          | July        |
|   | 3,4 Instructional minutes were increased in 2012-2013 school-wide in K-5 <sup>th</sup> grades to align with and exceed State requirements and to allow for parent teacher conferences in all grade levels.   | Principal, Teachers   |                                     | August 2012 |
| <b>D. Instructional Materials</b><br><br><ul style="list-style-type: none"> <li>❑ 1. Consistent with current research</li> <li>❑ 2. Prioritize &amp; sequence essential skills &amp; strategies</li> <li>❑ 3. Address &amp; reinforce content standards</li> <li>❑ 4. Contain activities that relate directly to learning objectives</li> <li>❑ <b>5. Provide suggestions for special needs (EDY, ELs, RSP, GATE)</b></li> <li>❑ 6. Provide systematic practice of needed skills for those students having reading difficulties</li> <li>❑ 7. EL, RSP &amp; other support programs are aligned with curricular content/standards</li> </ul> | 1,2,3,4, K-5 <sup>th</sup> grade teachers use the State adopted Open Court text and/or Lucy Calkins Reading Workshop model for basic teaching of reading concepts, strategies and phonics. In addition, in grades 1 <sup>st</sup> -5 <sup>th</sup> , leveled and core are used in whole group settings to further enrich the level and variety of reading response required. | Teachers  | Instructional materials, SIP, PTA   | Daily       |
|   | 5,6, Guided reading of leveled books/programs are used to address specific student reading needs.  | Teachers  | SIP, PTA<br>SIP, Title 1            | Daily       |
|   | 5,6,7, English Language learners in grades K-5 receive direct instruction in English aligned to ELD Standards using core and supplementary resources from our adopted programs along with specific ELD programs, Language for Learning, and Understanding English Grammar.   | Teachers<br>ELL Teacher   | General Ed,<br>SIP, Title 1,<br>EIA | Daily       |
|   | 5,6, 7, 1 <sup>st</sup> -5 <sup>th</sup> graders learn remedial reading skills and receive intervention instruction using PALS, Explode the Code, Words Their Way, Read Naturally, Reading A-Z, Phonics for Reading, and Reading Rewards .   | Principal,<br>Teachers,<br>RSP Teacher<br>Title 1 Aides,<br>SLIP Aides,<br>EL Teacher | SIP, Title 1                        | Ongoing     |
|   | 5,6, All students will learn vocabulary with Project GLAD strategies. 4 <sup>th</sup> -5 <sup>th</sup> grade students  | Teachers  | Instructional                       | Ongoing     |

|  |   |  |   |  |
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|  | <p>learn vocabulary using the Wordly Wise program, which can be leveled according to student need.</p> <p>5,6,7, K-5 RSP/speech students' IEPs will target student progress toward standards, and direct instruction will focus on comprehension, decoding and writing strategies.</p> <p>3, Curriculum and instruction will become aligned to California Common Core Standards once an implementation plan has been established.</p> <p>1,3 Environmental Education Initiative (EEI) materials will be used in all grade levels to provide instruction in informational text which is aligned to Common Core Standards and to integrate literacy into science instruction.</p> | <p>RSP Teacher, Special Ed. Staff</p> <p>Principal, Teachers</p> <p>Teachers</p> | <p>Materials</p> <p>Special Ed</p> <p>Instructional materials</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |
|--|---|--|---|--|

| Key Components & Characteristics   | Language Arts Activities   | Person Responsible   | Budget & Resources                               | Timeline                  |
|--|--|--|--|---------------------------|
| <b>E. Grouping</b> <ul style="list-style-type: none"> <li>❑ 1. Flexible – Whole and heterogeneous</li> <li>❑ 2. Sizes adjusted to accommodate &amp; reflect student progress</li> <li>❑ 3. Tutoring supplements explicit instruction</li> <li>❑ 4. Cross-class or cross-grade used when appropriate</li> </ul> | <p>1,2,4, Whole-group/ heterogeneous instruction is used when the objective is appropriate for the range of learners and is required for teaching of standards; homogeneous grouping is used to customize specific instruction and provide intervention based on assessed needs of students. These homogenous groupings can happen during any part of the day as the teacher deems necessary (both in class as well as pull-out).</p> <p>2,4, 5, Centers work in grades K-2<sup>nd</sup> provide small group instruction and differentiation</p> | <p>Principal, Teachers, RSP Teacher Title 1 Aides, SLIP Aides, EL Teacher</p> <p>Teachers,</p> | <p>General Ed, Special Ed, SIP, Title 1, EIA</p> | <p>Daily</p> <p>Daily</p> |





|   |   |  |   |                              |
|---|---|--|---|------------------------------|
|   | <p>sought to extend ELL support to all EL's at their CELDT level)</p> <p>2, Students will be grouped by instructional reading levels (1<sup>st</sup> - 2<sup>nd</sup> grade early bird/ late bird) for direct instruction in word attack and comprehension strategies. (During the 2012-2013 school year the effectiveness of early bird/ late bird time will be evaluated. Current 2<sup>nd</sup> grade students in the K-5 program will transition into a full instructional day beginning in January 2013, but the future of early bird/late bird instruction has not been determined.)</p> <p>4, Cross-age buddy classrooms will meet weekly to reinforce and celebrate literacy</p>  | <p>Teachers</p> <p>Teachers</p>  |   | <p>Ongoing</p> <p>Weekly</p> |
| <p><b>F. Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>❑ 1. Opportunity for systematic teaching &amp; practice to learn skills &amp; strategies</li> <li>❑ 2. Opportunities for acceleration/enrichment</li> <li>❑ 3. ELL emphasis on (1) developing proficiency in standard English &amp; (2) simultaneous instruction in acquisition of academic vocabulary (ELD &amp; sheltering)</li> <li>❑ 4. Teacher adapted</li> </ul> | <p>1, 3, 4, Students in grades K-5<sup>th</sup> not meeting grade level standards in comprehension and phonics will receive differentiated instruction in small groups in the classroom in addition to being designated Title 1 and receive intervention through small group instruction for 30 min/day, 2-3 times per week. English Learners identified as Beginner or Early Intermediate on the CELDT will receive differentiated instruction in the classroom as well as specific ELL instruction for 30 min/day, 2-3 times per week. (During 2012-2013 school year resources will be sought to extend ELL support to all EL's at their CELDT level) RSP students will receive extra support and instruction based on the goals in their IEP's (push in and pull out).</p> | <p>Principal, Teachers, RSP Teacher, Title 1 Aides, SLIP Aides, EL Teacher</p> | <p>SIP/ Title 1 General Ed, Special Ed, EIA</p> | <p>Ongoing</p>               |

|                                |   |                                       |              |                          |
|--------------------------------|---|---------------------------------------|--------------|--------------------------|
| instruction for multiple needs | 2, 4, Opportunities for acceleration will be provided in class and through home study through student reading materials, questioning strategies, book clubs and a variety of responses to literature.   | Teachers                              |              | Ongoing                  |
|                                | 3, 4, English Language learners in grades K-5 receive direct instruction in English aligned to ELD Standards using core and supplementary resources from our adopted programs along with specific ELD programs, Language for Learning, and Understanding English Grammar. Explicit vocabulary development will be taught in class through the use of Project GLAD strategies in grades K-5. | ELL Teacher, Teachers                 | Title 1, EIA | Ongoing                  |
|                                | 1,2,3,4, Teachers will meet at grade levels to plan and align curriculum to California Common Core Standards; planning calendars will be used as a reference to plan instruction.   | Teachers                              |              | Early Release Wednesdays |
|                                | 4, Teachers will collaborate to meet the diverse needs of students and plan differentiated activities through the use of a Google Doc for targeted students.  | Teachers, Principal, Special Ed Staff |              | Weekly                   |

| Key Components & Characteristics             | Language Arts Activities   | Person Responsible | Budget & Resources | Timeline |
|--|--|--------------------|--------------------|----------|
| <b>G. Classroom Instructional Management</b> | 1,2,3,4, Students will engage in whole group and small teacher-led guided reading groups. Teachers will engage in class meetings and student-centered discussions related to the instructional | Teachers           | General Ed         | Daily    |

|  |   |                                   |                      |                                  |
|--|---|-----------------------------------|----------------------|----------------------------------|
| <ul style="list-style-type: none"> <li>❑ 1. Classrooms highly interactive</li> <li>❑ 2. Academic &amp; social expectations well-established</li> <li>❑ 3. Clear links between instruction, behavior &amp; curriculum</li> <li>❑ 4. Well-planned &amp; managed whole-class &amp; small-group lessons</li> </ul> | environment.  |                                   |                      |                                  |
|  | 1, 3 <sup>rd</sup> -5 <sup>th</sup> grade students' use of technology will be developed by using laptop and net book carts, and computer lab on a weekly basis.   | Teachers                          | PTA                  | Ongoing                          |
|  | 2,4, Students and teachers will engage and use behavior strategies conducive to creating environments of risk-taking, trust and responsibility for all learning.  | Teachers                          |                      | Ongoing                          |
|  | 2,3, 4 <sup>th</sup> and 5 <sup>th</sup> grade students will all be supplied an agenda planner for home to school communication, organization and tracking of assignments and gathering of information  | Teachers                          | PTA                  | Ongoing                          |
|  | 2, 3, 4, Students and teacher will work together to establish classroom norms; behavioral expectations will be posted and discussed.<br>2,3 Students and parents will be informed of expectations for performance and receive timely feedback on assessment results via progress reports, parent teacher conferences, report card, newsletters, websites and emails. Tool Box curriculum will be used to establish classroom norms and promote positive behavior. | Teachers, Principal               |                      | Ongoing                          |
|  | 1,2, K-5 <sup>th</sup> grade classes will receive a minimum of 2 hours of work with Dave Nettell developing a more productive learning environment through the use of challenges. (Program completed in 2011-2012)  | Principal, Teachers, Dave Nettell | YES Foundation grant | January-May 2012 (Program Ended) |
| <b>H. Professional</b>   | 1,2,3,4,5, Teachers, support staff, and principal   | Principal, Staff                  | SIP, Title 2,        | Ongoing                          |



|  |   |                                    |     |         |
|--|---|------------------------------------|-----|---------|
| <p>individual performance goals</p> <ul style="list-style-type: none"> <li>❑ 4. Ensure all teachers are well-trained &amp; supported</li> <li>❑ 5. Allocate staff, resources &amp; time in all grades for students not yet demonstrating competence</li> </ul> | <p>Research effective intervention strategies, ELL instruction.</p>   |                                    |     |         |
|  | <p>2, Create intervention and pull-out schedules that protect core instruction in the general classroom.</p>  | Principal, Teachers, support staff |     | Ongoing |
|  | <p>3, 4, Meet with leadership team to plan program improvements using common assessment data and other evidence of student learning to plan instruction, guide the academic program, and design/implement differentiation with the use of instructional aides and implement SEL curriculum.</p> | Principal, Teachers                |     | Monthly |
|  | <p>4, Work with all staff during their evaluation years to provide regular opportunities to reflect on their instructional practices—structured conversations that focus on student learning and best practices reflection.</p>   | Principal, Teachers                |     | Ongoing |
|  | <p>3, 5, Work with the leadership team to refine the structure of Integrated Services Team/ Student Study Team model so that data and student work are analyzed with teachers in a systematic method prior to discussions about special ed.</p>   | Principal, Teachers, support staff |     | Monthly |
|  | <p>5, Schedule and allocate personnel to best meet the needs of all students to achieve grade level standards.</p>  | Principal                          |     | Ongoing |
|  | <p>4, Provide release time for teachers to observe/model lessons, strengthen pedagogy and develop effective methodology, align instruction to California Common Core Standards.</p>   | Principal, Teachers                | PTA | Ongoing |

|  |   |                        |  |         |
|--|---|------------------------|--|---------|
|  | 4, Improve communication and partnership with the Fairfax/ San Anselmo Children's center so that student needs are better met—translation services, homework help, etc. | Principal,<br>Teachers |  | Ongoing |
|--|---|------------------------|--|---------|

|   |   |  |             |             |
|---|---|--|-------------|-------------|
| <b>J. Parent &amp; Community Involvement</b><br><br>□ <i>1. Parents well-informed about content standards, curriculum, assessment &amp; progress of their children - receive information</i><br>□ <i>2. Parents encouraged to actively involve themselves in education &amp; are supported in their efforts - receive training</i><br>□ <i>3. Materials/programs organized so parents, siblings and/or community members can provide extended learning experiences</i><br>□ 4. Community partnerships to design & provide professional development, tutoring & other programs<br>□ 5. Community used as classroom<br>□ 6. Parent Compact supports goals | 1,2, Parents will receive information about standards, curriculum and assessment at Back-To-School Night, Open House, SSC and PTA meetings, as well as classroom and school newsletters accessible online.  | Principal, District, Teachers                  | General Ed. | Ongoing     |
|   | 2,3,4,6, School Site Council will develop, revise, and distribute each year a parent-student handbook (accessible on-line).   | School Site Council, Principal                 | SIP         | Spring 2012 |
|   | 1,3,6, Teachers establish agreements with parents to support student success at home and to work toward successful home-school collaboration. 4 <sup>th</sup> and 5 <sup>th</sup> grade students receive an agenda planner for daily home/school communication. | Teachers, Parent Volunteers                    |             | Ongoing     |
|   | 1,2,3 Parents/Guardians will monitor nightly reading homework and sign appropriate reading/home study logs to support literacy.   | Teachers, Parents                              |             | Ongoing     |
|   | 3,4 In-school programs to support reading will include parent/community volunteers.   | Parents, Teachers, Marin Co. Volunteer Program |             | September   |
|   | 2,3,6, Multi-Age Program teachers conduct parent volunteer training each year.  | MAP Teachers                                   |             |             |
|   | 2,3,4,5, Improve communication and partnership with the Fairfax/ San Anselmo Children's center so that student needs are better met—translation services, homework help, etc.   | Principal, Teachers                            |             | Ongoing     |
|   | 1,2,6 Establish an English Learner Advisory Committee and participate in DELAC  | Principal, Parents                             |             | 2012-2013   |



## DIMENSION 2. TEACHING & LEARNING - MATHEMATICS

### GOALS:

- To improve student achievement in Mathematics for all students, and especially English Language Learners, Students with Disabilities, and Socio-Economically Disadvantaged students.
- To become familiar with and implement the Common Core Standards in order to promote 21<sup>st</sup> Century learning skills.
- To provide appropriate differentiation for all students.

### Measurable Objectives:

| Measurable Objective #1   | Progress: |
|---|-----------|
| <b>2011-2012:</b> By the end of 2011-2012, 3 teachers, the principal and Title 1 coordinator will be trained in Project GLAD. Each year Manor will have at least 3 more teachers trained in Project GLAD. | Goal met. |
| <b>2012-2013:</b> By end of 2012-2013 Principal and all teachers will be fully trained in Project GLAD.   |           |

| Measurable Objective #2   | Progress:  |
|---|--|
| <b>2011-2012:</b> By the end of 2011-2012 we will have an adopted implementation plan for Common Core standards in Mathematics. | Principal and 2 teachers were trained in summer of 2012. |
| <b>2012-2013:</b> Objective will be met through the process of implementing Project GLAD.                                       |  |

| Measurable Objective #3   | Progress:   |
|---|---|
| <b>2011-2012:</b> 100% of students (especially Socio-Economically Disadvantaged students and English Learners) who show a need for intervention (either by scoring below Proficient on the CST or not meeting benchmarks in other local assessments) will receive targeted, intense intervention in mathematics for 30 minutes a day, 3 times per week. | ALEKS program purchased and intervention will begin in 2012-2013. |
| <b>2012-2013:</b> Same objective  |   |

| <b>Measurable Objective #4</b>   | <b>Progress:</b>                       |
|--|--|
| <b>2011-2012:</b> 100% of Kindergarten students will be able to correctly recognize numbers from 0 to 30 on the Kindergarten assessment by June 2012.  | Approximately 85% of students met goal |
| <b>2012-2013:</b> 100% of Kindergarten students will be able to correctly recognize numbers from 0 to 30 on the Kindergarten assessment by June 2013. Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #5</b>  | <b>Progress:</b>                       |
|---|--|
| <b>2011-2012:</b> 100% of Kindergarten students will be able to correctly write numbers from 0 to 30 and represent a number of objects with a written numeral 0-20 (Common Core Standard for K) on the Kindergarten assessment by June 2012 (the use of math tool and writing the numeral backwards is acceptable; digit reversals are not).  | Approximately 80% of students met goal |
| <b>2012-2013:</b> 100% of Kindergarten students will be able to correctly write numbers from 0 to 30 and represent a number of objects with a written numeral 0-20 (Common Core Standard for K) on the Kindergarten assessment by June 2013 (the use of math tool and writing the numeral backwards is acceptable; digit reversals are not). Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #6</b>   | <b>Progress:</b>                       |
|--|--|
| <b>2011-2012:</b> 100% of 1 <sup>st</sup> grade students will be able to solve word problems and equations with addition and subtraction from 0 to 20 using manipulatives as measured by local assessments by June 2012 (Common Core Standard for 1 <sup>st</sup> grade).  | Approximately 80% of students met goal |
| <b>2012-2013:</b> 100% of 1 <sup>st</sup> grade students will be able to solve word problems and equations with addition and subtraction from 0 to 20 using manipulatives as measured by local assessments by June 2013 (Common Core Standard for 1 <sup>st</sup> grade). Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #7</b>  | <b>Progress:</b>                       |
|---|--|
| <b>2011-2012:</b> 100% of 2 <sup>nd</sup> grade students will be able to use reasoning, place value understanding and properties of operations to add and subtract numbers from 0-100 as measured on local assessments by June 2012(Common Core Standard for 2 <sup>nd</sup> grade).  | Approximately 80% of students met goal |
| <b>2012-2013:</b> 100% of 2 <sup>nd</sup> grade students will be able to use reasoning, place value understanding and properties of operations to add and subtract numbers from 0-100 as measured on local assessments by June 2013(Common Core Standard for 2 <sup>nd</sup> grade). Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #8</b>  | <b>Progress:</b>                       |
|---|--|
| <b>2011-2012:</b> 100% of 3 <sup>rd</sup> graders will be able to fluently add and subtract within 1000 and know from memory all products of two one-digit numbers as measured by local assessments by June 2012 (Common Core Standard for 3 <sup>rd</sup> grade).  | Approximately 80% of students met goal |
| <b>2012-2013:</b> 100% of 3 <sup>rd</sup> graders will be able to fluently add and subtract within 1000 and know from memory all products of two one-digit numbers as measured by local assessments by June 2013 (Common Core Standard for 3 <sup>rd</sup> grade). Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #9</b>   | <b>Progress:</b>                       |
|--|--|
| <b>2011-2012:</b> 100% of 4 <sup>th</sup> graders will be able to use place value understanding and properties of operations to perform multi-digit arithmetic (especially multiplication and division) as measured by local assessments by June 2012 (Common Core Standard for 4 <sup>th</sup> grade).  | Approximately 80% of students met goal |
| <b>2012-2013:</b> 100% of 4 <sup>th</sup> graders will be able to use place value understanding and properties of operations to perform multi-digit arithmetic (especially multiplication and division) as measured by local assessments by June 2013 (Common Core Standard for 4 <sup>th</sup> grade). Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #10</b>  | <b>Progress:</b>                       |
|--|--|
| <b>2011-2012:</b> 100% of 4 <sup>th</sup> graders will be able to understand fraction and decimal equivalence as measured by local assessments by June 2012 (Common Core Standard for 4 <sup>th</sup> grade).  | Approximately 80% of students met goal |
| <b>2012-2013:</b> 100% of 4 <sup>th</sup> graders will be able to understand fraction and decimal equivalence as measured by local assessments by June 2013 (Common Core Standard for 4 <sup>th</sup> grade). Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #11</b>   | <b>Progress:</b>                       |
|---|--|
| <b>2011-2012:</b> 100% of 5 <sup>th</sup> graders will be able to solve problems and equations using all four operations with fractions and decimals as measured on local assessments by June 2012 (Common Core Standard for 4 <sup>th</sup> grade).  | Approximately 80% of students met goal |
| <b>2012-2013:</b> 100% of 5 <sup>th</sup> graders will be able to solve problems and equations using all four operations with fractions and decimals as measured on local assessments by June 2013 (Common Core Standard for 4 <sup>th</sup> grade). Teachers will perform appropriate end of year assessments and submit results to administrator for articulation purposes. |  |

| <b>Measurable Objective #12</b>   | <b>Progress:</b> |
|---|------------------|
| <b>2011-2012:</b> 100% of K-5 teachers will become familiar with and begin to develop within their math lessons the 8 Standards for Mathematical Practice from the Common Core Standards. | In progress      |
| <b>2012-2013:</b> Same objective  |                  |

| <b>Measurable Objective #13</b>   | <b>Progress:</b>  |
|---|---|
| <b>2011-2012:</b> Increase by 5% the percentage of students school-wide in grades 2 <sup>nd</sup> -5 <sup>th</sup> scoring proficient and above on CST in Math.   | 2011-2012 results showed a school wide percentage decrease of 3.3%. |
| <b>2012-2013:</b> Increase by 14.7% the percentage of students school-wide in grades 2 <sup>nd</sup> -5 <sup>th</sup> scoring proficient and above on CST in Math (goal influenced by 2012 AYP target of 89.5% Proficient). |   |

| <b>Measurable Objective #14</b>  | <b>Progress:</b>                             |
|--|--|
| <b>2011-2012:</b> Increase by 29% the percentage of students scoring proficient and above on CST in Math in the subgroup of socioeconomically disadvantaged students (goal influenced by 2012 AYP target of 79% Proficient).     | 2011-2012 results showed a decrease of 4.3%. |
| <b>2012-2013:</b> Increase by 43.8% the percentage of students scoring proficient and above on CST in Math in the subgroup of Socioeconomically Disadvantaged Students (goal influenced by 2012 AYP target of 89.5% Proficient). |  |

| <b>Measurable Objective #15</b>  | <b>Progress:</b>                             |
|--|--|
| <b>2011-2012:</b> Increase by 25% the percentage of students scoring proficient and above on CST in Math in the subgroup of English Learners.  | 2011-2012 results showed a decrease of 9.5%. |
| <b>2012-2013:</b> Increase by 62.2% the percentage of students scoring proficient and above on CST in Math in the subgroup of English Learners (goal influenced by 2012 AYP target of 89.5% Proficient). |  |

| <b>Measurable Objective #16</b>  | <b>Progress:</b>                              |
|--|---|
| <b>2011-2012:</b> Increase by 10% the percentage of students scoring proficient and above on CST and CMA in the subgroup of students with disabilities.  | 2011-2012 results showed a decrease of 14.8%. |
| <b>2012-2013:</b> Increase by 44.3% the percentage of students scoring proficient and above on CST and CMA in the subgroup of students with disabilities (goal influenced by 2012 AYP target of 89.5% Proficient). |   |

| <b>Measurable Objective #17</b>   | <b>Progress:</b> |
|---|------------------|
| <b>2012-2013:</b> All classroom teachers, special educators and counselors will collaborate weekly to meet the needs of all students by suggesting differentiation techniques and intervention strategies using a google doc. | New objective    |

| Key Components & Characteristics   | Mathematics Activities   | Person Responsible                      | Budget & Resources | Timeline                 |
|--|--|---|--------------------|--------------------------|
| <b>A. Assessment</b> <ul style="list-style-type: none"> <li>❑ 1. Aligned with instruction</li> <li>❑ 2. Balanced - computational, procedural, conceptual and problem solving</li> <li>❑ <b>3. Identification of at-risk students (low-achieving, EDY, ELs, RSP)</b></li> <li>❑ 4. Used to improve instruction</li> <li>❑ 5. Teacher training in assessment strategies</li> <li>❑ 6. Formal measures</li> <li>❑ 7. Informal measures</li> <li>❑ 8. Formative/summative assessment data</li> </ul> | 1,2,3,4,6,7,8, Teachers use formative and summative assessments from Every Day Math to assess instructional needs and plan instruction.  | Teachers                                | General Fund       | Ongoing                  |
|  | 1,2,3,4,6,8, CST and CMA assessments will be administered each year in grades 2-5.. District trimester summative assessments and MARS tasks will be administered three times per year (K-5). Benchmark assessments aligned with essential standards and report cards. Assessment results will be uploaded into Data Director and analyzed by teachers to modify instructional practices. | District, Principal, Teachers           |                    | Nov., March, May         |
|  | 3,6,7,8 At-risk students will be identified on a regular basis using exit slips and assessment results with specific needs addressed in class, through re-teaching and intervention groups.  | Teachers, RSP, Principal, Title 1 Aides |                    | Fall – Ongoing           |
|  | 4 Students and parents will receive assessment feedback on Trimester Benchmarks & CST results.   | Principal, Teachers                     |                    | Nov., March, May, August |
|  | 5, Teachers will continue to work on aligning assessments to California Common Core Standards and using assessment results to guide instruction. (Program ended in 2011-2012   | District, Teachers, Principal           |                    | 2011-2012                |
| <b>B. Instruction</b> <ul style="list-style-type: none"> <li>❑ 1. In-depth understanding of content standards</li> <li>❑ 2. Research-based instructional strategies</li> <li>❑ 3. Instruction effectively</li> </ul>   | 1,3, Curriculum maps and supplements will be developed/used as needed to re-align instruction toward California Common Core Standards, to implement GLAD strategies and to assure all students progress toward meeting those standards.  | District, Principal, Teachers           | General Fund       | Ongoing                  |
|  | 2,3,4,5, Instruction will be targeted to address   | Teachers                                |                    | Fall,                    |

| <p>organized around goals</p> <ul style="list-style-type: none"> <li>4. <i>Opportunities for acceleration/enrichment</i></li> <li>5. Results of assessment guide instruction</li> </ul> | <p>needs of students; short and long term goals will be communicated to students and parents.</p> <p>4, 5, Analysis of assessment results will guide the development of differentiated instruction to meet the needs of students needing acceleration / remediation in class and through extended learning opportunities provided.</p> | Teachers, Support Staff |                                       | <p>Trimester, Ongoing</p> <p>Sept – June</p> |
|---|--|-------------------------|---------------------------------------|--|
|   | <p>1,3, Standards for Mathematical Practice (within the California Common Core Standards) will be used in K-5 classrooms. These include: Making sense of problems and persevere in solving them. Reasoning abstractly and quantitatively. Constructing viable arguments and critique the reasoning of others</p>                       | Principal, Teachers     |                                       | Spring 2012                                  |
|   | <p>3, Curriculum and instruction will become aligned to California Common Core Standards once an implementation plan has been established.</p>   | Principal               |                                       | Ongoing                                      |
|   | <p>2,3,4, Math games, math centers, manipulatives and a variety of research-based instructional strategies found in the Every Day Math program along with effective supplemental math activities will be used to meet the needs of all students.</p>   | Teachers                |                                       | Ongoing                                      |
| Key Components & Characteristics  | Mathematics Activities   | Person Responsible      | Budget & Resources                    | Timeline                                     |
| <p><b>C. Instructional Time</b></p> <ul style="list-style-type: none"> <li>1. All students receive 50-60 minutes of instruction</li> </ul>  | <p>1,3,4 All students in grades K-5 receive a minimum of 60 minutes of uninterrupted, interactive, engaged math instruction daily.</p>   | Teachers, Principal     | EDM adoption, Instructional Materials | Daily  |

|  |   |  |         |           |
|--|---|--|---------|-----------|
| <ul style="list-style-type: none"> <li>❑ 2. Learning time extended through homework</li> <li>❑ 3. Students actively participate during allocated time</li> <li>❑ 4. Instructional time maximized and protected</li> <li>❑ <b>5. <i>Extended learning day/year (before school, after school, Saturday School, summer school)</i></b></li> </ul> | <p>3,4, Math games, math centers, manipulatives and a variety of research-based instructional strategies found in the Every Day Math program along with effective supplemental math activities will be used to meet the needs of all students.</p>  | Teachers,  |         | Daily     |
|  | <p>2, All students will receive homework using home links and school links to extend and support classroom lessons and experiences.</p>   | Teachers   |         | Daily     |
|  | <p>3,4, Scheduling of math instructional time will take place in the morning as often as possible and will be protected from other interruptions in schedule whenever possible.</p>   | Teachers,<br>Principal                                   |         | Ongoing   |
|  | <p>3, All students (K-5) will actively participate in math activities that will develop strong problem solving strategies &amp; skills applications (emphasizing the Standards for Mathematical Practice within the California Common Core Standards).</p>  | Teachers,<br>Principal                                   |         | Daily     |
|  | <p>4,5, Students in grades 3<sup>rd</sup>-5<sup>th</sup> not meeting grade level standards in math will be designated Title 1 and receive intervention through small group instruction for 30 min/day, 2-3 times per week. English Learners identified as Beginner or Early Intermediate on the CELDT will receive ELL instruction for 30 min/day, 2-3 times per week. RSP students will receive extra support and instruction based on the goals in their IEP's.</p> | Principal,<br>Teachers,<br>Title 1 Aides,<br>ELL Teacher | Title 1 | 2012-2013 |
|  | <p>5, Teachers provide communication and resources to students enrolled at the Fairfax/San</p>  | Teachers,<br>Principal                                   |         | Ongoing   |



|   |   |                                     |  |         |
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|   | <p>Anselmo Children's Center in order to benefit from extra support and extended learning opportunities after school.</p> <p>5, Students with Disabilities who qualify will be provided with extended school year opportunities through the district's summer program.</p>  | Special Ed. Staff,<br>Principal     | Special Ed.                              | July    |
| <b>D. Instructional Materials</b> <ul style="list-style-type: none"> <li>❑ 1. Focus on grade-level standards</li> <li>❑ 2. Resources are accurate</li> <li>❑ 3. Resources emphasize depth of coverage</li> <li>❑ 4. Resources organized in a sequential &amp; logical way</li> <li>❑ <b>5. Provide suggestions for special needs (low-achievers, EDY, ELs, RSP, GATE)</b></li> <li>❑ 6. Instructional options included</li> <li>❑ 7. Resources balanced</li> <li>❑ 8. Resources provide opportunities for students to explain their thinking</li> <li>❑ 9. Resources supply ideas or tools for accommodating diverse student performance</li> </ul> | <p>1,2,3,4,5,6,7,8,9, Students will learn using Every Day Math as their core curriculum with supplemental materials chosen by teachers as needed to meet standards.</p>   | District,<br>Principal,<br>Teachers | EDM adoption,<br>Instructional Materials | Ongoing |
|   | <p>1,2,3,4,7,8, Planning calendar, curriculum, instruction and assessments will become aligned to California Common Core Standards once an implementation plan has been established.</p>  | Teachers,<br>Principal              |  | Ongoing |
|   | <p>4,8, All students (K-5) will actively participate in math activities from EDM that will develop strong problem solving strategies &amp; skills applications (emphasizing the Standards for Mathematical Practice within the California Common Core Standards).</p>   | Teachers,<br>Support Staff          |  | Daily   |
|   | <p>5,6, EL's and special needs students are identified through assessment data and receive additional opportunity to work with parent volunteers, instructional aides and teacher. Resource students are provided support through Resource Teacher &amp; aide, and through differentiated and individualized instruction.</p> | Teachers,<br>Principal              | Title 1                                  | Ongoing |
|   | 2,3,5, Resources are available to provide   | Teachers                            | Title 1, Special                         | Ongoing |

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|  | extended access and depth (i.e, manipulatives, technology) for regular and after school programs. | Principal | Ed. PTA |  |
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| Key Components & Characteristics   | Mathematics Activities  | Person Responsible   | Budget & Resources                 | Timeline |
|--|---|--|------------------------------------|----------|
| <b>E. Grouping</b> <ul style="list-style-type: none"> <li>❑ 1. Flexible - Whole and heterogeneous; utilizes grouping options</li> <li>❑ 2. Maintains or changes grouping in accordance with student performance</li> <li>❑ 3. Uses cooperative groups judiciously</li> <li>❑ 4. Tutoring supplements explicit instruction</li> <li>❑ 5. Centers &amp; independent activities aligned with goals, strategies &amp; grade-level standards</li> </ul> | 1,2,3,4, Whole-group/ heterogeneous instruction is used when the objective is appropriate for the range of learners and is required for teaching of standards; homogeneous grouping is used to customize specific instruction and provide intervention based on assessed needs of students. These homogenous groupings can happen during any part of the day as the teacher deems necessary (both in class as well as pull-out). EL and students with disabilities are grouped for targeted instruction based on need and identified goals. Students in grades K-5 <sup>th</sup> not meeting grade level standards in math will receive in-class re-teaching and 3 <sup>rd</sup> -5 <sup>th</sup> graders will be designated Title 1 and receive intervention through small group instruction for 30 min/day, 2-3 times per week. RSP students will receive extra support and instruction based on the goals in their IEP's | Teachers,<br>Principal,<br>Special Ed staff, Title 1 Aides, Slip Aides, EL Teacher | General Fund, Title 1, Special Ed. | Ongoing  |
|  | 2,4,5, Centers work in grades K-2 <sup>nd</sup> provide small group instruction and differentiation opportunities based on standards and student need.  | Teachers   |                                    | Daily    |
|  | 1,2, In grades 3-5, Intervention/extension time   | Teachers   |                                    | Ongoing  |

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|   | <p>will be used to respond to individual needs based on exit slip results and other embedded assessments/teacher observations. Small groups are formed and skills are re-taught based on need.</p> <p>3 Cooperative groups will be used to supplement, support and/or expand instruction.</p> <p>5 Math instruction will be aligned with grade level Common Core standards.</p> <p>2, Multi-Age Program classrooms (MAP) will group students according to grade-level for standards based instruction.</p>  | <p>Teachers</p> <p>Teachers,<br/>Principal</p> <p>Teachers</p>  |   | <p>Ongoing</p> <p>Spring 2012</p> <p>Daily</p> |
| <p><b>F. Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>❑ 1. Opportunity for systematic teaching &amp; practice to learn skills &amp; strategies</li> <li>❑ 2. Opportunities for acceleration/enrichment</li> <li>❑ 3. Teacher adapted instruction for multiple needs</li> </ul> | <p>1,2,3 Teachers use direct instruction and guided practice to provide opportunity for systematic teaching and practice; re-teaching will be provided by classroom teacher and supported through resource teacher, homework practice, and remedial support; acceleration will be provided through enrichment activities provided by classroom teacher and use of technology online resources.</p> <p>1, 3, Students in grades K-5<sup>th</sup> not meeting grade level standards in math will receive differentiated instruction in small groups in the classroom in addition 3<sup>rd</sup>-5<sup>th</sup> graders will be identified as Title 1 and receive intervention through small group instruction for 30 min/day, 2-3 times per week. RSP students will receive extra support and instruction based on the goals in their IEP's (push in and pull out).</p> <p>2, Opportunities for acceleration will be provided</p> | <p>Teachers,<br/>Special Ed.<br/>Staff</p> <p>Teachers,<br/>Principal,<br/>Title 1 Aides,<br/>Slip Aides, EL<br/>Teacher,<br/>Special Ed.<br/>Staff</p> <p>Teachers</p> | <p>General Fund,<br/>Special Ed.</p> <p>Title 1</p> | <p>Daily</p> <p>Ongoing</p> <p>Ongoing</p>     |

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|  | <p>in class and through home study through student reading materials, questioning strategies, and problem solving opportunities.</p> <p>2,3, Planning calendars and supplements will be aligned to the California Common Core Standards to ensure that all students are progressing toward these standards; accommodations and support will be provided for students with identified need; additional materials will be provided for extension and re-teaching.</p> | Principal,<br>Teachers |  | Ongoing |
|--|---|------------------------|--|---------|

| Key Components & Characteristics  | Mathematics Activities   | Person Responsible     | Budget & Resources | Timeline          |
|---|--|------------------------|--------------------|-------------------|
| <b>G. Classroom Instructional Management</b> <ul style="list-style-type: none"> <li>❑ 1. Classrooms highly interactive</li> <li>❑ 2. Classrooms have strong sense of purpose</li> <li>❑ 3. Intrinsic motivation fostered by assisting students to develop a deep understanding of math</li> <li>❑ 4. Academic &amp; social expectations well-established; teacher optimistic about prospects for all students to achieve</li> </ul> | 1,2,3,4,5, Students and teachers will engage and use behavior strategies conducive to creating environments of risk, trust and responsibility for all learning. Toolbox program will be used to teach and reinforce positive behavior. | Teachers               | General Ed.        | Ongoing           |
|   | 2,3,4,5, Students and parents are informed of expectations for performance and receive timely feedback on progress via progress reports, parent teacher conferences, report card, newsletters, websites and emails.                    | Teachers,<br>Principal |                    | Fall -<br>Ongoing |
|   | 2,4,5, Expectations based on standards are well-established. Standards are identified and communicated by teacher to students.   | Teachers,<br>Principal |                    | Fall -<br>Ongoing |
|   | 1,2,3,5,6, Students will receive instruction on how to effectively participate cooperatively and collaboratively using Toolbox in mathematical   | Teachers               |                    | Fall –<br>Ongoing |

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| <ul style="list-style-type: none"> <li>❑ 5. Clear links between instruction, behavior &amp; curriculum</li> <li>❑ 6. Well-planned &amp; managed whole-class &amp; small-group lessons</li> </ul> | <p>problem solving. Instruction is specific to promote student success in participating in highly interactive mathematical problem solving experiences emphasizing the Standards for Mathematical Practice within the California Common Core Standards.</p> <p>1,3,6 Instruction is varied to include whole group, small group, individual and cooperative groups.</p> <p>4, School-wide academic and behavioral expectations are set, taught, and supported by posted classroom norms/rules and the use of the Toolbox program.</p> <p>2,4, Expectations based on Common Core standards will be well-established. Standards will be identified and communicated by teacher to students.</p> <p>1, 3<sup>rd</sup>-5<sup>th</sup> grade students' use of technology will be developed by using netbook cart, and computer lab on a weekly basis.</p> <p>1,2,4,5, K-5<sup>th</sup> grade classes will receive a minimum of 2 hours of work with Dave Nettell developing a more productive learning environment through the use of challenges. (Program ended in 2012)</p> | <p>Teachers</p> <p>Teachers, Principal</p> <p>Teachers, Principal</p> <p>Teachers</p> <p>Teachers, Dave Nettell</p> | <p>PTA</p> <p>YES Foundation Grant</p> | <p>Daily</p> <p>Fall-Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Jan-May 2012</p> |
| <p><b>H. Professional Development</b></p> <ul style="list-style-type: none"> <li>❑ 1. Teachers receive</li> </ul>  | <p>2,5, Teachers participate in staff and grade-level discussions to analyze aggregated and disaggregated student math data to monitor progress and plan the instructional program.</p>   | <p>Teachers, Principal</p>  | <p>Title 2</p>                         | <p>Ongoing—Early release Wednesdays</p>  |

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| <p>excellent pre/inservice training</p> <ul style="list-style-type: none"> <li>❑ 2. Focuses on enhancing teachers' proficiency and providing pedagogical tools</li> <li>❑ 3. Long-term; actively engages teachers in math &amp; math instruction</li> <li>❑ 4. Activities ongoing &amp; in-depth</li> <li>❑ 5. Teachers have time &amp; opportunity to work together</li> <li>❑ <b>6. Includes <u>all</u> staff who work with students</b></li> <li>❑ <b>7. Includes teacher training on working effectively with parents</b></li> </ul> | <p>1,2,3,4,5,6, Staff will continue to participate in district wide grade level conversations around math curriculum mapping, Common Core Standards and the refinement of report cards with Math Coach Josh Deis.(Program ended in 2011-2012)</p>                                | <p>Teachers, Principal, District</p> | <p>Title 2, Grants, PTA, SSC</p> | <p>2011-2012</p>                                 |
|  | <p>1,2,4,5, Teachers, support staff, and principal will participate in Anita Archer intervention, Project GLAD, Common Core Standards, Computer Use in Education, Toolbox, and No Bully trainings, share strategies with colleagues and utilize practices learned.</p>           | <p>Teachers, Principal</p>           | <p>PTA, Title 2, SSC</p>         | <p>Ongoing</p>                                   |
|  | <p>1,2,3,4,5,6 Ongoing professional development will address the school focus on improving student behavior and integrating technology throughout the curricula to ensure students' achievement of grade level standards and developing 21<sup>st</sup> century skills.</p>      | <p>Principal, Teachers, District</p> |                                  | <p>Ongoing</p>                                   |
|  | <p>5, Teachers facilitate district and site grade level meetings to analyze and discuss student learning and share teaching strategies in grade level team meetings.</p>   | <p>Principal, Teachers</p>           | <p>Title 2, PTA</p>              | <p>Ongoing—<br/>Early release<br/>Wednesdays</p> |
|  | <p>1,2,4,6,7 Instructional staff and others who work with students will be provided opportunities to attend research-based, best practices training in the teaching and learning of mathematics. Collegial sharing at grade level meetings will be a priority for the teams.</p> | <p>Principal, Teachers, District</p> | <p>PTA</p>                       | <p>Ongoing</p>                                   |

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|  | 7, Teachers will explore ways to effectively communicate with parents on working with their children (progress reports, report cards, conferences, agenda planners in 4 <sup>th</sup> and 5 <sup>th</sup> grades) | Principal, Teachers, District |  | Ongoing |
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| Key Components & Characteristics  | Mathematics Activities  | Person Responsible  | Budget & Resources | Timeline               |
|---|---|---------------------|--------------------|------------------------|
| <b>I. Administrative Practices</b> <ul style="list-style-type: none"> <li>❑ 1. Mathematics achievement a priority</li> <li>❑ 2. Clear long-term and short-term goals</li> <li>❑ 3. Scheduling and grouping support program</li> <li>❑ 4. Consideration given to using math specialists</li> <li>❑ 5. Administrators &amp; teachers collaborate on developing schoolwide management systems</li> </ul> | 1, Create a PTA budget priority to provide \$500 dollars worth of professional development to each teacher annually.  | Principal           | PTA                | Ongoing                |
|   | 1, Participate in regularly scheduled curriculum meetings, principal trainings, and district and site professional development. Research effective instructional and intervention strategies, ELL instruction.  | Principal           | Title 2, PTA, SSC  | Ongoing                |
|   | 1, Create intervention and pull-out schedules that protect core math instruction in the general classroom.  | Teachers, Principal |                    | Fall – Trimester Basis |
|   | 1,2,3,5, Meet with leadership team to plan program improvements using common assessment data and other evidence of student learning to plan instruction and management, guide the academic program, and design/implement differentiation with the use of instructional aides. | Principal, Teachers |                    | Monthly                |
|   | 1,2,5, Work with all staff during their evaluation years to provide regular opportunities to reflect on their instructional practices—structured conversations that focus on student learning and   | Principal, Teachers |                    | Ongoing                |

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|  | best practices reflection.   |                     |               |         |
|  | 3, 5, Work with the leadership team to refine the structure of Integrated Services Team/ Student Study Team model so that data and student work are analyzed with teachers in a systematic method prior to discussions about special ed. | Principal, Teachers |               | Monthly |
|  | 1,2,3, Schedule school-wide events around math designated time; work with staff to adjust math time around specialist schedules when possible.   | Principal, Teachers |               | Ongoing |
|  | 3,5, Meet as needed with grade level team leaders to plan program improvements using common assessment data and other evidence of student learning.  | Principal, Teachers |               | Ongoing |
|  | 3,5, Schedule and allocate personnel to best meet the needs of all students to achieve grade level standards.  | Principal, Teachers | Title 1, SLIP | Ongoing |
|  | 1,2,5, Work with leadership team to ensure that an implementation plan for the California Common Core Standards is developed.  | Principal, Teachers |               | Ongoing |
|  | 1,2 Parents will receive information about math standards, curriculum and assessment at Back-To-School Night, Open House, SSC and PTA meetings, as well as classroom and school newsletters.   | Principal, Teachers |               | Ongoing |
|  | 1,2,3,5, Meet with leadership team to implement GLAD, SEL, and coordinate support systems for students not meeting standards; they will be   | Principal, Teachers |               | Monthly |



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|   | identified and assigned additional support; personnel will be assigned to best meet the needs of all students to achieve math standards; instructional time will be protected from interruption.  |  |          |  |
| <b>J. Parent &amp; Community Involvement</b><br>□ <b>1. Parents well-informed about content standards, curriculum, assessment &amp; progress of their children - receive information</b><br>□ <b>2. Parents encouraged to actively involve themselves in education &amp; are supported in their efforts - receive training</b><br>□ <b>3. Materials/programs organized so parents, siblings and/or community members can provide extended learning experiences</b><br>□ 4. Community partnerships to design & provide professional development, tutoring & other programs<br>□ 5. Community used as classroom | 1,2,3,4,6, School Site Council will develop, revise, and distribute each year a parent-student handbook (accessible on-line).<br><br>1,2,3,6, Teachers establish agreements with parents to support student success at home and to work toward successful home-school collaboration.<br><br>1,2,3,6, Parents/Guardians will monitor nightly math homework to support learning.<br><br>3,4, In-school programs to support math will include parent/community volunteers.<br><br>1,2,3,6, Multi-Age Program teachers conduct parent volunteer training each year.<br><br>1,2,3,4,5, Improve communication and partnership with the Fairfax/ San Anselmo Children's center so that student needs are better met—translation services, homework help, etc.<br><br>1,2, Parents will receive information about math standards, curriculum and assessment progress; assessments results will be presented in a manner | Teachers, Parents, Principal<br><br>Teachers, Parents Principal<br><br>Teachers, Parents<br><br>Principal, Marin Co. Sch. Volunt.<br><br>MAP Teachers<br><br>Teachers, Principal<br><br>Principal, Teachers, SSC | SSC, PTA | Ongoing<br><br>Ongoing<br><br>Ongoing<br><br>Ongoing<br><br>Fall<br><br>Ongoing<br><br>Ongoing |

|                                    |  |                     |  |           |
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| ❑ 6. Parent Compact supports goals | that is easy to understand. Information will be provided at Back-To-School Night, Open House, SSC and PTA meetings, monthly/weekly classroom and school newsletters.   |                     |  |           |
|                                    | 2,3,6, Parents will receive written material throughout the year and through individual conferences on working effectively with their children to reinforce math concepts through homework and to understand assessment results. | Teachers, Principal |  | Ongoing   |
|                                    | 1,2,6 Establish an English Learner Advisory Committee and participate in DELAC.  | Principal, Parents  |  | 2012-2013 |

## DIMENSION 2. LEARNING ENVIRONMENT

### Goals:

- To develop and maintain an environment where all adults within the learning community are committed to ensure that Manor School is a culture of inclusivity, creativity, happiness, confidence and engagement which will benefit all children
- To develop a comprehensive “social vision” and implementation plan for Manor School
- To continue to foster a cooperative relationship and improved communication between parents in the MAP and K-5 programs

### Measurable Objectives

| Measurable Objective #1   | Progress:  |
|---|--|
| <b>2011-2012:</b> By April 1, 2012, the SSC will develop and propose to the Manor staff, a “Social Vision Statement” which all staff will ratify. | Developed and ratified during the 2011-2012 school year. |
| <b>2012-2013:</b> Social Vision Statement to be included in body of Single Plan   |  |

| Measurable Objective #2   | Progress:                                     |
|---|---|
| <b>2011-2012:</b> By June 1, 2012 a new Parent/Student Handbook will be developed which will include the Manor Social Vision, as well as developed policies and procedures to ensure a positive learning environment. | Handbook produced and published in 2012-2013. |
| <b>2012-2013:</b> Site Council will make revisions for 2013-2014 school year.   |   |

| Measurable Objective #3  | Progress:  |
|--|--|
| <b>2011-2012:</b> By 2013 there will be an increase in satisfaction of 5-20% on the following parent survey questions: <ul style="list-style-type: none"> <li>○ Students show respect for other students' diversity (from 84% to 94%).</li> <li>○ My child feels safe at school (from 90% to 95%).</li> <li>○ There is adequate supervision on the yard during the school day (from 55% to 75%).</li> <li>○ Discipline is consistently applied on the playground (from 48% to 68%).</li> </ul> | The Parent Survey was not administered during the 2011-2012 school year. |
| <b>2012-2013:</b> same objective if survey is administered by the district   |  |

| Measurable Objective #4   | Progress:                                |
|---|--|
| <b>2011-2012:</b> By 2013 there will be an increase in satisfaction of 30-50% on the following staff survey questions: <ul style="list-style-type: none"> <li>○ I feel supported in addressing the diverse social / emotional needs of my students (from 14 % to 64%). <i>This question was not asked on the 2011-2012 Staff Survey</i></li> <li>○ The character education /social emotional work we are doing at my site benefits students (from 54% to 84%). <i>The 2011-2012 Staff Survey results show an increase of 3% (from 54% to 57%)</i></li> <li>○ The site administrator is effectively cultivating a culture of trust (from 27% to 77%). <i>The 2011-2012 Staff Survey results show an increase of 31% (from 27% to 58%)</i></li> <li>○ The site administrator's communication with parents/guardians (from 36% to 86%). <i>The 2011-2012 Staff Survey results show an increase of 50% (from 36% to 86%)</i></li> <li>○ The site administrator's management of student discipline (from 36% to 86%). <i>The 2011-2012 Staff Survey results show an increase of 35% (from 36% to 71%)</i></li> <li>○ The site administrator's instructional leadership—ability to lead the staff (from 18% to 68%). <i>The 2011-2012 Staff Survey results show an increase of 40% (from 18% to 58%)</i></li> </ul> | See italics next to each survey question |
| <b>2012-2013:</b> same objectives   |  |

| <b>Measurable Objective #5</b>   | <b>Progress:</b> |
|--|------------------|
| <p><b>2012-2013:</b> By 2014 there will be an increase in satisfaction of 10% on the following student survey questions:</p> <ul style="list-style-type: none"> <li>○ Students are kind to each other at recess (from an average of 88% across grade levels to 98% of students responding with “yes or sometimes” and more students responding with “yes” than “sometimes”)</li> <li>○ I feel safe on the playground (from an average of 90% across grade levels to 100% of students responding with “yes or sometimes” and more students responding with “yes” than “sometimes”)</li> </ul> | New objective    |

| <b>Key Components &amp; Characteristics</b> | <b>Learning Environment Actions</b>   | <b>Person Responsible</b> | <b>Est. Cost &amp; Funding Source</b> | <b>Timeline</b>             |
|---|---|---------------------------|---------------------------------------|-----------------------------|
| <b>A. Assessment</b>                        | <ul style="list-style-type: none"> <li>• Parent and staff survey will be administered once each year.</li> </ul>  | Principal                 | District, SSC                         | Ongoing                     |
|   | <ul style="list-style-type: none"> <li>• Discipline records (discipline referrals for principal actions) will be accurately kept in Aeries.</li> </ul>  | Principal                 |                                       | Ongoing                     |
|   | <ul style="list-style-type: none"> <li>• Attendance records will be accurately kept in Aeries. School will act to enforce compliance with state attendance laws.</li> </ul>   | Principal, Teachers       |                                       | Ongoing                     |
|   | <ul style="list-style-type: none"> <li>• Survey Team will be established to create a K-5 student survey.</li> </ul>   | Principal, Teachers, SSC  |                                       | Feb/May 2012<br>(Completed) |
|   | <ul style="list-style-type: none"> <li>• Student Survey (K-5) will be developed (with student input) and given 2x/year (February and May 2012 and November and May in subsequent years). Results will be shared with staff and Site Council.</li> </ul> | Principal, Teachers       |                                       | Ongoing                     |
|   | <ul style="list-style-type: none"> <li>• 2 different focus groups will be developed to further analyze student survey data. One focus</li> </ul>  | SSC                       |                                       | January 2013 and Ongoing    |

|                       |   |   |   |  |
|-----------------------|---|---|---|--|
|                       | <p>group will be comprised of Student Council members in 4<sup>th</sup> and 5<sup>th</sup> grades, and the other will be a diverse group of students in 1<sup>st</sup> -5<sup>th</sup> grades chosen by the teachers on the site council. The school librarian will run the focus groups (current member of site council) and will focus on themes of trust and recess safety).</p> <ul style="list-style-type: none"> <li>• Healthy Kids survey will be administered once every two years to fifth grade students.</li> </ul>  | Principal, Teachers   |   | Ongoing  |
| <b>B. Instruction</b> | <ul style="list-style-type: none"> <li>• School-wide common language to support students in resolving conflicts will be developed and used with students as a result of No Bully training and work with Dave Nettell. (Program ended in 11-12)</li> <li>• Monthly character education strategies from Tool Box are taught in classrooms and reinforced at Wednesday Welcome and on the playground.</li> <li>• Classroom instruction will support and compliment monthly character focus (different tools taught monthly)</li> <li>• District SEL curriculum committee will choose and pilot an SEL curriculum to use in classrooms and in conjunction with other practices (Completed in 11-12).</li> <li>• Merge the PAL (Parents at Lunch) program with the Peace Mentors program, in order to create a simplified, coordinated effort to increase pro-social behavior and respond to conflicts on the lunch yard. Coordinated training will be delivered to both adults and</li> </ul> | <p>All Staff</p> <p>Principal, Teachers</p> <p>Teachers, Principal</p> <p>Teachers, Principal</p> <p>Principal, Parents, Students</p> <p>Principal, Parents, Students</p> | <p>\$1000, SSC, YES Foundation Grant</p> <p>Title 2</p> <p>Title 2</p> <p>Title 2</p> | <p>Spring 2012 (Dave Nettell program discontinued after 11-12.)</p> <p>2012-2013 and Ongoing</p> <p>Ongoing</p> <p>Monthly (Completed)</p> <p>Spring-Fall 2012 (Completed)</p> |

|  |   |                                   |                      |                                      |
|--|---|-----------------------------------|----------------------|--------------------------------------|
|  | students with common language and common purpose using strategies learned from No Bully and Tool Box trainings (Completed in 11-12).  |                                   |                      |                                      |
|  | <ul style="list-style-type: none"> <li>Students will participate in activities to develop social problem solving skills and reinforce a safe learning environment (Dave Nettell challenges-- at least 2 hours in each classroom in 2012, character building lessons, assemblies, class meetings, Buddies, team games and activities, and student council) (Completed.)</li> </ul> | Principal, Teachers, Dave Nettell | YES Foundation Grant | Spring 2012 (Program Ended in 11-12) |
|  | <ul style="list-style-type: none"> <li>Students will participate in a variety of activities designed to foster respect for cultural and ethnic diversity.</li> </ul>  | Principal, Teachers               |                      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>Students will participate in a variety of activities to connect them with the larger community (food and clothing drives, pen pals, UNICEF, Heifer Project, etc.)</li> </ul>   | Principal, Teachers               |                      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>Teachers and Yard Supervisors will participate in Playworks training and follow up meetings to improve yard supervision and develop more refined playground rules. (Activity discontinued in 11-12)</li> </ul>   | Teachers Principal, Support Staff | \$700, PTA           | Discontinued in 11-12                |
|  | <ul style="list-style-type: none"> <li>The school site "Green Team" will continue to research and recommend improvements in recycling and other environmental improvement efforts.</li> </ul>   | Principal, Teachers, Student      |                      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>Students will participate in Solution Teams when incidences of bullying occur.</li> </ul>  | Principal, Teachers, Student      |                      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>School Site will identify ways to have a school-wide approach to increasing student and adult respect and appreciation for diversity.</li> </ul>   | Principal, Teachers,              |                      | 2012-2013                            |

|                                    |   |                          |                         |                                  |
|------------------------------------|---|--------------------------|-------------------------|----------------------------------|
| <b>C. Professional Development</b> | <ul style="list-style-type: none"> <li>Principal and two teachers will be trained in No Bully-Solution Team in Fall 2011. 3 more teachers will be trained in Fall of 2012.</li> </ul>   | Principal, Teachers      | Private Grant           | Ongoing                          |
|                                    | <ul style="list-style-type: none"> <li>All staff will participate in No Bully Whole Staff training to develop common language and practices to interrupt negative behavior.</li> </ul>  | Principal                | \$1000, SSC             | Spring 2012 (Completed)          |
|                                    | <ul style="list-style-type: none"> <li>Teaching and Yard Supervisors will participate in Tool Box training and follow up meetings to improve yard supervision and develop more refined playground rules.</li> </ul>   | Principal, Support Staff | Title 2                 | Fall 2012                        |
|                                    | <ul style="list-style-type: none"> <li>All staff will participate in 1<sup>st</sup> Aide, CPR training.</li> </ul>  | Principal, SSC           | SSC, PTA                | TBD                              |
|                                    | <ul style="list-style-type: none"> <li>Teachers will be trained to use a SEL curriculum once one is chosen by the SEL committee. (Completed, Tool Box selected)</li> </ul>  | Principal, District      | Instructional Materials | TBD (Completed in 12-13)         |
| <b>D. Administrative Practices</b> | <ul style="list-style-type: none"> <li>Principal will communicate on a weekly basis with parents with the Manor News by e-mail</li> </ul>   | Principal                |                         | Ongoing                          |
|                                    | <ul style="list-style-type: none"> <li>Merge the PAL (Parents at Lunch) program with the Peace Mentors program, in order to create a simplified, coordinated effort to increase pro-social behavior and respond to conflicts on the lunch yard. Coordinated training will be delivered to both adults and students with common language and common purpose using strategies learned from No Bully and Tool Box training.</li> </ul> | Principal, Parents       |                         | Spring 2012 (Completed in 12-13) |
|                                    | <ul style="list-style-type: none"> <li>SSC will develop and propose to the Manor staff, a “Social Vision Statement” which all staff will ratify. (Completed in 11-12)</li> </ul>  | SSC, Principal           |                         | Spring 2012 (Completed in 11-12) |
|                                    | <ul style="list-style-type: none"> <li>SSC will develop a new Parent/Student Handbook which will include the Manor</li> </ul>   | SSC, Principal           |                         | Spring 2012                      |

|                        |  |   |  |  |
|------------------------|--|---|--|--|
|                        | <p>Social Vision, as well as well developed policies and procedures to ensure a positive learning environment. It will be posted on the school web site. (Handbook developed in Fall 2012 and published).</p> <ul style="list-style-type: none"> <li>• Restructure K/1 lunch time. K will eat from 11:30-11:45 then play until 12:15. 1<sup>st</sup> grade will eat from 12:00-12:15 then play. The maximum number of students playing on the yard at one time will decrease from 140 students to 80. (Completed in 12-13)</li> <li>• Restructure yard duty schedule to increase consistency and accountability for staff. Instead of having a schedule where 6 teachers each cover half a recess everyday for a week, 3 teachers are now assigned to a whole recess each day for 6 weeks.</li> <li>• School calendar will be updated and available on the Manor School website as well as the Manor PTA web site. All school events will be posted on the calendar including SSC meetings, PTA meetings, MAP Parent Advisory Board meetings, etc.</li> <li>• Agendas and minutes from SSC, PTA, and MAP Advisory Board meetings will be made available on the Manor web site and included in the Manor News.</li> <li>• Coordinate with District Behavior Program Coordinator and District Counseling Coordinator and use the SST process to meet the diverse behavioral and emotional needs of students K-5</li> </ul> | <p>Principal</p> <p>Principal, A.A., PTA, District</p> <p>Principal, SSC, PTA, MAP Advisory Board, A.A</p> <p>Principal, SSC, PTA, MAP Advisory Board, A.A.</p> |  | <p>(Completed)</p> <p>(Completed)</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |
| <b>H. Parent &amp;</b> | <ul style="list-style-type: none"> <li>• Establish an English Learner Advisory</li> </ul>  | Principal,  |  | 2012-2013  |



|                              |   |                              |                |                |
|------------------------------|---|------------------------------|----------------|----------------|
| <b>Community Involvement</b> | Committee (ELAC)  | Parents                      |                |                |
|                              | <ul style="list-style-type: none"> <li>PTA, SSC, and MAP Advisory Board meetings are held monthly and information / discussion in regards to school environment are shared. Evening parent education events are held throughout the school year.</li> </ul>                     | Teachers, Principal, Parents | \$600, PTA/MAP | Monthly        |
|                              | <ul style="list-style-type: none"> <li>Parent Ed Café—powered by PTA and MAP will be established for parent education. A library of education related books will be available for parents to check out from the Manor library as well as regular book club meetings.</li> </ul> | Parents                      | PTA/MAP        | Ongoing        |
|                              | <ul style="list-style-type: none"> <li>The Manor News as well as classroom newsletters provide information around Manor’s learning environment and planned activities.</li> </ul>   | Principal, Teachers          |                | Weekly—Ongoing |
|                              | <ul style="list-style-type: none"> <li>Parents will participate directly in delivery of the instructional program in a variety of ways (volunteers, on special projects, in selection of assemblies, in the school garden as guest lecturers)</li> </ul>                        | Parents, Teachers, Principal |                | Ongoing        |
|                              | <ul style="list-style-type: none"> <li>Parents will help develop projects and programs through a variety of opportunities (site council, Peace Coaches, MAP Advisory Board, YES, KIND, Garden Circle, Safe Routes to School, FLOW, District committees).</li> </ul>             | Parents, Principal, Teacher  |                | Ongoing        |
|                              | <ul style="list-style-type: none"> <li>Parents will generate opportunities to include the community at large with school celebrations, the Manor Winter Faire, Wreath Making, Lap-a-Thon, YES Theater, and YES Fest.</li> </ul>   | Parents                      |                | Ongoing        |
|                              | <ul style="list-style-type: none"> <li>Staff will provide information outreach to</li> </ul>  | Principal,                   |                | January        |

|  |   |  |                |             |
|--|---|--|----------------|-------------|
|  | preschool and incoming Kindergarten families about the K-5 and MAP programs through orientation nights and other forms of communication.  | Teachers, A.A., District                   | YES Foundation |             |
|  | • Staff will host at least one District English Learner Advisory Committee meeting each year, to encourage parents of English Learner students to be informed and participate in the school.  | District, Principal                        |                | Annually    |
|  | • Teachers will provide parents with an updated website or classroom newsletter at regular intervals (minimum = once per month) throughout the year.  | Teachers                                   |                | Ongoing     |
|  | • Coordination and collaboration will take place in the form of meetings and email communication between Manor and the Fairfax/San Anselmo Children's Center as a way to further involve working parents and parents with limited access to the school community. | Principal, Teachers, Parents, FFSACC Staff |                | Ongoing     |
|  | • Provide at least one parent night with Dave Nettell in order to provide language to use at home (Completed in 11-12)  | Principal                                  |                | Spring 2012 |
|  | • Revise site Emergency Plan with participation of parents and staff on the District Emergency Planning Team  | Principal, SSC                             |                | Spring 2013 |

## ADDITIONAL COMPONENTS

### TEACHING & LEARNING: HISTORY-SOCIAL SCIENCE

#### **Standards:**

(In addition to the standards described below, K-5 reading in History-Social Science standards are embedded within the California Common Core Standards)

Based on the California History-Social Science Content Standards adopted in 1998, students at Elementary receive a program that emphasizes historical narrative, the role of significant individuals throughout history and the rights and obligations of citizenship. While emphasizing Western civilizations as the source of American political institutions, laws, and ideology, the standards also expect students to analyze the changing political relationships within and among other countries and regions of the world. (Source: *Academic Standards Commission*). K-4 students are introduced to the basic concepts of four disciplines: history, geography, civics and economics. The disciplines are woven together within the standards at grade five.

#### **Curriculum & Instruction:**

The following grade level themes reflect a program that spirals from the child's place in the classroom and community to the county, state, and world:

- K: Learning and Working Now and Long Ago (school rules, national & state symbols, community jobs, location, and calendar)
- 1. A Child's Place in Time and Space (Citizenship, location, symbols & traditions of the U.S., everyday life around the world)
- 2. People Who Make a Difference (Community)
- 3. Continuity and Change (Local Region, Napa County)
- 4. A Changing State (California History)
- 5. United States History and Geography: Making a New Nation (Pre-Columbian to mid 1800s)

Aspects of students' lives and society are discussed in relation to history, the community and our school. Students participate in activities that foster democratic ideas including the Green Team, Student Council and Peace Mentors.

The Library Media Center (LMC) is regularly used for research using a variety of written and electronic materials.

#### **Materials:**

Harcourt-Brace is used in Kindergarten; Pearson Scott Foresman is used in grades 1-5. These materials are supplemented with additional resources including print, electronic, and video. Information Literacy is emphasized throughout the history/social sciences program

**Assessment:**

Teachers regularly assess progress formally and informally using tests, reports (oral and written) and project-based learning. An integrated curriculum provides opportunities to apply language arts skills of listening, speaking, reading and writing.

## **TEACHING & LEARNING - SCIENCE**

**Standards:**

(In addition to the standards described below, K-5 reading in Science standards are embedded within the California Common Core Standards)

Based on the California Science Content Standards adopted in 1998, the science strands for grade K-5 include Earth Science, Life Science and Physical Science. All grade levels include an additional strand - Investigations and Experimentation.

**Curriculum & Instruction:**

In addition to hand-on science activities, classes take science-related field trips and are provided in-school science assemblies and programs funded through the PTA. The school garden, under the direction of classroom teachers and parent volunteers, provides an opportunity for hands-on experiences for all students in life science. Fifth grade students will participate yearly in an ecology-based outdoor education program beginning in 2012.

**Materials:**

Full Option Science System (FOSS) by Delta Education is the primary curriculum along with various additional resources. Instruction and learning in the sciences is also supplemented through the use of technology.

**Assessment:**

Teachers use formal and informal assessments along with the embedded assessments in FOSS. 5<sup>th</sup> grade students are assessed in Science on the CST.

## **TEACHING & LEARNING – VISUAL AND PERFORMING ARTS**

Manor School's visual and performing arts curriculum, based on the *Visual and Performing Arts Framework for California Public Schools: K-12* gives all students equal opportunities for instruction, practice and individual expression in the four areas of visual and performing arts: drama/theater, music, visual arts and dance. Credentialed teachers teach visual arts and music to all Manor students for 45 minutes a

week. Experts in the field of Visual and Performing Arts from the community present to students (San Francisco Opera A La Carte, for example). Field trips (San Francisco Symphony, San Francisco Museum of Modern Art) and other cultural events enhance the curriculum.

**Drama/theater:** Most students perform in a class program at least once before an audience each year. 3<sup>rd</sup>-5<sup>th</sup> graders have an opportunity to participate in professionally produced plays coordinated through the district's YES Foundation. 4<sup>th</sup> and 5<sup>th</sup> grade students also have the opportunity to participate in the tech crew of the productions.

Productions are varied in nature and may be monthly at assemblies, seasonal, historical or multicultural. Students have ongoing experiences for choral reading, echo reading, recitation, reading aloud and public speaking.

**Music:** In the primary grades, a credentialed music teacher provides music instruction using ORF techniques. Students in grades 4 and 5 have the opportunity to participate in a chorus or instrumental music instruction (strings, flute, clarinet, trumpet, and trombone). Students are also exposed to music and singing in regular classroom activities. 5<sup>th</sup> grade students annually participate in community concerts. Music is provided to our students through the district's YES Foundation.

**Visual Arts:** With a credentialed art teacher, all Manor students have frequent opportunities to express themselves in a variety of media and receive a well-articulated art program designed to enhance perceptual and cognitive growth, skill development and aesthetic judgment. Art is integrated across content areas. Seasonal and cultural experiences are exemplified in a variety of media, and the basic elements of shape are taught. Students create artworks that are celebrated yearly during Open House, the YES Fest, etc.

## **TEACHING & LEARNING - PHYSICAL EDUCATION and HEALTH**

### **Curriculum & Instruction:**

Four unifying ideas are woven throughout the curriculum at each grade level:

1. Acceptance of personal responsibility
2. Respect for and promotion of the health of others
3. An understanding of the process of growth and development
4. Informed use of health related information, products and services

Students at Manor participate in a developmentally appropriate program. A P.E. specialist provides instruction for students in Kindergarten for 30 minutes weekly, 1<sup>st</sup> and 2<sup>nd</sup> grade get 60 minutes and 3<sup>rd</sup>-5<sup>th</sup> get 90 minutes weekly. The school nurse provides

hearing and vision screening for all students at least twice during their K-5 years, as well as Family Life education to 5<sup>th</sup> graders. Children with special needs are taught coping and empowering skills, by a part-time school counselor. The Integrated Services Team recommends interventions for students needing social and emotional support.

**Assessment:** Assessment is incorporated into units within teachers' plans. Most assessments are performance-based and are used to evaluate student performance over time. All fifth grade students participate in the Fitness Gram assessment, while students at the lower grades are being prepared to meet the expectations of the Fitness Gram.

## **TEACHING & LEARNING - TECHNOLOGY**

### **Overview:**

Accessing and analyzing information is a crucial skill for the 21<sup>st</sup> Century. Technology is a key component of accessing information. Research demonstrates that technology use and a positive effect on student learning is achieved when computers are placed in classroom settings. To promote equity, learning and access, the continued acquisition of classroom computers stations and library media stations is essential to ensure informational literacy. To implement the goals of the instructional program, classroom and Library/Media Center staff must receive relevant staff development and training. Additional classroom and LMC hardware will ensure student access to information and skills required at middle and high schools.

### **Goals:**

- To provide differentiated instruction for all students, i.e. diagnostic, remediation, enhancement, and assistive connectivity
- To improve communication among community, staff and parents
- To instruct students in becoming critical consumers in the selecting, evaluating, analyzing and citing of information.
- To ensure that each student has equitable access to information and the use of technology and will be able to communicate, access, interpret and manipulate data from a variety of locations in the school, district, nation and world

### **Current Program:**

All classrooms, the office, LMC, and Multi-Use room are Internet connected with WiFi. 3<sup>rd</sup>-5<sup>th</sup> grade students access the Library Media Center on a weekly basis to pursue research, word processing and other use of technology. Additionally, classrooms take turns using a cart of netbooks and a separate cart of laptops. Intervention in reading is currently being offered with the use of computers purchased with special education funds.

### **DIMENSION 3: GOVERNANCE & FUNDING**

#### **Governance**

Guided by State and District standards, teachers and the principal determine changes in the curriculum and instructional practices. At PTA, SSC and MAP Parent Advisory Board meetings staff and parents give reports on curriculum, instruction, extra-curricular activities and other items of interest. These groups meet monthly. Their feedback is provided to the staff through the principal and staff members attending monthly meetings. School goals and improvement efforts in the Single Plan for Student Achievement are reviewed on an ongoing basis and revised annually in the fall. Site Council members and all teachers participate in data analysis, goal setting and evaluation of programs. All budget expenditures and activities must be linked to the plan.

#### **School Site Council (SSC)**

SSC is composed of a balance between school/staff (6) and parents (6) based on procedures stipulated in the SSC By-Laws (see Appendix). Members are selected by their respective peer groups. Parent openings are advertised in the newsletter and a ballot (with “write-in” option) is available for all families in the spring. In accordance with the Brown Act, agendas are posted at least 72-hours in advance and all meetings are open to the public.

#### **SCHOOL SITE COUNCIL MEMBERSHIP**

| <b>Name</b>      | <b>Principal</b> | <b>Classroom<br/>Teacher</b> | <b>Other<br/>School<br/>Staff</b> | <b>Parent or<br/>Community<br/>Member</b> |
|------------------|------------------|------------------------------|-----------------------------------|---|
| Jason Richardson | X                |                              |                                   |   |
| Mary Acord       |                  | X                            |                                   |   |
| Nina Watson      |                  | X                            |                                   |   |
| Shannan Wanger   |                  | X                            |                                   |   |
| Liz Cole         |                  | X                            |                                   |   |
| Anne Siembieda   |                  |                              | X                                 |   |
| Mette Shirley    |                  |                              |                                   | X   |
| Magnus Lofstrom  |                  |                              |                                   | X   |
| Eric Bergman     |                  |                              |                                   | X   |
| Rodney Erwin     |                  |                              |                                   | X   |
| Tayu Neogy       |                  |                              |                                   | X   |

# CATEGORICAL FUNDING/BUDGET ALLOCATED TO YOUR ELEMENTARY SCHOOL

## State Programs

| Program  | Purpose   | Amount   | Breakdown                            | Page |
|--|---|----------|--------------------------------------|------|
| <b>English Language Acquisition Program (ELAP)</b>           | Help educationally disadvantaged students succeed in the regular program          | N/A      |                                      |      |
| <b>Economic Impact Aid/English Learner Program (EIA/ELP)</b> | Develop fluency in English and academic proficiency of English learners           | \$15,000 | English Language Development Teacher |      |
| <b>Professional Development</b>                              | Promote school improvement by long-term professional development of school staff  | N/A      | District-Wide                        |      |
| <b>School Improvement Program (SIP)</b>                      | Improve school response to educational, personal and career needs of all students | N/A      |                                      |      |
| <b>SB 1667 Site Block Grant</b>                              | Support implementation of school plan   | \$1,200  |                                      |      |
| <b>Other State: Art/Music/PE Grant</b>                       | Support implementation of art/music/PE programs                                   | N/A      |                                      |      |
|  |   |          |                                      |      |

## Federal Programs

| Program                                     | Purpose   | Amount   | Breakdown  | Page |
|---|---|----------|--|------|
| <b>Title 1: Targeted Assistance Program</b> | Help educationally disadvantaged students achieve grade level proficiency | \$58,000 | Instructional Aides/Curriculum and Staff Development |      |
| <b>Other Federal: Title 3</b>               | Funding for ELD instruction   |          | District-wide allocation for ELD Services            |      |

**Total amount of state and federal categorical funds allocated to this school: \$74,200**



## **Title 1 Parent Compact**

Compacts are agreements between families and schools. This compact outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It describes the ways the school and families will partner to help children achieve the State's high academic standards.

### **Staff Pledge:**

To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (10-30 minutes for grades 1-3 and 40-60 minutes for grades 4-5)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

### **Student Pledge:**

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school

- Limit my TV watching and instead study or read every day after school
- Respect the school, classmates, staff and families

**Family/Parent Pledge:**

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's TV viewing
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-5)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

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Student

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Teacher

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Parent/Guardian

**Manor School Site Council By-Laws**  
**September 2011**

**ARTICLE I**  
**Name of Council**

The name of this council shall be Manor School Site Council.

**ARTICLE II**  
**Role of the Council**

The Single Plan for Student Achievement shall be developed and recommended by the School Site Council. The School Site Council, following approval of the Single Plan for Student Achievement by the school district governing board, shall have ongoing responsibility to review with the principal, teachers, other school personnel, the implementation of the school improvement program and assess periodically the effectiveness of such a program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

**ARTICLE III**  
**Members**

**Section 1- Size and composition**

The School Site council shall be composed of 10 members.

The needs and resources of the school improvement program require that membership include broad representation of parents and staff, including significant socioeconomic and ethnic groups represented in the school attendance area. Representation on the council shall be: the principal, representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, and parents of pupils attending the school selected by such parents.

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; (b) equal numbers of parents.

Classroom teachers shall constitute the majority of those persons representing school staff.

Council members representing parents may be employees of the school district, but may not serve as a parent representative at their site of employment.

### **Section 2- Term of Office**

Parent members of the council shall serve a two-year term, at least two of which will come up for re-election each year. The parent members shall be able to re-apply for a second one year term. Other school personnel (except the principal) shall serve a one or two year term. At the conclusion of a member's term, at least one year shall elapse before such member may be selected to a new term, unless no new members apply.

### **Section 3- Voting Rights**

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. Absentee ballots shall be permitted.

### **Section -4 Termination of Membership**

A member shall no longer hold membership should he or she no longer meet the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The council, by an affirmative vote of two-thirds of all of the members, can suspend or expel a member.

### **Section 5- Transfer of Membership**

Membership in the School site council may not be transferred or re-assigned.

### **Section 6- Resignation**

Any member may resign by filing written resignation with the Manor Site Council.

## **Section 7- Vacancy**

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the Site Council. If the unexpired term is for another year thereafter, the term for that year shall be filled by the regular selection process.

## **Section 8- Selection Process**

Each year, persons interested in serving on the Site Council shall file an application with the principal. If more applications are received than positions available, an election will be held to fill open parent member positions. The elections will be conducted within the last month of the school year. The parent members will be elected by a general vote of the Manor parents. Each Manor family is entitled to one vote. If applications received are not greater than the positions available, the Site Council by vote may appoint applicants as new members.

## **ARTICLE IV Officers**

The officers of the School Site Council shall be a chairperson or co-chairpersons, secretary, treasurer and other officers as the council may deem desirable. The chairperson will assume any officer position not filled.

### **Section 2- Election and Term of Office**

The officers of the School Site Council shall be elected annually and shall serve for one year or until each successor has been elected.

### **Section 3- Removal**

Any officer may be removed by a two-thirds vote of all members sitting on the School Site Council whenever, in the judgement of the council, the best interests of the council would be served thereby.

### **Section 4- Vacancy**

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the School Site Council for the unexpired portion of the term.

### **Section 5- Chairperson**

The chairperson shall preside at all meetings of the School Site Council and may sign all letters, reports and other communications of the School Site Council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time, such as:

Formulate agenda with principal/teacher leaders  
Publish agenda and explanations in the newsletter

### **Section 6- Secretary**

The secretary shall keep and distribute minutes to members and the school newsletter, be custodian of the School Site Council records: and keep and distribute to members a register of members, their phone numbers and email addresses.

### **Section 7- Treasurer**

The treasurer shall track the allocation of all funds over which the School Site Council has jurisdiction. Budgetary priorities shall be discussed and recorded by the treasurer and such priorities shall be used to determine the allocation of fund. Budget reports shall be updated and distributed as needed and made available on the same basis to the public.

## **ARTICLE V Committees**

### **Section 1 – Standing and Special Committees**

The School Site: council may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Site Council.

### **Section 2 – Membership**

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees.

### **Section 3 – Term of Office**

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

### **Section 4 – Rules**

Each committee may adopt rules for its own government, provided they are consistent with these bylaws, with rules adopted by the School Site Council or with policies of the governing board.

### **Section 5 – Quorum**

Unless otherwise provided in the decision of the School Site Council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

### **Section 6 – Vacancy**

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

## **Article VI Meetings of the School Site Council**

### **Section 1 – Regular Meetings**

The School Site council shall meet regularly at least once per month or more often as needed.

### **Section 2 – Special Meetings**

Special meetings may be called by the chairperson or by majority vote of the School site council. Notice of special meetings will be in accordance with Article VI, Section 4. All Site Council members will be notified a minimum of 72 hours prior to meeting.

### **Section 3 – Place of Meetings**

The School Site Council shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible by members of the public, including handicapped persons.

### **Section 4 – Notice of Meetings**

Public notice shall be given for all meetings at least 72 hours in advance of the meeting. The notices must contain the date, time and location of the meeting and an agenda specifying each item of business to be discussed or acted upon.

### **Section 5 – Decisions of the School Site Council**

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance or who have cast absentee ballots with the exception of fund allocations which shall require a 2/3 majority of the full council.

### **Section 6 – Quorum**

The presence of at least 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School site Council. No decision of the School Site council shall be valid unless a majority of the members then holding office concur therein their votes.

### **Section 7 – Meetings Open to the Public**

All meetings of the School Site Council and of standing or special committees shall be open at all times to the public. Members of the public may address the council or committee during its meeting on any matter within its subject matter jurisdiction. All materials made available to the Site Council are public record. All meetings shall be conducted in accordance with the Brown Act (California Government Code § 54950-54960.).



## RECOMMENDATIONS AND ASSURANCES

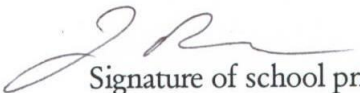
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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.
- 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
  - \_\_\_ English Learner Advisory Committee
  - \_\_\_ Community Advisory Committee for Special Education Programs
  - \_\_\_ Gifted and Talented Education Program Advisory Committee
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 and social performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance and the learning environment.
6. This revised school plan was adopted by the school site council on: December 13, 2012

Attested:

Jason Richardson  
School Principal

RODNEY ERWIN  
SSC chairperson

  
Signature of school principal

  
Signature of SSC chairperson

12/13/12  
Date

12/13/12  
Date