

# Wade Thomas School



**Three Year Plan**  
**2011/2012-2013/2014**  
Revision 11/2013

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

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**Ross Valley School District**

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

**Wade Thomas**  
**Single Plan for Student Achievement**

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## ABSTRACT AND FOCUS AREAS 2013-2014

### The Wade Thomas Elementary School Plan:

Is a three year plan with annual revisions based on the analysis of multiple measures of student achievement including: CST and site-based assessments, the California English Language Development Test (CELDT), District Benchmarks, Reading and Writing Assessments, Math Trimester assessments, MARS tasks, Lexia and Aleks intervention data, and teacher-created standards-based assessments.

- Involves 441 students K-5
- Has a state and federal categorical funds allocated to this school of approximately \$34,956 (other funds/budgets include WTPA, YES Foundation)
- Links all expenditures (including professional development) to schoolwide goals
- Involves staff and School Site Council in planning, implementing, and evaluating the school program

## ANALYSIS OF 2013 DATA

### CST % Proficient or Above

	2nd Grade			3rd Grade			4th Grade			5th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>ELA</b>	85%	87%	87%	77%	78%	77%	94%	91%	92%	90%	90%	86%
<b>Math</b>	86%	92%	95%	82%	77%	79%	96%	94%	94%	90%	88%	84%

### CST READING/LANGUAGE ARTS

- **85.1%** of students schoolwide scored **Proficient or above**
- With a 2013 AYP target score of **89.2% proficient**, the Wade Thomas subgroups performing below target proficiency levels were **Students with Disabilities (SWD) at 53.8%, Socioeconomically Disadvantaged Students (SED) at 79.4%, English Language Learners (ELL's) at 80%, White Students 85.1%, and Hispanic-Latino Students at 72.7%**
- **20.6%** of **Socioeconomically Disadvantaged** students scored below proficiency
- **Students with Disabilities** scored **53.8% proficient**

### **CST MATH**

- **86.5%** of students school wide scored **Proficient or above**
- With a 2013 AYP target score of **89.5% proficient**, the Wade Thomas subgroups performing below target proficiency levels were **Socioeconomically Disadvantaged Students (SED) at 73.5%**, **English Language Learners (ELL's) at 73.3%**, **White Students 86.5%**, and **Hispanic-Latino Students at 59.1%**
- **26.5%** of **Socioeconomically Disadvantaged students** scored below proficiency
- **Students with Disabilities** scored **61.5% proficient**

### **DISTRICT BENCHMARK ASSESSMENTS**

- **97%** of all students K-5 scored **proficient or above on the district benchmark Math Trimester 1 assessment** (K = 99%, 1<sup>st</sup> grade = 100%, 2<sup>nd</sup> grade = 96%, 3<sup>rd</sup> grade = 97%, 4<sup>th</sup> grade = 99%, 5<sup>th</sup> grade = 90%)

### **PARENT AND STAFF SURVEYS**

Site Parent, Staff, and Student surveys were administered during the 2012-2013 school year. Two hundred and thirteen parents (48%) completed the Wade Thomas Spring parent survey. As a whole, parents indicate feeling like they were happy and proud of the school, and 98% felt that their children were happy to come to school. Parents felt that they were able to take advantage of opportunities to volunteer and assist in classrooms and the school and voice their opinions. Parent survey results varied from grade level to grade level, but indicated a schoolwide concern for integrating more technology and differentiation into the curriculum. In addition, parents were concerned about class sizes and recess/lunch supervision. Staff survey results indicate that the overall school environment is welcoming and supportive for student learning, but staff expressed concern that improvement is needed in the areas of discipline/playground supervision, staff morale and communication, and teacher professional development provision. Our student survey was taken by 209 students in grades 3-5 (89%). Student survey results indicated more than 98-99% of students enjoy being at school, feel accepted, and feel that their school is a friendly place. Students also expressed concern about yard supervision and between 10-15% have experienced (or witnessed) disrespect, intolerance, and/or exclusion at our school.

## **SCHOOL TARGET GOALS FOR 2011-2014**

### **Goal # 1: TEACHING & LEARNING - LANGUAGE ARTS/LITERACY**

- Improve student achievement in English Language Arts
- To implement California Common Core State Standards (CCCSS) to promote 21st century skills
- To provide differentiated instruction for all students

### **Goal #2: TEACHING & LEARNING - MATHEMATICS**

- Improve student achievement in Mathematics
- To implement California Common Core State Standards (CCCSS) to promote 21st century skills
- To provide differentiated instruction for all students

### **Goal #3: BUILDING AND MAINTAINING AN INCLUSIVE LEARNING COMMUNITY**

- To provide a safe environment that promotes respect for individual differences, develops positive social skills and encourages active participation in all aspects of school life, with an accompanied 10% increase in student academic and social satisfaction (as evidenced in our Student Surveys).
- To sustain and enhance the dynamic involvement of all stakeholders, as well as the larger community, in school; and increase community participation in classroom volunteering and community events

# **DISTRICT GOALS 2013-2014**

(Approved October 1, 2013)

**Goal I: Provide students with a rigorous and relevant education whereby they successfully demonstrate increased proficiency in core competencies and skills for global citizenship.**

- **Initiative A** Provide all students a social emotional curriculum.
- **Initiative B** Increase students' access to and use of appropriate instructional materials and technologies.
- **Initiative C** Implement Common Core Standards.
- **Initiative D** Provide opportunities for teacher collaboration to support students' academic, social and emotional success.
- **Initiative E** Continue to refine a research-based 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 necessary to implement Common Core.**

- **Initiative A** Continue to provide staff professional development and support in the implementation of Common Core standards-based instruction.
- **Initiative B** Continue to provide and support staff with instructional technology use and integration.
- **Initiative C** Continue to provide and support staff with social emotional learning professional development.
- **Initiative D** Restructure the use of early release Wednesdays to provide teaching staff time to plan and implement district and site goals.

**Goal III: Provide an environment that continuously improves student learning.**

- **Initiative A** Provide safe, clean and well maintained school facilities that support teaching and learning, physical activity, and community use.
- **Initiative B** Continue to 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, bond financing and the District's budget.
- **Initiative B** Develop and implement a communication plan for all stakeholders, including parents of ELL students and parents of socially disadvantaged children and individuals with exceptional needs.
- **Initiative C** Revise the District's Strategic Plan.

- **Initiative D** Publish and review Board Policies and Administrative Regulations, as necessary.
- **Initiative E** Construct, launch and manage 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** Review and revise evaluation processes and protocols for District staff.
- **Initiative B** Provide opportunities for extended trainings related to employee position(s).
- **Initiative C** Provide adequate resources and opportunities for professional growth.
- **Initiative D** Develop position model to enhance campus supervision and instructional support.

**Goal VI: Facilitate a collaborative budget process that identifies and allocates necessary resources to support District goals and initiatives.**

- **Initiative A** Utilize community and parental input to develop and implement clear, accurate and sustainable budgets.
- **Initiative B** Develop and present informational workshops for staff, parents and community.
- **Initiative C** Allocate resources to maintain all District facilities.
- **Initiative D** Provide a salary and benefit package that is competitive with similarly funded districts.

**Goal VII: Clarify and fortify the relationship between the District and the YES Foundation.**

# **WADE THOMAS SCHOOL**

## **SCHOOL VISION**

### **Vision**

Wade Thomas envisions a program that cultivates compassionate, inquisitive, reflective learners who are prepared to actively participate in a democratic society. We believe all children can learn, be successful, and contribute to a changing world.

## **MISSION STATEMENT**

### **Mission**

The Wade Thomas mission is to provide comprehensive learning experiences based on best practices and creative teaching

- where students will develop confidence in their ability to think for themselves, analyze a variety of situations, find creative solutions, and generate a love of learning, and;
- where students will approach the world beyond their immediate community with a sense of respect, wonder and responsibility;
- where students will be challenged to reach their highest learning potential within a rigorous academic context enriched by access to the arts.

We will prepare our students to be self-motivated, life-long learners!

## **SCHOOL DESCRIPTION**

### **General Information**

Wade Thomas is one of four elementary schools in the Ross Valley School District serving kindergarten through fifth grade students. It is located in one of San Anselmo's oldest neighborhoods. It stands on the site of the original grammar school built in 1879. San Anselmo is a small town within commuting distance from San Francisco. Our student population draws from a community of professionals and artisans as well as students from the nearby San Francisco Theological Seminary. This community puts a particularly strong emphasis on performing and visual arts in addition to academic excellence.

Wade Thomas received an overall API ranking of 938 in both 2011-2012 and 2012-2013. It received a statewide rank of 10 in comparison to all elementary schools in the state, and a rank of 4 when compared to schools of similar demographics. Wade Thomas has twice received the California Distinguished School Award, in 1989 and 1997.



### **Student Body Characteristics**

As of November, 2013 Wade Thomas's enrollment was 450 students in grades K through 5. Approximately 91% of our students are primary English speakers, and about 88% of the students are Caucasian, with approximately 17% combined population representing Korean, Chinese, Japanese, African-American and Hispanic students, and 37 Free and Reduced Lunch students. Families from all over the world, and especially South Korea, come to study at the San Francisco Theological Seminary in our neighborhood. Consequently, Wade Thomas has children from diverse cultures who speak languages other than English. This enriches our children's cultural experiences and gives greater depth to our multi-cultural studies. We prepare all year long to celebrate World Culture Day and International Day every spring to honor our multi-cultural backgrounds.

### **Staffing**

Wade Thomas's staff consists of 25 certificated and 13 classified employees. We have a .6 FTE resource specialist, .65 FTE speech pathologist, .4 FTE school psychologist, .25 FTE school counselor, .25 FTE occupational therapist, and .2 FTE school nurse. We also have part-time art and music teachers, and a PE specialist to aid teachers in supporting students' motor development. Other special services for students are provided on an as-needed basis by District Student Services staff.

### **School Description**

Wade Thomas is a highly regarded school whose community is engaged in the ongoing process of continuous improvement. One of four elementary schools and one middle school in the Ross Valley School District in Marin County, our school has a long history of collaborative efforts. Our curriculum and instructional program is well-articulated from kindergarten through middle school.

Community support for our school is evidenced by a strong culture of volunteerism in the school, by support for our school foundation (YES), both through direct donations and volunteer efforts, and by the consistent passage of local school bonds and parcel taxes.

### **Curriculum and Instruction**

The professional staff, working with skilled, experienced support personnel and community volunteers, is continually engaged in analyzing the effectiveness of the educational program for all students, using all available sources of assessment data. The subsequent revisions of the program are intended to support specific learning needs for students held to rigorous standards. Although our students continually perform at the upper levels on standardized tests, the efforts to improve the instructional program are on-going.

Curriculum planning is guided by the content standards defined by the state and instructional practices reflect current research on teaching and learning. We are currently transitioning to the California Common Core State Standards (CCCSS). Teachers are treated as professionals through such practices as support systems for new teachers, multiple staff development opportunities for professional growth, participation in team planning time using a Professional Learning Communities approach, and routine procedures for collegial

work. All students are expected to learn and the program is designed to ensure maximum educational success for everyone. A comprehensive array of support services addresses a variety of individual student learning needs.

Wade Thomas participates in Safe Routes to School, "Cool the Earth," Green Team, and recycling/composting projects, and the school garden.

Since 2007, Wade Thomas staff (in conjunction with other District and County staff) has been researching and adopting the educational model of the Professional Learning Community (PLC). We will continue this work in 2013-2014. This approach to instructional oversight emphasizes a team-based approach to problem solving and a focus on improving student learning for each individual student (rather than concentrating on school-wide academic achievement scores). This year, the Wade Thomas staff continues to consider the essential questions of the Professional Learning Community when planning instruction and assessment for all students:

1. What do we want our children to know and be able to do?
2. How will we know when they do?
3. What will we do when they don't?
4. What will we do when/if they do?

### **Description of School Programs**

Wade Thomas strives to provide each child with a rich, stimulating, standards-based, and balanced academic program. Instruction focuses on the development of academic and critical thinking competencies based on 21<sup>st</sup> century teaching and learning and the Common Core Standards. At Wade Thomas, we want to link acquiring content and skills together. This requires an instructional approach where we fuse the 3R's (reading, writing, and arithmetic) with the 7C's (Critical Thinking, Communication, Creativity, Computing/ITC Literacy, Career and Learning Self-Reliance, Cross-Cultural Understanding, and Collaboration). Instructional approaches include small and large group direct instruction, learning centers, project-based and inquiry-based curriculum, cooperative learning, and differentiation in all subject areas.

Instructional assistants and volunteers provide learning support to all students. Our Student Services Team (SST), including nurse, counselors, Resource Specialist, psychologists, and administrator, meets weekly to monitor student progress in regular education and special education programs. A comprehensive RtI plan and program has been implemented to address all students of concern (academically, socio-emotionally, or both) at Wade Thomas.

English Language Learner (ELL) students receive specialized instruction from their classroom teachers and ELL support staff. Special Education services (including the Resource Specialist program, Speech and Language, and Occupational Therapy) provide learning supports for students with specific learning disabilities. Students with Disabilities (SWD) receive targeted instruction according to their IEP goals

in the Resource Specialist Program, in individual and small groups, and with push-in and pull-out assistance. Counseling services are also provided to students as needed.

RtI Tier I academic intervention/support is provided in the classroom within the instructional day. Socio-economically disadvantaged (SED) students have additional support - both in the classroom and in pull-out groups - provided by the Title I program.

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

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

The following statements characterize educational practice at this school:

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

District essential standards have been aligned to the state standards in Language Arts, Math History/social Science and Science. Teachers at Wade Thomas align the written, taught, and tested curriculum to state content standards, as well. Performance levels (Meeting, In Progress, Not Meeting) have been established and are reported on assessments and district report cards with "Meeting" 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. Curriculum and instruction is in the process of being aligned to the California Common Core Standards (CCCSS).

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

To support state-adopted texts used in Language Arts (Open Court, SRA), Math (Every Day Math- McGraw Hill), Science (Foss- Delta Education) History/Social Science (Pearson Scott Foresman), additional materials such as the English Language Development component in the Open Court Language Arts adoption and Lucy Calkins Reading/Writing Workshops support rapid acquisition of English for our English Language Learners. Every student has access to adequate instructional materials including Easy, Average, and Challenging components 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 ELL students. Grade K-5 teachers are currently developing and implementing new classroom units and curriculum guides using G.L.A.D. strategies, Lucy Calkins Reading/Writing Workshops, and integrating Language Arts with Science, Math, Social Studies, and Science.

3. *Alignment of staff development to standards, transitioning to the Common Core, assessing student performance and professional needs:*

Staff development at Wade Thomas is designed to support our identified needs based on data analysis. Site staff development days (6 annually) focus on technology, assessment, and the transition to the California Common Core Standards. Early release Wednesdays provide additional time each week to meet in teams to evaluate progress, analyze data results, and improve instructional practices schoolwide. Teachers also attend conferences and workshops that support identified areas of need and focus on best teaching practices to meet Wade Thomas' annual goals. Our current focus is on aligning our instruction to the Common Core Standards, improving instructional practice and differentiation, and incorporating technology into the classroom. All teachers received G.L.A.D. training in the 2012-2014 school years - supporting our district and site focus on instructional strategies that promote academic discourse and literacy success for all students, as well as supporting learning using cooperative, collaborative, integrated group work. Common Core professional development is being offered in the 2013-2014 school year to support teachers in aligning instruction to the Common Core. Wade Thomas teachers are also researching and sharing strategies for incorporating more technology, critical thinking, and metacognition into their daily lesson plans. In addition, teachers and staff are receiving continued staff development in Social Emotional Learning, No Bully, and the Toolbox program.

4. *Materials and strategies provided by the regular program to enable underperforming students to meet standards:*

- Lexia (ELA intervention)
- Aleks (Math intervention)
- PALS (Vanderbilt University)
- Phonics for Reading (Curriculum Associates)
- Language for Learning (SRA)
- Anita Archer Reading & Comprehension
- Reading A-Z
- Lucy Calkins Reading/Writing Workshop

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

One instructional aide provides instruction five half days a week to students qualifying under Title I. One instructional aide provides instruction in English Language Acquisition three half days per week for qualified students. Aides funded through Special Education provide additional and ongoing support.

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>Grade</b>	<b>Subjects Tested</b>	<b>Performance Standard</b>
California Standards Test	State Standards Perform Based	4	Writing	Proficient
California Standards Test	State-Standards Perform Based	5	Science	Proficient
CELDT	State-Performance Based	K-5	English Language Development	Early Advanced
FitnessGram	State-Performance	5	Physical fitness	Varies by subtest
Trimester 1, 2, 3	District-Criterion Referenced	K-5	Math	Meets, In Progress, Not Meets
Fountas & Pinnell	Norm-Referenced - Formative	K-5	Reading Comprehension	Varies by Grade Level
Dibels Oral Reading Fluency	School - Formative/Summative	1-3	Reading Fluency	% on Running Record
Phonics & Reading Assessments	School - Formative/Summative	K-2	Letter/Sound Recognition/Writing	Varies by Grade Level
Lucy Calkins Assessments	School - Formative/Summative	K-5	Writing/Reading Levels	Rubric-based Evaluation
Open Court Assessments	Curriculum-Criterion Referenced	K-4	English Language Arts	Varies by Grade Level
Everyday Math Assessments	Curriculum-Criterion Referenced	K-5	Math	Varies by Grade Level
MARS	District-Criterion Referenced	1-5	Math	Rubric-based Evaluation

7. *Number and percentage of teachers in academic areas experiencing low student performance:*

20 teachers in grades K-5 (100%) work with underperforming students in reading, writing, and math instruction. One speech and language teacher, one special education teacher and one resource aide provide intervention for students with IEP's and other special needs students during the school day.

8. *Family, school, district and community resources available to assist these students:*

Family: Volunteers as classroom assistants

School: Instructional aides, technology, leveled books, remedial curricula

District: Title I, ELL support, Student Services

Community: San Anselmo Afterschool (SAAS) and the Fairfax/San Anselmo Children's Center

9. *School, district and community barriers to improvements in student achievement:*

School & District: Limited financial resources to support technology acquisition/training and hire additional support staff, and structure of school day/aide time

10. *Limitations of the current program to enable underperforming students to meet standards:*

Lack of funds to run a before or after-school tutoring/intervention program with transportation to take students home, district funding to provide summer school, school and district funding to hire additional support staff for underperforming students, and additional ELL services availability (only available to Early Intermediate and below)

**SCHOOL DEMOGRAPHIC CHARACTERISTICS (2013-2014)**

Wade Thomas' demographic characteristics have changed very little from 2010 to 2013. The overall enrollment number has increased; however, the subcategory percentages show no significant differences (more than 1% plus or minus).

Ethnic/Racial		Parent Education Level	
African American not Hispanic	1%	(1) Not high school graduate	1/2%
American Indian or Alaska Native	1%	(2) High school graduate	1%
Asian	8%	(3) Some college	5%
Filipino	0%	(4) College graduate	35%
Hispanic or Latino	7%	(5) Graduate school	57%
Pacific Islander	0%	Average Parent Education Level	3.98
White not Hispanic	88%		
Decline to State	8%	Average Class Size (CBEDS)	K-3: 20 4-5: 26
Participants in Free or Reduced Price Lunch	8%	Enrollment in grades 2-6 on first day of testing	293
English Language Learners	10%	Number of Students Excused from Testing	0
School Mobility	1%	Number of Students Tested	293

## STUDENT PERFORMANCE DATA SUMMARY

### Wade Thomas Adequate Yearly Progress Report (AYP) Comparing 2011/2012/2013

			All Students		White		SWD		ELL's		SED		Hispanic-Latino	
	ELA-Target	MATH-Target	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH
<b>2013</b>	95%	95%	85.1	86.5	85.8	88.8	53.8	61.5	80	73.3	79.4	73.5	72.7	59.1
<b>2012</b>	78.40%	79.00%	86.5	87.9	90.2	89.3	70	80	50	59.1	69.7	75.8	45.5	59.1
<b>2011</b>	67.60%	68.50%	85.7	88.5	88	91	73	84.6	73	72.7	67	70	55.6	55.6
<b>2013 N =</b>			289		233		26		15		34		22	

### Academic Performance Index (API) Multi-Year Summary

Year	API	Statewide Rank	Similar School Rank
2006	938	10	10
2007	932	10	10
2008	906	10	10
2009	930	10	9
2010	928	10	9
2011	932	10	9
2012	939	10	6
2013	937	10	4

<b><u>Student Groups</u></b>	<b>Number of Pupils Included in 2013 API</b>	<b>Numerically Significant</b>	<b>2011 Subgroup API Base</b>	<b>2012 Growth</b>	<b>2013 Growth</b>
African American, not Hispanic	2	No	932	939	-
American Indian or Alaska Native	0	No	-	-	-
Asian	19	No	947	990	978
Filipino	0	No	-	-	-
Hispanic or Latino	22	No	771	758	861
Pacific Islander	0	No	-	-	-
White not Hispanic	233	Yes	945	952	941
Socioeconomically Disadvantaged	34	No	830	860	906
English Learners	15	No	870	787	897
Students with Disabilities	26	No	872	828	774



**2012/2013 California Standards Test - English Language Arts  
Percent Scoring at Performance Levels**

Performance Level	Grade 2			Grade 3			Grade 4			Grade 5		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
	(N=31)	(N=82)	(N=62)	(N=36)	(N=70)	(N=83)	(N=31)	(N=77)	(N=68)	(N=44)	(N=58)	(N=76)
<b>Advanced</b>	63%	65%	63%	36%	41%	37%	77%	79%	76%	68%	64%	58%
<b>Proficient</b>	22%	22%	24%	41%	37%	40%	17%	12%	16%	22%	26%	28%
<b>Basic</b>	6%	10%	10%	16%	13%	19%	4%	8%	7%	10%	9%	12%
<b>Below Basic</b>	6%	2%	3%	5%	4%	2%	2%	1%	0%	0%	0%	1%
<b>Far Below Basic</b>	3%	1%	0%	1%	4%	1%	0%	0%	0%	0%	2%	1%

**2012/2013 California Standards Test - Math  
Percent Scoring at Performance Levels**

Performance Level	Grade 2			Grade 3			Grade 4			Grade 5		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
	(N=31)	(N=82)	(N=62)	(N=36)	(N=70)	(N=82)	(N=31)	(N=77)	(N=68)	(N=44)	(N=58)	(N=74)
<b>Advanced</b>	60%	70%	74%	39%	43%	50%	81%	75%	72%	44%	59%	62%
<b>Proficient</b>	26%	22%	21%	43%	34%	29%	15%	19%	22%	46%	29%	22%
<b>Basic</b>	6%	6%	2%	12%	14%	17%	2%	3%	4%	10%	10%	15%
<b>Below Basic</b>	7%	2%	3%	5%	7%	4%	2%	3%	1%	0%	2%	1%
<b>Far Below Basic</b>	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%

## 2013 California English Language Development Test (CELDT)

Annual Number at Performance Levels (B= Beginning, EI=Early Intermediate, I=Intermediate, EA=Early Advanced, A=Advanced)

**2013 (N=17)**

Grade	B	EI	I	EA	A
	2013	2013	2013	2013	2013
<b>Grades K-5</b>	1	2	7	3	4
<b>Percent</b>	5%	12%	41%	18%	24%

## California Physical Fitness Report

### Overall - Summary of Results

Physical Fitness Area	Total Tested in Grade 5		Number Grade 5 Students in HFZ		% Grade 5 Students in HFZ		% Grade 5 Students in Needs Improvement		% Grade 5 Students in Needs Improvement - Health Risk	
	2012- 2013	2011- 2012	2012- 2013	2011- 2012	2012- 2013	2011- 2012	2012- 2013	2011- 2012	2012- 2013	2011- 2012
<b>Aerobic Capacity</b>	78	60	64	47	82.1	78.3	17.9	20	0	1.7
<b>Body Composition</b>	78	60	63	52	80.8	86.7	9	10	10.2	3.3
<b>Abdominal Strength</b>	78	60	67	53	85.9	88.3	14.1	11.7	N/A	N/A
<b>Trunk Extension Strength</b>	78	60	76	60	97.4	100	2.6	0	N/A	N/A
<b>Upper Body Strength</b>	78	60	64	51	82.1	85	17.9	15	N/A	N/A
<b>Flexibility</b>	78	60	62	47	79.5	78.3	20.5	21.7	N/A	N/A

HFZ is an acronym for Healthy Fitness Zone

## **Conclusions from Student Performance Data**

Overall, Wade Thomas students' ELA and Math CST proficiency scores varied by less than one percent from 2011 to 2013. Each grade level has maintained roughly (within a 1-4% variance) the previous year's ELA proficiency (Advanced and Proficient) rate every year. Over the last three years, Wade Thomas students (schoolwide) have averaged an 86% overall proficiency rate in ELA. Grade level math scores had a similar variance - all within 2-4% of last year. Schoolwide, fewer students performed "Below Basic" and "Far Below Basic" in both ELA and Math than in previous years. However, despite WT proficiency rates showing significant improvement in 3 subgroups (ELL, SED, and Hispanic/Latino students), the 2012 AYP target proficiency rate increase to 95% in ELA and Math (from 78.4% the year before) - meant that Wade Thomas subgroups officially performed "below target proficiency levels" in multiple (7) AYP categories. The performance of WT subgroups in ELA - All students at 85.1%, Students with Disabilities (SWD) at 53.8%, and White Students at 85.8% - was below target proficiency levels. In Math, with a 2012 AYP target score of 95% proficient, the specific Wade Thomas subgroups performing below target proficiency levels were; All students at 86.5%, Students with Disabilities (SWD) at 61.5%, and White Students at 88.8%, and Socioeconomically Disadvantaged Students (SED) at 73.5%. The achievement gap and performance drop in our Students with Disabilities subgroup seems to particularly call for additional attention and support in both English Language Arts and Math. In addition, Wade Thomas student's Physical Fitness results have dropped slightly (particularly in the category of body fat percentage) in several categories - indicating a need to evaluate our Physical Education program and suggesting we find additional ways to support and improve our students' health.

In addition, Wade Thomas District Math benchmark scores indicate students are continuing to build strong foundational math skills (relative to the California State Standards). However, as Wade Thomas and RVSD continue to move towards integrating and aligning to the Common Core Standards, all students will need to perform to higher standards and acquire deep mastery of rigorous core subject material. Students will also need to gain the cognitive and social skills to enable them to deal with complex challenges and to demonstrate the application of knowledge through high-order skills. To this end, teacher training in G.L.A.D. instructional strategies, incorporating the strategic use of technology in the classroom, and integrating Language Arts with Science, Math, Social Studies, and Science (began in the 2012-2013 school year) - in addition to increased progress monitoring informing instruction in both reading and writing throughout the year - will support all our students and further reduce the achievement gap at Wade Thomas.

## **Conclusions from Parent and Staff Surveys**

### **PARENT AND STAFF SURVEYS**

The District Parent survey was not administered during the 2011-2013 school years. However, Wade Thomas site Parent, Staff, and Student surveys were administered during the 2012-2013 school year. Two hundred and thirteen parents (48%) completed the Wade Thomas Spring parent survey. As a whole, parents indicate feeling like they were happy and proud of the school, and 98% felt that their children were happy to come to school. Parents felt that they were able to take advantage of opportunities to volunteer and assist in classrooms and the school and voice their opinions. Parent survey results varied from grade level to grade level, but indicated a schoolwide concern for integrating more technology and differentiation into the curriculum. In addition, parents were concerned about class sizes and recess/lunch supervision. Staff survey results indicate that the overall school environment is welcoming and supportive for student learning, but staff expressed concern that improvement is needed in the areas of discipline/playground supervision, staff morale and communication, and teacher professional development provision. Our student survey was taken by 209 students in grades 3-5 (89%). Student survey results indicated more than 98-99% of students enjoy being at school, feel accepted, and feel that their school is a friendly place. Students also expressed concern about yard supervision and between 10-15% have experienced (or witnessed) disrespect, intolerance, and/or exclusion at our school.

## DIMENSION 2: TEACHING & LEARNING - LANGUAGE ARTS/LITERACY

### DIMENSION 2: TEACHING & LEARNING - LANGUAGE ARTS/LITERACY

GOAL #1: Improve student achievement in English Language Arts

GOAL #2: To become familiar with and implement California Common Core State Standards (CCSS) to promote 21<sup>st</sup> century skills

GOAL #3: To provide differentiated instruction for all students

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#### ELA Measurable Objectives

Year:	ELA Measureable Objective:	Progress Made:
2011-2012	K-4 teachers will implement cooperative, integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking	In Progress/Revised
2012-2013	K-4 teachers will collaborate to design and share Common Core aligned pacing guides; and implement cooperative, integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking ( <u>CCSS.ELA-Literacy.RI.K-4.10</u> : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades K-4 text complexity band independently and proficiently)	Beginning/Emerging/Ongoing
2013-2014	K-4 teachers will collaborate to design and share Common Core aligned pacing guides; and implement cooperative, integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking	

2011-2012	5 <sup>th</sup> teachers will implement cooperative, integrated units that incorporate Language Arts/Social Studies or Math/Science, and emphasize collaboration, communication, and critical thinking	In Progress/Revised
2012-2013	5 <sup>th</sup> grade teachers will collaborate to design and share Common Core aligned pacing guides; and implement cooperative, integrated units that incorporate Language Arts/Social Studies or Math/Science, and emphasize collaboration, communication, and critical thinking ( <u>CCSS.ELA-Literacy.RI.5.10</u> : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently)	Emerging/Ongoing
2013-2014	<b>5<sup>th</sup> grade teachers will collaborate to design and share Common Core aligned pacing guides; and implement cooperative, integrated units that incorporate Language Arts/Social Studies or Math/Science, and emphasize collaboration, communication, and critical thinking</b>	
2011-2012	K-5 will participate in Marin County Office of Education and district trainings	In Progress/Revised
2012-2013	K-5 teachers and the principal will participate in off-site, Marin County Office of Education, and on-site/district trainings in Using Technology in the Classroom, 21 <sup>st</sup> Century Learning Strategies, and Common Core Standards	Met/Ongoing
2013-2014	<b>K-5 teachers and the principal will participate in off-site, Marin County Office of Education, and on-site/district trainings in Using Technology in the Classroom, 21<sup>st</sup> Century Learning Strategies, and Common Core Standards</b>	
2011-2012	K-5 will begin training in G.L.A.D. techniques and instruction	In Progress/Revised
2012-2013	K-5 teachers and the principal will all be trained in G.L.A.D. techniques, plan instruction in grade level teams, and implement G.L.A.D. strategies in instruction	Met/Ongoing

2013-2014	K-5 teachers and the principal will all be trained in <i>G.L.A.D.</i> techniques, plan instruction in grade level teams, and implement <i>G.L.A.D.</i> strategies in instruction	
2011-2012	90% of K students will demonstrate consistency in recognizing 26-32 K sight words as measured by the kindergarten report card assessment	Met/ In Progress
2012-2013	90% of K students will demonstrate consistency in recognizing 26-32 K sight words as measured by the trimester kindergarten report card assessments ( <u>CCSS.ELA-Literacy.RF.K.3c</u> : Read common high-frequency words by sight - Fluency Standards Cluster)	Met/Revised
2013-2014	<b>90% of K students will demonstrate consistency in recognizing 26-32 K sight words as measured by the trimester kindergarten report card assessments</b>	
2011-2012	75% of 1 <sup>st</sup> grade students will be able to read 60 wpm at grade appropriate level by the end of the year as measured by the fluency assessment	Met/Revised
2012-2013	80% of 1 <sup>st</sup> grade students will be able to read 60 wpm at grade appropriate level by the end of the year as measured by trimester Dibels assessments ( <u>CCSS.ELA-Literacy.RF.1.4</u> : Read with sufficient accuracy and fluency to support comprehension - Fluency Standards Cluster)	Met/Revised
2013-2014	<b>At least 85% of 1<sup>st</sup>- 5th grade students will score at grade level by the end of the year as measured by Fountas &amp; Pinnell reading comprehension assessments</b>	
2011-2012	75% of 2nd grade students will read at least 90 wpm by June 2012, as measured by the CST	Met/Revised
2012-2013	80% of 2 <sup>nd</sup> grade students will read at least 90 wpm by June 2013, as measured by trimester Dibels assessments ( <u>CCSS.ELA-Literacy.RF.2.4</u> : Read with sufficient accuracy and fluency to support comprehension - Fluency Standards Cluster)	Met/Revised

2013-2014	At least 85% of 1 <sup>st</sup> - 5th grade students will score at grade level by the end of the year as measured by Dibels reading fluency assessments	
2011-2012	Of eight 3 <sup>rd</sup> grade students performing at basic or below on CST, 80% will improve by at least one performance level	Met/Revised
2012-2013	80% of students in grades 3-5 performing at basic or below on the ELA CST will improve by at least one CST performance level	Met/Revised
2013-2014	80% of students in grade 5 (performing at basic or below on the ELA CST) will improve by at least one CST performance level on the 2014 CST Science assessment	
2011-2012	Increase the percentage of 4 <sup>th</sup> grade students demonstrating "proficiency" on the CST to 90%	Met/Revised
2012-2013	Increase the percentage of 3 <sup>rd</sup> grade students demonstrating "proficiency" on the CST to 85%	In Progress/Revised (78% down to 77%)
2013-2014	Increase the percentage of 4th grade students scoring a top score (4) on the CST writing assessment to 60%	
2011-2012	Maintain the percentage of fifth grade students demonstrating proficiency and above while diminishing the percentage of students below basic as measured on the CST	Met/Revised
2012-2013	Increase the percentage of Students with Disabilities who are demonstrating proficiency on the CST to 80%	In Progress/Revised
2013-2014	Increase the percentage (to 85%) of Students with Disabilities who score at grade level by the end of the year as measured by Fountas & Pinnell reading comprehension assessments	
2011-2012	Increase the percentage of socioeconomically disadvantaged students who are demonstrating proficiency on the CST from 66.7% to 75.4%	Revised



2012-2013	Increase the percentage of socioeconomically disadvantaged students who are demonstrating proficiency on the CST to 80%	Met/Revised (82%)
2013-2014	<b>Increase the percentage (to 85%) of socioeconomically disadvantaged students who score at grade level by the end of the year as measured by Fountas &amp; Pinnell reading comprehension assessments</b>	
2011-2012		New
2012-2013	100% of English Language Learners (ELL) who scored at the Beginning or Early Intermediate levels on the CELDT will receive targeted, English Language Development instruction 20 min/day three times weekly ( <u>CCSS.ELA-Language Progressive Skills</u> )	Beginning/Emerging/Ongoing (ave. was 30-40 mins/week)
2013-2014	<b>100% of English Language Learners (ELL) who scored at the Beginning or Early Intermediate levels on the CELDT will receive targeted, English Language Development instruction 20 min/day three times weekly</b>	
2011-2012		New
2012-2013	100% of students - especially Socio-economically Disadvantaged (SED) and ELL students - who show a need for intervention (either by scoring below Proficient on the CST, or not meeting benchmarks on other site-based assessments) will receive targeted intervention in reading for 20 min/day three times weekly ( <u>CCSS.ELA-Literacy.CCRA.R.10</u> : Read and comprehend complex literary and informational texts independently and proficiently)	Emerging/Ongoing (ave. was 40-50 mins/week)
2013-2014	<b>100% of students - especially Socio-economically Disadvantaged (SED) and ELL students - who show a need for intervention (either by scoring below Proficient on the CST, or not meeting benchmarks on other site-based assessments) will receive targeted intervention in reading for 20 min/day three times weekly</b>	

## ELA Action Plan

Key Components & Characteristics	Language Arts Actions	Person Responsible	Est. Cost & Funding Source	Timeline
<b>A. Assessment</b>  <input type="checkbox"/> 1. Student performance <input type="checkbox"/> 2. Identification of at-risk students (low-achievers, SED, ELs, RSP) <input type="checkbox"/> 3. Continuous diagnosis of needs/Ongoing assessment <input type="checkbox"/> 4. Formal measures <input type="checkbox"/> 5. Informal measures <input type="checkbox"/> 6. Formative/summative assessment data	<b>1, 2, 3, 4, 5</b> K-5 report card and mid-trimester assessments will be administered 3 times per year: November, March, May	Principal, Classroom Teachers, SIP instructional aides		2013-14
	<b>2, 3, 6</b> Grades 1-2: Reading Fluency assessments (Dibels) will be administered 3x per year - teachers meet weekly and use the data to measure progress and provide supported instruction toward grade level standards in reading fluency and phonics	Principal, Classroom Teachers, SIP instructional aides	SSC	2013-14
	<b>1, 2, 3, 4, 5, 6</b> Grades 3-5: Assessed using DIBELS, SRA, CST, and/or Open Court assessments - data is used to provide a continuous diagnosis of student needs	Principal, Classroom Teachers, SIP instructional aides, Title I staff	SSC, Title I	2013-14
	<b>2, 3, 6</b> Grades 1-5: Reading Comprehension assessments (Fountas & Pinnell) will be administered 2x per year - teachers meet weekly and use the data to measure progress and provide supported instruction toward grade level standards in reading comprehension	Principal, Classroom Teachers, SIP instructional aides	SSC	2013-14
	<b>1,2,3,4,5</b> 5 <sup>th</sup> grade students are assessed every trimester using Lucy Calkins Reading Assessment for Comprehension and site-based rubrics for individual writing assignments	Principal, Classroom Teachers	SSC, Title I	2013-14

	<b>1,2,4,5</b> Smarter Balance Field Test Assessment will be administered in grades 3-5	Principal, Classroom Teachers	SSC, Title I	Spring 2014
	<b>4,6</b> Science CST will be administered in grade 5	Principal, Classroom Teachers		April 2014
	<b>1, 3, 4</b> Grades 3-5: students scoring below proficient on ELA CSTs will be regularly monitored with DIBELS assessment to measure progress and provide supported instruction toward grade level standards in reading fluency and phonics	Principal, Classroom Teachers, Title I staff, SIP instructional aides		Sept-June 2013-14
	<b>1, 2, 3, 4, 5, 6</b> SWD will be regularly assessed and monitored for progress toward their IEP goals in English Language Arts	Principal, RSP, Classroom Teachers		Aug-June 2013-14
	<b>1, 2, 3, 4, 5, 6</b> Progress of RSP students will be monitored at least two times each trimester with the use of various measures (Lexia, Dibels, Reading A-Z, Phonics for Reading, Fountas & Pinnell)	Title I, Principal, Classroom Teachers, Resource Specialist Program (RSP)		2013-14
	<b>2, 3, 6</b> At least one time each trimester, K-5 teachers will meet in grade levels to analyze data, track progress and plan instruction and differentiation for all students	Principal, Classroom Teachers Resource Specialist Program (RSP)		2013-14
<b>B. Instruction</b>				
<input type="checkbox"/> 1. Curriculum explicit and systematic K-3 <input type="checkbox"/> 2. Curriculum explicit and systematic 4-6 <input type="checkbox"/> 3. Skills-based support for students 4-6 not	<b>1, 2</b> All grade levels (K-5) receive daily Core instruction using Open Court and Lucy Calkins materials	Principal, Classroom Teachers, RSP, Aides		Aug-June 2013-2014
	<b>1, 2, 3, 4</b> Curriculum and instruction will become aligned to the California Common Core Standards (CCCSS)			

<p>demonstrating skills required in K-3</p> <p>❑ <b>4. Opportunities for acceleration/enrichment (GATE &amp; others)</b></p>	<p><b>1, 4</b> Kindergarten instruction includes: Daily practice, word recognition games, writer's workshop, decodable readers, writing/speaking/language production to demonstrate integration of knowledge and ideas, and after school intervention classes (<u>CCSS.ELA-Literacy.RL</u> Standards K 1-10)</p> <p><b>1,2</b> K-5 students will engage in literature analysis involving: comprehension, setting , plot, character, vocabulary, point of view, questioning techniques, and writing/speaking/ language production to demonstrate integration of knowledge and ideas (<u>CCSS.ELA-Literacy.RL</u> and RF Standards)</p> <p><b>1, 4</b> Explicit vocabulary development will be taught through the use of <i>G.L.A.D.</i> strategies</p> <p><b>1,4,</b> Grade K-5 teachers will develop and implement Common Core-aligned classroom units using <i>G.L.A.D.</i> strategies and integrating Language Arts with Science, Math, Social Studies, and Science</p> <p><b>1, 3, 4</b> <u>1<sup>st</sup> Grade:</u> Instruction includes: differentiated reading groups based on F&amp;P assessments, instructional levels, Lucy Calkins and research-based intervention program support (ie - Lexia) <u>2<sup>nd</sup> Grade:</u> Instruction includes: Differentiated reading groups, flexible grouping based on Reading A-Z, F&amp;P, and DIBELS fluency scores. Title I aides reinforcing sight words and fluency, Language Boards, <i>G.L.A.D.</i> strategies <u>3<sup>rd</sup> Grade:</u> Teachers use common formative assessments to</p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>V</p> <p>Principal, Classroom Teachers, RSP, Aides</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>	<p>SSC, Title I</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>V</p> <p> </p> <p>SSC, Title I</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>V</p> <p>2013-2014</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p>
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	<p><b>1, 2, 3, 4</b> K-5 teachers will provide opportunities for acceleration/enrichment - book clubs, cross-grade level buddies, and alternative response projects will be provided in class and through home study</p>			
<p><b>C. Instructional Time</b></p> <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>❑ 5. Extended learning time for all (before school, after school, Saturday School, summer school)</li> </ul>	<p><b>1, 2, 3, 4</b> Grades K- 5: Students participate in large and small group core instruction within the class period. Students not meeting grade level standards participate in individual and small group instruction in comprehension and phonics with teachers, Title I instructional aides, SIP aides, and/or classroom volunteers</p> <p><b>1, 2, 3, 4</b> Students in primary classrooms will participate in reading and supporting Language Arts activities for 2.5 hours daily, and students in grades 4-5 will participate in reading and supporting Language Arts activities for 2 hours daily</p> <p><b>4, 5</b> In grades 1-2, separate early/late reader sessions of leveled reading instruction will occur four days weekly for 40 minutes</p> <p><b>3, 4</b> K-5 students not meeting grade level standards in comprehension and phonics will be designated Title I and receive intervention through small group instruction for 30 min/day, 2-3 times per week</p> <p><b>3, 4</b> RSP and WD students will receive extra support and instruction based on the goals in their IEPs</p> <p><b>3, 4</b> English Learners identified as Beginner or Early Intermediate on the CELDT will receive ELL instruction for 30 min/day, 2-3 times per week</p>	<p>Principal, Classroom Teachers, Title I staff, SIP instructional aides</p> <p>Principal, Classroom Teachers, Title I staff, SIP instructional aides</p> <p>Principal, Classroom Teachers, Instructional Aides</p> <p>Principal, Classroom Teachers, Title I staff, SIP instructional aides</p> <p>Principal, Classroom Teachers, RSP, Aides</p> <p>Principal, Classroom Teachers, ELL Teacher</p>	<p>SSC, Title I</p> <p>SSC, Title I</p> <p>SSC, Title I</p> <p>SSC, Title I</p>	<p>Aug-June 2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>

	<p><b>5</b> K teachers offer extended learning time for students not meeting grade level standards on Tuesdays and Thursdays from 2-3 pm</p> <p><b>5</b> Teachers provide communication and resources to students enrolled at the San Anselmo Afterschool (SAAS) and the Fairfax/San Anselmo Children's Center in order to benefit from extra support and extended learning opportunities after school</p> <p><b>5</b> Students with disabilities who qualify will be provided with extended school year opportunities through the district's summer program</p>	Kindergarten teachers		Jan 2013 - May 2014
		Principal, Classroom Teachers		2013-2014
		Principal, RSP Teachers		Summer 2014
<p><b>D. Instructional Materials</b></p> <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 (SED, 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</li> </ul>	<p><b>1, 2, 3, 4, 5, 6, 7</b> K-5 teachers use Open Court district-adopted textbooks (and/or Lucy Calkins Reading Workshop model for basic teaching of reading concepts, strategies, and phonics) for their Core instruction - additionally, leveled and core literature, software/online programs, and weekly current event news are used in small and whole group settings to further enrich the level and variety of reading opportunities</p> <p><b>1, 2, 3, 4, 5, 6, 7</b> K-5 teachers also use: Fountas &amp; Pinnell, DIBELS, Open Court, SRA, Reading and Writing A-Z, Writer's Workshop, Wordly Wise, Lucy Calkins, Core Literature, Lexia, common formative assessments for student assessment, intervention, and differentiated instruction</p> <p><b>1, 2, 3, 4, 5, 6, 7</b> Grades 1-5: students scoring below proficient receive</p>	Principal, Teachers, Librarian	SSC, Title I, WTPA	2013-2014
		Principal, Teachers, Title I, SIP aides	SSC, Title I, WTPA	2013-2014
		Teachers, Title I,	SSC, Title I,	2013-2014

curricular content/standards	<p>additional targeted instruction beyond the Core instruction utilizing a variety of print and web-based intervention materials including Lexia, Open Court intervention, Reading A-Z, SRA, and teacher-made phonics, comprehension, and fluency materials</p> <p><b>1, 3, 5, 6</b> Guided reading of leveled books/programs are used to address specific K-5 student reading needs</p> <p><b>1, 2, 3, 4, 5, 6, 7</b> With SWD in the RSP program, the following intervention materials are used: Lexia, Rewards, Phonics for Reading, Read Naturally, Great Leaps, Signs for Sounds, Earobics, Essential Skills</p> <p><b>5, 6, 7</b> ELL learners receive language instruction using core and supplementary resources from our adopted programs along with specific ELD programs, Language for Learning, and Understanding English Grammar</p> <p><b>1, 2, 3</b> Curriculum materials and instruction will be aligned to the California Common Core Standards (CCCSS) once an implementation plan has been established</p>	SIP aides   Principal, Teachers, Librarian  Principal, RSP Teachers  Principal, Classroom Teachers, ELL Teacher	WTPA  SSC, Title I, WTPA  SSC, WTPA  SSC, Title I, WTPA	  2013-2014  2013-2014  2013-2014  2013-2014
<p><b>E. Grouping</b></p> <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</li> </ul>	<p><b>1, 2, 4, 5</b> All K-5 teachers utilize whole group instruction, Study Buddies (K= 10 students in group, one with teacher, one with aide), small group instruction with teacher, classroom aide, peer buddies, parent volunteers, learning centers, Literature Circles, and peer partners to deliver instruction</p> <p><b>1, 2, 3</b> SWD receive targeted instruction in small groups, one-to-one, and in push in and pull out settings</p>	Principal, Teachers, Title I, SIP aides   Principal, RSP, Classroom teachers	SSC, Title I   	2013-2014   2013-2014



<p>appropriate</p> <p>❑ 5. Centers &amp; independent activities aligned with goals, strategies &amp; grade-level standards</p>	<p><b>1, 2, 3</b></p> <p>SED students receive targeted instruction in small groups, one-to-one, and in push in and pull out settings</p>	Principal, Title I, classroom teachers		2013-2014
	<p><b>1, 2, 3</b></p> <p>EL students receive targeted instruction in small groups and one-to-one</p>	Principal, Classroom teachers, EL support staff		2013-2014
<p><b>F. Differentiated Instruction</b></p> <p>❑ 1. Opportunity for systematic teaching &amp; practice to learn skills &amp; strategies</p> <p>❑ 2. Opportunities for acceleration/enrichment</p> <p>❑ 3. ELL emphasis on (1) developing proficiency in standard English &amp; (2) simultaneous instruction in acquisition of academic vocabulary (ELD &amp; sheltering)</p> <p>❑ 4. Teacher adapted instruction for multiple needs</p>	<p><b>1, 2, 3, 4</b></p> <p>K-5 teachers will provide opportunities for acceleration/enrichment - book clubs, cross-grade level buddies, and alternative response projects will be provided in class and through home study</p>	Principal, Classroom Teachers, Aides	SSC, Title I, WTPA	2013-2014
		Principal, Classroom Teachers, Aides		2013-2014
	<p><b>2, 4</b></p> <p>Pre and post-assessments are used K-5 to determine student needs and tailor instruction accordingly</p>	Principal, Classroom Teachers, RSP, Aides	SSC, Title I, WTPA	2013-2014
	<p><b>1, 2, 4</b></p> <p>K- 5 Staff will collaborate to refine assessment tools, integrate Language Arts across the curriculum, and develop strategies for curriculum differentiation within literature groups and writing assignments</p>	Principal, Classroom Teachers, RSP, Aides	SSC, Title I, WTPA	2013-2014
	<p><b>1, 2, 3, 4</b></p> <p>Explicit vocabulary development will be taught through the use of G.L.A.D. strategies</p>	Principal, Classroom Teachers, Aides		2013-2014
	<p><b>1, 2, 3, 4</b></p> <p>Grade K-5 teachers will develop and implement classroom units using G.L.A.D. strategies and integrating Language Arts with Science, Math, Social Studies, and Science</p>	Principal, Classroom Teachers, RSP, Aides	SSC, Title I, WTPA	2013-2014
	<p><b>3</b></p> <p>Targeted K-5 ELD intervention/instruction for ELL</p>	Principal, Classroom	WTPA	2013-2014

	<p>students is provided in small groups, one-to-one, and in push in and pull out settings</p> <p><b>1,2,3</b>  Grades 1-5: Pre-assessments determine which students need more skill building in a particular area and those who have mastered it. Students who have mastered the standards participate in various opportunities to accelerate at/or above grade level (ie - Daily 5, CAFÉ, Reader's/Writer's Workshop, Guided Reading, etc.)</p> <p><b>2, 4</b>  Grades 4-5: teachers use literature circles and/or Readers/Writers Workshop to differentiate reading and interest levels of students</p> <p><b>1, 4</b>  SWD and RSP students receive targeted instruction in small groups, one-to-one, and in push in and pull out settings</p> <p><b>1, 4</b>  Students scoring below proficient receive targeted Title I instruction based on progress monitoring and local assessments in small groups, one-to-one, and in push in and pull out settings</p> <p><b>1, 2, 3, 4</b>  Teachers will meet at grade levels to plan and align curriculum to CCCSS - planning/pacing calendars will be used as a reference to plan instruction</p> <p><b>1, 4</b>  Teachers will collaborate to meet the diverse needs of students and plan differentiated activities/support through the use of a Google Doc (<i>RtI and SST Interventions</i>) for students of concern</p>	<p>Teachers, Aides</p> <p>Principal, Classroom Teachers, Aides</p> <p>Principal, Classroom teachers, EL support staff</p> <p>Principal, classroom teachers, Title I</p> <p>Principal, classroom teachers, Title I staff</p> <p>Principal, classroom teachers, Title I staff</p> <p>Principal, Classroom Teachers, RSP, Student Services Team</p>	<p>WTPA</p> <p>SSC, Title I, WTPA</p> <p>SSC, Title I, WTPA</p> <p>Title I</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>
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<p><b>G. Classroom Instructional Management</b></p> <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>	<p><b>1, 2, 3, 4</b> Students and teachers will engage in and use behavior management strategies conducive to creating environments of collegiality, academic risk-taking, trust, and responsibility for learning (Common Core Standards)</p> <p><b>1, 2, 3, 4</b> Students and teachers will work together to establish classroom norms – clear and posted student rights and responsibilities (Toolbox curriculum)</p> <p><b>1, 2, 3, 4</b> Students use of technology will be developed by using the Library computer lab and classroom technology resources/devices to acquire 21<sup>st</sup> Century Learning skills and collaborate, create, and present content as per the CCCSS standards</p> <p><b>1, 2, 3, 4</b> Students will participate in whole and small group teacher led lessons. Expectations for student participation and engagement are based on school wide communication and behavior guidelines</p> <p><b>1, 4</b> K-5 Classroom aides, Title I/RSP staff, classified staff, and volunteers will assist in instructional program delivery</p> <p><b>2, 3,</b> K-5 School wide Toolbox lessons will support communication skills and develop interpersonal relationships between students, adults, and student/adults</p>	<p>Teachers, parents, instructional aides, Principal</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>V</p> <p>Principal, classroom teachers</p> <p>Principal, classroom teachers, Title I/RSP staff, classified staff, Aides</p> <p>Principal, classroom teachers</p>	<p></p> <p>SSC, WTPA</p> <p>SSC, WTPA</p>	<p>Aug-June 2013-2014</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>V</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>
<p><b>H. Professional Development</b></p> <ul style="list-style-type: none"> <li>❑ 1. Research-based &amp; focused on student learning,</li> </ul>	<p><b>1, 2, 3, 4, 5</b> All Wade Thomas K-5 teachers will participate in staff development using G.L.A.D. instructional strategies and</p>	<p>Principal, classroom teachers</p>	<p>SSC, WTPA</p>	<p>2013-2014</p>

<p>curriculum &amp; instruction adapted to students' needs</p> <ul style="list-style-type: none"> <li>❑ 2. Educators participate in planning</li> <li>❑ 3. Activities ongoing &amp; in-depth</li> <li>❑ 4. Time allocated for reflection, discussion, and analysis of professional practice</li> <li>❑ 5. Administrative support</li> <li>❑ 6. Includes <u>all</u> staff who work with students</li> <li>❑ 7. Includes teacher training on working effectively with parents</li> </ul>	<p>training on using technology in the classroom</p> <p><b>1, 2, 3, 4, 5</b> Ongoing professional development will address Wade Thomas' focus on improving student behavior and integrating technology throughout the curricula to ensure students' achievement of grade level standards and development of 21<sup>st</sup> Century skills</p> <p><b>1, 2, 3, 4, 5</b> All K-5 teachers will participate in site-based staff development and collaboration to support alignment to the CCCS in writing across the curriculum</p> <p><b>2, 4</b> K-5 teachers will continue to develop an articulated K-5 writing program</p> <p><b>1, 3</b> Lexia (reading intervention) training will be provided for Title I support staff</p> <p><b>1, 2, 3, 4, 5</b> K-5 Collaborative Grade Level Team meetings for all K-5 staff will occur approximately once per month, and district grade level team work will occur approximately once per month (Kathy Glass Backwards Design Common Core work)</p>	<p>Principal, classroom teachers</p> <p>Principal, classroom teachers</p> <p>Principal, classroom teachers</p> <p>Principal, classroom teachers, SIP aides, Title I staff</p> <p>Principal, classroom teachers</p>	<p>SSC, WTPA</p> <p>SSC, WTPA</p> <p>SSC, WTPA</p> <p>Title I</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>October 2013</p> <p>2013-2014</p>
<p><b>I. Administrative Practices</b></p> <ul style="list-style-type: none"> <li>❑ 1. Knowledgeable about standards &amp; effective Language Arts programs</li> <li>❑ 2. Maximize &amp; protect instructional time</li> <li>❑ 3. Support development of explicit, grade-level &amp; individual performance goals</li> <li>❑ 4. Ensure all teachers are</li> </ul>	<p><b>1, 2, 3</b> K- 5 Collaborative site/district grade level team professional development work will be designed by the principal and administrative team, and planned by the leadership team and principal</p> <p><b>1, 3, 5</b> Principal will participate in site-based collaborative team meetings at grade level</p>	<p>Principal, Site Leadership Team, Site/District grade level teams</p> <p>Principal, site grade level teams</p>	<p>SSC, WTPA</p>	<p>2013-2014</p> <p>2013-2014</p>

<p>well-trained &amp; supported</p> <p>❑ 5. Allocate staff, resources &amp; time in all grades for students not yet demonstrating competence</p>	<p><b>1, 3, 5</b></p> <p>Principal and Leadership Team will create intervention, specials, and pull-out services schedules that protect core instruction in the classroom</p>	Principal, Site Leadership Team		Jan-Aug 2014
	<p><b>1, 2, 3, 4, 5</b></p> <p>Principal will support teachers participating in professional development for G.L.A.D., technology training, and the implementation of Common Core Standards by providing opportunities to follow up for implementation and sharing with staff</p>	Principal, Site Leadership Team, site grade level teams	SSC, WTPA	2013-2014
	<p><b>1, 2, 3, 4, 5</b></p> <p>Principal will work with all staff to provide regular opportunities to reflect on instructional practices - encouraging structured conversations that focus on student learning, aligning instruction to the Common Core, utilizing technology purposefully in the classroom, Kathy Glass Common Core work, and best instructional practice</p>	Principal, Site Leadership Team, site grade level teams	SSC, WTPA	2013-2014
	<p><b>3, 4, 5</b></p> <p>Principal will work with the site Leadership Team to refine the structure of the Student Services Team/Student Study Team model so that data and student work (and progress with Tier I/II supports) are analyzed with teachers in a systematic method</p>	Principal, Site Leadership Team, site grade level teams		2013-2014
	<p><b>3, 4, 5</b></p> <p>Principal will ensure/provide release time for teachers to observe/model instructional practice, strengthen pedagogy, develop effective methodology, and align instruction to the California Common Core Standards</p>	Principal, Site Leadership Team, site grade level teams		2013-2014

<p><b>J. Parent &amp; Community Involvement</b></p> <ul style="list-style-type: none"> <li>❑ <b>1. Parents well-informed about content standards, curriculum, assessment &amp; progress of their children - receive information</b></li> <li>❑ <b>2. Parents encouraged to actively involve themselves in education &amp; are supported in their efforts - receive training</b></li> <li>❑ <b>3. Materials/programs organized so parents, siblings and/or community members can provide extended learning experiences</b></li> <li>❑ <b>4. Community partnerships to design &amp; provide professional development, tutoring &amp; other programs</b></li> <li>❑ <b>5. Community used as classroom</b></li> <li>❑ <b>6. Parent Compact supports goals</b></li> </ul>	<p><b>1, 2</b> Parents will receive information about standards, curriculum and assessment at Back-To-School Night, Open House, SSC and Wade Thomas Parent Club meetings, and via classroom /school newsletters, online communications/emails, and parent curriculum meetings</p> <p><b>1, 2, 5</b> At Back-to-School Night, all K-5 parents and guardians will receive grade level ELA curriculum standards, and are encouraged to participate in classroom activities and field trips</p> <p><b>2, 6</b> Teachers establish communication and agreements with parents to support student success at home and to work toward successful home-school collaboration</p> <p><b>1, 2, 3</b> Parents/Guardians will monitor K-5 students' reading homework and sign appropriate reading/home study logs to support literacy</p> <p><b>1, 2, 3</b> Parent and community volunteers will support the K-5 academic program by working in the classroom and on campus: 1-to-1, small groups, Literature Circles, field trip chaperones and drivers, Book Fair, Science and Field day, World Culture Day, International Day, Marin Volunteers, and preparing Weekly Home Folders</p> <p><b>1, 2</b> Progress reports, report cards, and teacher-parent conferences provide periodic communication between the school and home regarding student progress</p>	<p>Principal, Classroom Teachers, WTPA and volunteers, SSC members</p> <p>Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers, WTPA and volunteers, SSC members</p> <p>Principal, Classroom Teachers</p>	<p>SSC, WTPA</p> <p></p> <p></p> <p></p> <p>SSC, WTPA</p> <p></p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>
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## DIMENSION 2: TEACHING & LEARNING – MATHEMATICS

GOAL #1: Improve student achievement in Mathematics

GOAL #2: To become familiar with and implement California Common Core State Standards (CCCSS) to promote 21<sup>st</sup> century skills

GOAL #3: To provide differentiated instruction for all students

### Math Measurable Objectives

Year:	Math Measureable Objective:	Progress Made:
2011-2012	K-4 teachers will implement cooperative, integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking	In Progress
2012-2013	K-4 teachers will implement cooperative, integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking (CCCSS - Standards for Mathematical Practice)	Beginning/Emerging/Ongoing
2013-2014	<b>K-4 teachers will implement cooperative, integrated units that incorporate Social Studies, Language Arts, Math, and Science, and emphasize collaboration, communication, and critical thinking</b>	
2011-2012	5 <sup>th</sup> teachers will implement cooperative, integrated units that incorporate Language Arts/Social Studies or Math/Science, and emphasize collaboration, communication, and critical thinking	In Progress
2012-2013	5 <sup>th</sup> teachers will implement cooperative, integrated units that incorporate Language Arts/Social Studies or Math/Science, and emphasize collaboration, communication, and critical thinking (CCCSS - Standards for Mathematical Practice)	Beginning/Emerging/Ongoing
2013-2014	<b>5<sup>th</sup> teachers will implement cooperative, integrated units that incorporate Language Arts/Social Studies or Math/Science, and emphasize collaboration, communication, and critical thinking</b>	

2011-2012	K-5 teachers will attend Marin County Office of Education and district trainings in Common Core Standards	In Progress/Revised
2012-2013	K-5 teachers and the principal will participate in off-site, Marin County Office of Education, and on-site/district trainings in Using Technology in the Classroom, 21 <sup>st</sup> Century Learning Strategies, and Common Core Standards	Met/Ongoing
2013-2014	<b>K-5 teachers and the principal will participate in off-site, Marin County Office of Education, and on-site/district trainings in Using Technology in the Classroom, 21<sup>st</sup> Century Learning Strategies, and Common Core Standards</b>	
2011-2012	K-5 will begin training in G.L.A.D. techniques and instruction	In Progress/Revised
2012-2013	K-5 teachers and the principal will all be trained in G.L.A.D. techniques, and implement G.L.A.D. strategies in instruction	Met/Ongoing
2013-2014	<b>K-5 teachers and the principal will all be trained in G.L.A.D. techniques, and implement G.L.A.D. strategies in instruction</b>	
2011-2012	90% of K students will demonstrate consistency in number recognition as measured by the Kindergarten report card assessment	Met/Revised
2012-2013	90% of K students will demonstrate consistency in number recognition as measured by the Kindergarten trimester report card assessments ( <u>CCCSS - K Standards</u> : Counting and Cardinality, and Number and Operations in Base Ten)	Met/Ongoing
2013-2014	<b>90% of K students will demonstrate consistency in number recognition as measured by the Kindergarten trimester report card assessments</b>	
2011-2012	80% of 1st grade students will be able to skip count by 2's, 5's, and 10's to 100 by the end of the year using a 100's chart	Met/Revised
2012-2013	80% of 1st grade students will be able to skip count by 2's, 5's, and 10's to 100 by the end of the year using a 100's chart ( <u>CCCSS - Grade 1 Standards</u> : Number and Operations in Base Ten, and Measurement and Data)	Met/Revised
2013-2014	<b>85% of 1st grade students will be able to skip count by 2's, 5's, and 10's to 100 by the end of the year using a 100's chart</b>	



2011-2012	80% of 2 <sup>nd</sup> grade students will know Math facts (addition and subtraction) as measured by the district grade level trimester 3 Math assessment	Met/Revised
2012-2013	<b>80% of 2<sup>nd</sup> grade students will know Math facts to 20 (addition and subtraction) as measured by the district grade level trimester Math assessments (<u>CCCSS - Grade 2 Standards</u>: Operations and Algebraic Thinking, Number and Operations in Base Ten, and Measurement and Data)</b>	Met/Ongoing
2013-2014	<b>85% of 2<sup>nd</sup> grade students will know Math facts to 20 (addition and subtraction) as measured by the district grade level trimester Math assessments</b>	
2011-2012	Of the eight 3 <sup>rd</sup> grade students performing at basic or below basic, 10% will move up at least one level as measured on the CST	Met/Ongoing
2012-2013	80% of students in grades 3-5 performing at basic or below on the Math CST will improve by at least one CST performance level	Met
2013-2014	<i>see new M. O. below</i>	Revised
2011-2012	Increase the percentage of 4 <sup>th</sup> grade students demonstrating "proficiency" on the CST in Mathematics to 90%	Met/Ongoing
2012-2013	Increase the percentage of 3 <sup>rd</sup> grade students demonstrating "proficiency" on the CST in Mathematics to 90%	Met
2013-2014	<i>see new M. O. below</i>	Revised
2011-2012	Maintain the percentage of 5 <sup>th</sup> grade students demonstrating proficiency and above, while diminishing the percentage of students below basic, and increase the percentage of advanced students by 6% as measured on the CST	Revised
2012-2013	<i>see new M.O. below</i>	Revised
2013-2014	<i>see new M. O. below</i>	Revised

2011-2012	Increase to 100% the number of students who score proficient or above on District Benchmark Math Assessment [96% of all students K-5 scored proficient or above (K = 93%, 1 <sup>st</sup> grade = 100%, 2 <sup>nd</sup> grade = 98%, 3 <sup>rd</sup> grade = 97%, 4 <sup>th</sup> grade = 99%, 5 <sup>th</sup> grade = 89%)]	Met/Revised
2012-2013	Increase to 100% the number of students who score proficient or above on year-end District Benchmark Math Assessment [96% of all students K-5 scored proficient or above (K = 96%, 1 <sup>st</sup> grade = 100%, 2 <sup>nd</sup> grade = 98%, 3 <sup>rd</sup> grade = 94%, 4 <sup>th</sup> grade = 100%, 5 <sup>th</sup> grade = 90%)]	In Progress/Ongoing
2013-2014	<b>Increase to 100% the number of students who score proficient or above on year-end District Benchmark Math Assessment</b>	
2011-2012	Increase socioeconomically disadvantaged students who are demonstrating proficiency on the CST to 75%	Met/Revised
2012-2013	Increase socioeconomically disadvantaged students who are demonstrating proficiency on the CST to 80%	In Progress/Revised (3 <sup>rd</sup> & 4 <sup>th</sup> grade = 67%, 5 <sup>th</sup> grade = 80%)
2013-2014	<b>80% of socioeconomically disadvantaged students in grades 3-5 will score at least 70% or above by June 2014 on grade level MARs task</b>	
2011-2012		New
2012-2013	100% of students - especially Socio-economically Disadvantaged (SED) and ELL students - who show a need for intervention (either by scoring below Proficient on the CST, or not meeting benchmarks on other site-based assessments) will receive targeted intervention using a research-based online math support program for 20 min/day twice weekly.	Emerging/Ongoing (ave. was 20-30 mins/week)
2013-2014	<b>100% of students - especially Socio-economically Disadvantaged (SED) and ELL students - who show a need for intervention (either by scoring below Proficient on the CST, or not meeting benchmarks on other site-based assessments) will receive targeted intervention using a research-based online math support program for 20 min/day twice weekly.</b>	
2011-2012		New
2012-2013		New
2013-2014	<b>80% of students in grades 3-5 will score at least 70% or above by June 2014 on grade level MARs task</b>	

## Math Action Plan

Key Components & Characteristics	Mathematics Actions	Person Responsible	Est. Cost & Funding Source	Timeline
<b>A. Assessment</b>  <input type="checkbox"/> 1. Aligned with instruction <input type="checkbox"/> 2. Balanced - computational, procedural, conceptual and problem solving <input type="checkbox"/> <b>3. Identification of at-risk students (low-achieving, SED, ELs, RSP)</b> <input type="checkbox"/> 4. Used to improve instruction <input type="checkbox"/> 5. Teacher training in assessment strategies <input type="checkbox"/> 6. Formal measures <input type="checkbox"/> 7. Informal measures <input type="checkbox"/> 8. Formative/summative assessment data	<b>1, 2, 3, 4, 6, 7</b> K-5 teachers will use pre/post test assessments from Every Day Math (EDM) to assess individual needs and plan instruction	Teachers, Grade level teams		Aug-June 2013-2014
	<b>1, 3, 7, 8</b> K-5 teachers will use common district wide grade level assessments, aligned to the essential standards, 3 X per year (November, March, & May)	District grade level teams		2013-2014
	<b>1,2,4,5</b> Smarter Balance Field Test Assessment will be administered in grades 3-5	Principal, Classroom teachers		Spring 2014
	<b>1, 3, 7, 8</b> K-5 teachers will assess students using MARS performance tasks, exit slips	Classroom teachers		2013-2014
	<b>4, 5, 6</b> Teachers will participate in administering and analyzing CSTs, grade level assessments, and trimester scores to modify instructional practices - analysis of assessment results will guide the development of differentiated instruction	Classroom teachers		March 2014

	<p><b>1,2,3,4,5,6</b> K-5: All assessments will be administered and results will be used to provide differentiated instruction; to support struggling students with short or long term intervention, to provide challenging activities for students who have mastered assessed skills, and to provide a deeper understanding of concepts where needed</p> <p><b>1,3,4</b> Grades 1-5: Students scoring below proficient will be regularly monitored to measure progress toward grade level standards with exit slips, chapter and unit assessments, and teacher observation - they will also be provided reteaching and intervention support as needed</p> <p><b>1, 2, 3, 4, 5, 6</b> SWD will be regularly assessed and monitored for progress toward their IEP goals in Mathematics</p> <p><b>1, 2, 3, 4, 5, 6</b> Teachers will continue to work on aligning math instruction to the CCCSS and use assessment results to guide instruction</p>	<p>Principal, Classroom Teachers, SIP aides</p> <p>Classroom Teachers, Title I</p> <p>RSP, classroom teachers</p> <p>Principal, classroom teachers</p>		<p>Aug-June 2013-14</p> <p>Aug-June 2013-14</p> <p>Aug-June 2013-14</p> <p>2013-2014</p>
<p><b>B. Instruction</b></p> <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 organized around goals</li> <li>❑ <b>4. Opportunities for acceleration/enrichment</b></li> <li>❑ 5. Results of assessment guide instruction</li> </ul>	<p><b>1, 2, 3, 4, 5</b> Curriculum maps and supplements will be developed and used as needed to re-align instruction to the CCCSS, and to assure that all students progress toward meeting common core standards</p> <p><b>1, 2, 3, 4, 5</b> The CCCSS Standards for Mathematical Practice will be used in K-5 classrooms</p>	<p>Principal, Teachers, instructional aides, Title I, volunteers</p> <p>Principal, Teachers, instructional aides, Title I, volunteers</p>	<p>SSC, Title I</p> <p>SSC, WTPA</p>	<p>2013-2014</p> <p>2013-2014</p>



	<p><b>1, 2, 3, 4</b> SWD will be regularly assessed and monitored for progress toward their IEP goals in Mathematics</p> <p><b>1, 2, 3, 4</b> K-5 teachers will provide opportunities for acceleration/enrichment - math games, math centers, manipulatives, cross-grade level buddies, and alternative response projects will be provided in class and through home study</p> <p><b>1, 2, 3, 4,</b> Curriculum materials and instruction will be aligned to the California Common Core Standards (CCCSS)</p>	<p>Principal, Teachers, Title I staff, instructional aides Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers, instructional aides</p> <p>Principal, Classroom &amp; RSP Teachers</p>		<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>
<p><b>C. Instructional Time</b></p> <p><input type="checkbox"/> 1. All students receive 50-60 minutes of instruction</p> <p><input type="checkbox"/> 2. Learning time extended through homework</p> <p><input type="checkbox"/> 3. Students actively participate during allocated time</p> <p><input type="checkbox"/> 4. Instructional time maximized and protected</p> <p><input type="checkbox"/> <b>5. Extended learning day/year (before school, after school, Saturday School, summer school)</b></p>	<p><b>1, 3, 4</b> All students in grades K-5 receive a minimum of 60 minutes of Math instruction daily.</p> <p><b>3</b> K-5 Math games, Math centers, Math apps, manipulatives, and a variety of instructional strategies found in the Every Day Math program along with effective supplemental Math activities are used to meet the needs of all students.</p> <p><b>2</b> K-5 students will receive homework using home links and school links to extend and support classroom lessons and experiences.</p>	<p>Teachers, instructional aides</p> <p>Teachers, instructional aides</p> <p>Teachers, instructional aides</p>	<p>SSC, WTPA</p> <p>SSC, WTPA</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>

	<p><b>1, 3, 4</b> K-5 students not meeting grade level standards in mathematics will be designated Title I and receive intervention through small group instruction for 30 min/day, 2-3 times per week</p> <p><b>5</b> K teachers provide extended learning time T +Th, 2:00-3:00 p.m. for students not meeting grade level standards</p> <p><b>3</b> All students (K-5) will actively participate in math activities to develop strong problem-solving strategies and skills (emphasizing the Standards for Mathematical Practice within the CCCSS)</p> <p><b>5</b> Teachers provide communication and resources to students enrolled at the San Anselmo Afterschool (SAAS) and the Fairfax/San Anselmo Children's Center in order to benefit from extra support and extended learning opportunities after school</p> <p><b>5</b> Students with disabilities who qualify will be provided with extended school year opportunities through the district's summer program</p>	<p>Principal, Classroom Teachers, Title I staff, instructional aides</p> <p>Kindergarten teachers</p> <p>Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers</p> <p>District Classroom &amp; RSP Teachers</p>	Title I	<p>2013-2014</p> <p>Jan 2014 - May 2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>Summer 2014</p>
<p><b>D. Instructional Materials</b></p> <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> </ul>	<p><b>1, 2, 3, 4, 5, 6, 7, 9</b> K-5 students will receive instruction using Every Day Math adopted textbook and supplemental materials in addition to: Math Olympiads, Equals materials, Harcourt Brace, Silicon Valley Math Initiative materials, MARS tasks</p>	Classroom Teachers, Grade level teams, Leadership team		2013-2014

<ul style="list-style-type: none"> <li>❑ <b>5. Provide suggestions for special needs (low-achievers, SED, 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><b>2, 3, 5</b> Resources are available to provide extended access and depth (i.e., manipulatives, technology) for regular programs.</p> <p><b>1, 5, 6, 9</b> Teachers participate in teams several times per year to review assessments and plan instruction</p> <p><b>1, 2, 3, 4, 5, 6, 7, 9</b> With SWD in the RSP program, the following intervention materials are used: Aleks, EDM apps, Math Blaster, Reader Rabbit Math, Mighty Math Programs, Intellitools, Essential Skills</p> <p><b>5, 6, 7</b> ELL learners receive mathematics instruction using core and supplementary resources from our adopted programs along with research-based, online programs (like Aleks)</p> <p><b>1, 2, 3</b> Curriculum materials and instruction will be aligned to the California Common Core Standards (CCCSS) once an implementation plan has been established</p>	<p>Classroom Teachers</p> <p>Principal, Classroom Teachers</p> <p>RSP, Classroom Teachers</p> <p>Principal, ELL Staff, Classroom Teachers</p> <p>Principal, Classroom Teachers</p>		<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>
<p><b>E. Grouping</b></p> <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</li> </ul>	<p><b>1,5</b> K-5 Students will receive instruction in whole group, small group, and individual settings to meet the needs of all students</p> <p><b>1, 2, 5</b> K -5 Groupings will be flexible and will change based on formative assessments</p> <p><b>5</b> Groups in grades K-5 will be led by classroom teacher - with support from parent volunteers, instructional and</p>	<p>Teachers, instructional aides</p> <p>Teachers, instructional aides, Title I, volunteers</p> <p>Teachers,</p>	<p>SSC, Title I</p> <p>SSC, Title I</p>	<p>Aug-June 2013-2014</p> <p>Aug-June 2013-2014</p> <p>Aug-June 2013-2014</p>



activities aligned with goals, strategies & grade-level standards	classroom aides	instructional aides, Title I, volunteers	SSC, Title I	Aug-June 2013-2014
	<b>2, 4, 5</b> In grades K-5, Title I will support students with push-in and pull out instruction	Teachers, instructional aides, Title I, volunteers		
	<b>2, 3, 5</b> K-5 Math Centers will be used to provide a variety of Math activities and differentiation	Teachers, instructional aides, Title I, volunteers	SSC, Title I	Aug-June 2013-2014
	<b>2</b> SWD receive targeted instruction in small groups, one-to-one, and in push in and pull out settings	RSP, classroom teachers	SSC, Title I	Aug-June 2013-2014
	<b>2</b> Students scoring below proficient receive targeted instruction in small groups, one-to-one, and in push in and pull out settings	Teachers, RSP, instructional aides, Title I, volunteers		Aug-June 2013-2014
	<b>3</b> Math instruction will be aligned with California Common Core Standards.	Principal, Classroom Teachers		2013-2014
<b>F. Differentiated Instruction</b>				
<input type="checkbox"/> 1. Opportunity for systematic teaching & practice to learn skills & strategies <input type="checkbox"/> 2. Opportunities for acceleration/enrichment <input type="checkbox"/> 3. Teacher adapted instruction for multiple needs	<b>1, 2, 3</b> K-5 teachers will provide opportunities for acceleration/enrichment - math games, math centers, manipulatives, cross-grade level buddies, and alternative response projects will be provided in class and through home study	Principal, Classroom Teachers, RSP, Aides	SSC, Title I	Aug-June 2013-2014
	<b>1, 2, 3</b> Pre and post-assessments are used K-5 to determine	Principal, Classroom		2013-2014

	<p>student needs and tailor instruction accordingly</p> <p><b>1, 2, 3</b> K- 5 Staff will collaborate to refine assessment tools, integrate across the curriculum, integrate the CCCSS Standards for Mathematical Practice, and develop strategies for curriculum differentiation</p> <p><b>1, 2, 3, 4</b> Explicit concept/academic vocabulary development will be taught through the use of G.L.A.D. strategies</p> <p><b>1, 2, 3, 4</b> Grade K-5 teachers will develop and implement classroom units using G.L.A.D. strategies and integrating Language Arts with Science, Math, Social Studies, and Science</p> <p><b>1, 4</b> SWD and RSP students receive additional, targeted math instruction in small groups, one-to-one, and in push in and pull out settings</p> <p><b>1, 4</b> Students scoring below proficient receive targeted Title I instruction based on progress monitoring and local assessments in small groups, one-to-one, and in push in and pull out settings - they will also use a research-based intervention program (Aleks)</p> <p><b>1, 2, 3, 4</b> Teachers will meet in grade level teams to plan and align curriculum to CCCSS - planning/pacing calendars will be used as a reference to plan instruction</p> <p><b>1, 4</b> Teachers will collaborate to meet the diverse needs of students and plan differentiated activities/support through the use of a Google Doc (<i>RtI and SST</i>)</p>	<p>Teachers, Aides</p> <p>Principal, Classroom Teachers, RSP, Aides</p> <p>Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers, Aides</p> <p>Principal, Classroom teachers, RSP</p> <p>Principal, classroom teachers, Title I</p> <p>Principal, classroom teachers</p> <p>Principal, Classroom Teachers</p>	<p></p> <p></p> <p></p> <p></p> <p>Title I</p> <p></p> <p></p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>Aug-June 2013-14</p> <p>Aug-June 2013-14</p> <p>2013-2014</p> <p>2013-2014</p>
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	<p><b>1, 2, 3, 4, 5, 6</b> K-5 classroom instruction with EDM includes games, puzzles, problem solving, challenge packets, workbooks</p> <p><b>1, 4</b> K-5 Classroom aides, Title I/RSP staff, classified staff, and volunteers will assist in instructional program delivery</p> <p><b>4</b> K-5 School wide behavior expectations are well established and communicated by teacher to students.</p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>V</p>		<p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>V</p>
<p><b>H. Professional Development</b></p> <ul style="list-style-type: none"> <li>❑ 1. Teachers receive excellent pre/in-service training</li> <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>❑ 6. Includes <u>all</u> staff who work with students</li> <li>❑ 7. Includes teacher training on working effectively with parents</li> </ul>	<p><b>1,2,3,4,5</b> K-5 teachers work in collaborative grade level teams at the site and district level to implement common math assessments and CCCSS standards-aligned report cards</p> <p><b>1,2,3,4,5</b> K-5 teachers will continue to introduce, align to, and implement the CCCSS</p> <p><b>1, 2, 3, 4, 5</b> All Wade Thomas K-5 teachers will participate in staff development using G.L.A.D. instructional strategies and training on using technology in the classroom</p> <p><b>1, 2, 3, 4, 5</b> Ongoing professional development will address Wade Thomas' focus on improving student behavior and integrating technology throughout the curricula to ensure students' achievement of grade level standards and development of 21<sup>st</sup> Century skills</p> <p><b>1, 2, 3, 4, 5</b> All K-5 teachers will participate in site-based staff development and collaboration to support alignment to the CCCS in writing across the curriculum</p>	<p>Classroom Teachers, Principal, District grade level teams</p> <p>Classroom Teachers, Principal</p> <p>Classroom Teachers, Principal</p> <p>Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers</p>	<p>WTPA, SSC</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>

	<p><b>1, 2, 3, 4, 5</b> K-5 Response to Intervention (RtI) training will continue to be provided and shared with colleagues to provide research-based intervention and progress monitoring strategies</p> <p><b>1, 2, 3, 6</b> Aleks (math intervention) training will be provided for Title I support staff</p> <p><b>1, 2, 3, 4, 5</b> K-5 Collaborative Grade Level Team meetings for all K-5 staff will occur approximately once per month, and district grade level team work will occur approximately once per month</p>	<p>Principal, Classroom Teachers, RSP</p> <p>Principal, Title I staff</p> <p>Principal, Classroom Teachers</p>		<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>
<p><b>I. Administrative Practices</b></p> <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 school wide management systems</li> </ul>	<p><b>1, 2, 4, 5</b> District and principal will support staff development in Mathematics to implement common assessments and to begin integration of CCCSS at site</p> <p><b>1, 3, 5</b> Principal will participate in site-based collaborative team meetings at grade level</p> <p><b>1, 2, 3</b> K- 5 Collaborative site/district grade level team professional development work will be designed by the principal and administrative team, and planned by the leadership team and principal</p> <p><b>1, 3, 5</b> Principal and Leadership Team will create intervention, specials, and pull-out services schedules that protect core instruction in the classroom</p>	<p>Principal, District Staff, Classroom Teachers</p> <p>Principal, site grade level teams</p> <p>Principal, District Staff</p> <p>Principal, Classroom Teachers</p>	WTPA, SSC	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>

	<p><b>1, 2, 3, 4, 5</b> Principal will support teachers participating in professional development for <i>G.L.A.D.</i>, technology training, and the implementation of Common Core Standards by providing opportunities to follow up for implementation and sharing with staff</p>	Principal, Classroom Teachers	WTPA, SSC	2013-2014
	<p><b>1, 2, 3, 4, 5</b> Principal will work with all staff to provide regular opportunities to reflect on instructional practices - encouraging structured conversations that focus on student learning, aligning instruction to the Common Core, utilizing technology purposefully in the classroom, and best instructional practice</p>	Principal, Classroom Teachers, RSP		2013-2014
	<p><b>3, 4, 5</b> Principal will work with the site Leadership Team to refine the structure of the Student Services Team/Student Study Team model so that data and student work (and progress with Tier I/II supports) are analyzed with teachers in a systematic method</p>	Principal, Classroom Teachers, RSP		2013-2014
	<p><b>3, 4, 5</b> Principal will ensure/provide release time for teachers to observe/model instructional practice, strengthen pedagogy, develop effective methodology, and align instruction to the California Common Core Standards</p>	Principal, Classroom Teachers		2013-2014
	<p><b>1,2,4,</b> District and principals will support the transition to Common Core Standards and the alignment of report card and Math assessments</p>	Principal, District Staff, Classroom Teachers		2013-2014
<b>J. Parent &amp; Community Involvement</b>	<p><b>1,2,3</b> K-5 teachers use the EDM program parent letters to</p>	Principal,	SSC, WTPA	2013-2014

<ul style="list-style-type: none"> <li>❑ 1. Parents well-informed about content standards, curriculum, assessment &amp; progress of their children - receive information</li> <li>❑ 2. Parents encouraged to actively involve themselves in education &amp; are supported in their efforts - receive training</li> <li>❑ 3. Materials/programs organized so parents, siblings and/or community members can provide extended learning experiences</li> <li>❑ 4. Community partnerships to design &amp; provide professional development, tutoring &amp; other programs</li> <li>❑ 5. Community used as classroom</li> <li>❑ 6. Parent Compact supports goals</li> </ul>	<p>update parents periodically</p> <p><b>1, 2</b> Parents will receive information about standards, curriculum and assessment at Back-To-School Night, Open House, SSC and Wade Thomas Parent Club meetings, and via classroom /school newsletters, online communications/emails, and parent curriculum meetings</p>	Classroom Teachers		
	<p><b>1, 2, 5</b> At Back-to-School Night, all K-5 parents and guardians will receive grade level Math curriculum standards, and are encouraged to participate in classroom activities and field trips</p>	Principal, Classroom Teachers		2013-2014
	<p><b>2, 6</b> Teachers establish communication and agreements with parents to support student success at home and to work toward successful home-school collaboration</p>	Principal, Classroom Teachers		2013-2014
	<p><b>1, 2, 3</b> Parents/Guardians will monitor K-5 students' math homework</p>	Principal, Classroom Teachers	SSC, WTPA	2013-2014
	<p><b>1, 2, 3</b> Parent and community volunteers will support the K-5 academic program by working in the classroom and on campus: 1-to-1, small groups, field trip chaperones and drivers, Science and Field day, Marin Volunteers, and preparing Weekly Home Folders</p>	Principal, Classroom Teachers		2013-2014
	<p><b>1, 2</b> Progress reports, report cards, and teacher-parent conferences provide periodic communication between the school and home regarding student progress</p>	Principal, Classroom Teachers		2013-2014

## TEACHING & LEARNING: SOCIAL EMOTIONAL LEARNING

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### GOAL #3: Build and maintain an inclusive learning community

- To provide a safe environment that promotes respect for individual differences, develops positive social skills and encourages active participation in all aspects of school life, as measured by the student and parent surveys
- To support students in learning the fundamentals of physical fitness and healthy living
- To sustain and enhance the dynamic involvement of all stakeholders, as well as the larger community in school and increase community participation in classroom volunteering and community events

Key Components & Characteristics	Learning Environment Actions	Person Responsible	Est. Cost & Funding Source	Timeline
<b>A. Assessment</b>	<ul style="list-style-type: none"> <li>Progress will be monitored through the Student Survey (grades 3-5), and teacher observation of student behavior and habits</li> </ul>	Principal, Classroom Teachers	SSC	2012-2014
	<ul style="list-style-type: none"> <li>Progress will be monitored using data from Solution Team process</li> </ul>	Principal, Classroom Teachers		2012-2014
	<ul style="list-style-type: none"> <li>California Healthy Kids Survey and the Presidents Physical Fitness test will be administered to all 5<sup>th</sup> grade students</li> </ul>	Principal, Classroom Teachers		February 2014



<b>B. Instruction</b>	<b>All K-5:</b>			
	<ul style="list-style-type: none"> <li>Students will participate in activities to develop social problem solving and communication skills and reinforce a safe learning environment (Toolbox lessons, Spirit Day Assemblies, class meetings, Buddies, team games and activities, and student council).</li> </ul>	Principal, Classroom Teachers	WTPA,SSC, YES	2013-2014
	<ul style="list-style-type: none"> <li>Students will participate in Toolbox lessons delivered by WT Teachers</li> </ul>	Principal, Classroom Teachers		2013-2014
	<ul style="list-style-type: none"> <li>Students will participate in a variety of activities designed to foster respect for cultural and ethnic diversity (World Culture Day, International Day, Assemblies, Class meetings, and Buddies)</li> </ul>	Principal, Classroom Teachers	WTPA,SSC, YES	2013-2014
	<ul style="list-style-type: none"> <li>Students will participate in No Bully Solution Teams and serve as Junior Coaches to respond to and minimize teasing and bullying</li> </ul>	Principal, Classroom Teachers	WTPA,SSC	2013-2014
	<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 drive, penpals, Valentines for Veterans, Marin Food Bank, UNICEF)</li> </ul>	Principal, Classroom Teachers		2013-2014
	<ul style="list-style-type: none"> <li>P.E. Specialist and teachers will continue to implement a more inclusive and non-competitive Playworks recess program</li> </ul>	Principal, PE coach, teachers		2013-2014
	<ul style="list-style-type: none"> <li>P.E. Specialist will provide instruction to address the Presidents Physical Fitness Test results and ensure students learn the fundamentals of physical fitness and health</li> </ul>	Principal, PE coach		2013-2014
	<ul style="list-style-type: none"> <li>The school site "Green Team" will research and recommend improvements in classroom air quality,</li> </ul>	Principal,		2013-2014

	<p>recycling and other environmental improvement efforts</p> <ul style="list-style-type: none"> <li>SSC will evaluate progress toward completion of site plan goals</li> </ul>	<p>Classroom Teachers</p> <p>Principal, Classroom Teachers</p>		2013-2014
<b>C. Professional Development</b>	<ul style="list-style-type: none"> <li>All staff will attend professional development in the Toolbox program and receive implementation support</li> <li>All staff will attend professional development in the No Bully program - specifically all staff will be trained in Solution Team and continue to implement Solution Team model</li> <li>Teaching and Yard Supervisors will participate in regular training and updates to improve yard supervision and follow Playworks playground Rules</li> <li>Two staff members will participate in the District Curriculum Committee (direct connection w/district and site PD)</li> <li>Parent and Teacher representatives will participate in the District Wellness Committee</li> <li>Training and use of Aeries for discipline and attendance</li> <li>Staff will receive professional development and support to learn and implement a new SST and students-of-concern system</li> </ul>	<p>Principal, Classroom Teachers</p> <p>Principal, Classroom Teachers, Aides</p> <p>Principal, Classroom Teachers, Aides, PE coach, teachers</p> <p>Principal, Classroom Teachers</p> <p>Principal, Staff, Classroom Teachers</p> <p>Principal, Staff, Classroom Teachers</p> <p>Principal, Staff, Classroom Teachers, District</p>	<p>WTPA, SSC</p> <p>WTPA, SSC</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>

		Counseling Coord, District Behavior Pgm Mgr, & SS team		
<b>D. Administrative Practices</b>	<ul style="list-style-type: none"> <li>Principal will communicate on a weekly basis with parents with the WT Weekly News by email</li> <li>Administrator will coordinate efforts to implement the Toolbox and No Bully programs</li> <li>Administrator will coordinate efforts to implement a new SST and students-of -concern system</li> <li>Administrator will coordinate efforts to implement PLAYWORKS playground model</li> <li>Parents will be informed about campus practices and expectations in the Parent Handbook</li> <li>Wade Thomas will comply with district/state attendance requirements</li> </ul>	Principal  Principal  Principal, staff  Principal  Principal  Principal, staff	WTPA, SSC	2013-2014  2013-2014  2013-2014  2013-2014  2013-2014  2013-2014
<b>E. Parent &amp; Community Involvement</b>	<ul style="list-style-type: none"> <li>Parents are invited to support the delivery of the instructional program in a variety of ways (volunteers, on special projects, in selection of assemblies, in the school garden, and as guest lecturers, Science and Field Day presenters)</li> <li>Parents will help develop projects and programs through a variety of opportunities (site council, WTPA, YES, District committees)</li> <li>Community at large will participate in school wide activities: Mustang Roundup, International Day,</li> </ul>	Principal, Classroom Teachers  Principal, Classroom Teachers  Principal, Classroom Teachers	WTPA, SSC  WTPA, SSC  WTPA, SSC	2013-2014  2013-2014  2013-2014

	<p>school celebrations, Lap-a-Thon, Science and Field Day, YES presentations, and Spirit Assemblies</p> <ul style="list-style-type: none"> <li>Parents will participate in a multi-faceted communications network that includes "The Mustang Newsletter," committee minutes, parent meetings, telephone calls, and representation on a variety of committees</li> <li>Staff will provide information and outreach to preschool and incoming Kindergarten families about the program through pre-school visits, Kindergarten brochure, Kindergarten orientation and interviews, Kindergarten visitation</li> <li>Teachers will provide parents with classroom newsletter or an updated website at regular intervals (minimum = once per month) throughout the year</li> <li>Parent representatives will participate in the District Wellness Committee</li> </ul>	<p>Principal, Classroom Teachers</p> <p>K Teachers, Principal</p> <p>Principal, Classroom Teachers</p> <p>Principal, Parents</p>	<p>WTPA</p> <p>WTPA</p>	<p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p> <p>2013-2014</p>
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## TEACHING & LEARNING: HISTORY-SOCIAL SCIENCE

### **Standards:**

In addition to the Standards described below, the K-5 Reading in History-Social Science standards are embedded within the California Common Core Standards. Wade Thomas will develop instructional practices that will transition our teaching and learning to the CCCSS.

Based on the California History-Social Science Content Standards adopted in 1998, students at Wade Thomas Elementary receive a History-Social Science 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 current academic 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
- 1. A Child's Place in Time and Space
- 2. People Who Make a Difference
- 3. Continuity and Change
- 4. A Changing State (California History)
- 5. United States History and Geography: Making a New Nation

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 class officers, Student Council, Green Team, Junior Coaches, library and class helpers.

### **Materials:**

Pearson Scott Foresman is used K-5. These materials are supplemented with additional resources including print, electronic, and video. Information Literacy is emphasized throughout the History-Social Sciences curriculum, and technology is an integral curricular component in grades 3-5.

### **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 the Common Core Language Arts skills of listening, speaking, reading and writing.

## TEACHING & LEARNING – SCIENCE

### **Standards:**

In addition to the Standards described below, the K-5 Reading in Science standards are embedded within the California Common Core Standards. These new standards are the Next Generation Science Standards. Wade Thomas will develop instructional practices that will transition our teaching and learning to the CCCSS.

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:**

As we move to fully implement a Common Core standards-based curriculum that aligns the written, taught and tested curriculum, teachers need time to plan a comprehensive and integrated program. Classes take Science-related field trips and are provided in-school Science assemblies and programs funded through the Parent Club and community grants. The school garden, under the direction of classroom teachers, provides an opportunity for hands-on experiences for all students in life Science. We have established a leadership position among credentialed staff for Science curriculum.

### **Materials:**

Harcourt Science was the adoption that was implemented during the 2002-03 school year. This is heavily supplemented by the Full Option Science System (FOSS) by Delta Education, and additional resources. Instruction and learning in the Sciences is also supplemented through the use of technology.

### **Assessment:**

Harcourt Science criterion-referenced assessments are used (along with teacher-created assessments) and the embedded assessments in FOSS. Journals are used to record investigations. Fifth grade students are also assessed in Science on the CST.

## TEACHING & LEARNING – VISUAL AND PERFORMING ARTS

Wade Thomas' visual and performing arts curriculum is currently being aligned to the Common Core Standards. This will ensure all students have equal opportunities for instruction, practice, integrated Math and Language Arts, and individual expression in the four areas of visual and performing arts: drama/theater, music, visual arts, and dance. Credentialed Music and Art teachers teach Wade Thomas students weekly. Experts in the field of Visual and Performing Arts from the community present to students at assemblies throughout the year. Field trips and other cultural events also enhance the curriculum.

Drama/Theater: All students perform in a class program at least once before an audience each year. 3-5<sup>th</sup> graders also have the opportunity to participate in professionally-produced plays coordinated through the district's Yes Foundation. Additionally, students in grades 4-5 may receive training and 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:

The Ross Valley School District values music as a vital part of every child's education, and all students K-5 participate in a weekly music class - taught by a credentialed music teacher (K-1 = 30 minutes, Grade 2 = 40 minutes, and Grades 3-5 = 45 minutes). Music is an integral part of every classroom. Students in grades 4 and 5 have the opportunity to participate in chorus or instrumental music instruction (recorder, strings, flute, clarinet, trumpet, and trombone). Students are also exposed to music and singing in regular classroom activities. Fifth grade students participate in annual community concerts. Music is provided to our students through the district's YES Foundation.

### Visual Arts:

The art program provides children with an enriched, developmentally appropriate and challenging art curriculum (taught by a credentialed teacher) that inspires creativity and self-expression, builds self-confidence, and develops problem solving and divergent thinking and promotes students to become lifelong learners. Students become familiar with a variety of art media, tools, techniques, appreciation for and the development of the language of art. Students develop the ability to employ the Elements of Art and Principles of Design in their work. The program also emphasizes the importance of art in history and contemporary society.

Student art is displayed in a professional manner to honor and celebrate the work of students and present to the community the impact of student learning. Students are recognized as unique individuals with their own ideas, cultural, familial and social values, and are encouraged to make joyful discoveries and connections in their work through this personal lens. 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 Wade Thomas participate in a developmentally-appropriate physical education (PE) program. A PE specialist provides instruction for students in grades K for 30 minutes, grades 1-2 for 60 minutes, and grades 3-5 for 90 minutes weekly. Regular classroom teachers also provide instruction with a focus on student fitness. The school nurse provides hearing and vision screening for all students at least twice during their K-5 years, and Family Life education to 5<sup>th</sup> graders. The Wade Thomas Student Services Team recommends interventions for students needing academic, social, and emotional support.

Wade Thomas has fully implemented the Ross Valley School District Toolbox social-emotional learning curriculum. Students focus on a different Toolbox tool every two weeks - learning about the tools in class, sharing and teaching each other in weekly assemblies, and talking about a related theme at monthly assembly book readings/talks presented by Wade Thomas library helper students.

Physical education is an important component of the Wade Thomas educational program. Current brain research supports the importance of physical activity at school to promote learning. Research also shows that children who are physically active grow into healthier adults. The outcome of a developmentally and instructionally appropriate program of physical education is a physically educated person. Our K-5 elementary physical education program focuses on movement, cooperative learning, and the use of manipulatives to enhance body and fitness awareness. As we move forward with our program, we will continue to look for additional ways to support and improve our students' health.

**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, analyzing, and presenting information are crucial skills for the 21<sup>st</sup> Century. Access to technology is a key component in utilizing information. Research on classroom technology use demonstrates that maximum effect on student learning is achieved when computers are placed in classroom settings. Wade Thomas' Library/Library Lab currently houses a dated, but functional, computer lab with 29 desktop pc computers for student use (grades 2-5). Some classrooms also have 1-3 desktop computers available for student use. To implement the goals of the Wade Thomas instructional program, all classroom and Library/Library Lab staff must receive relevant resources, staff development, and training. To promote equity, learning, and access, the continued acquisition of up-to-date classroom and library computer/device stations - along with relevant staff training - is essential to ensure students' informational literacy. Additional classroom and Library/Library Lab hardware will ensure student access to information and skills required for 21<sup>st</sup> Century learning 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
- To enable students to be able to communicate, access, analyze, interpret, and manipulate data from a variety of locations in the school, district, nation, and world

### Current Program:

All classrooms, library, and office are Internet-connected. 85% of the school has WiFi access. Teachers use Elmos, digital projectors, laptops, and/or iPads in the classroom to support instruction. Online research-based curriculum programs (ELA and Math) are used for enrichment and intervention programs with students in grades 2-5. 2-5 grade students have access to 29 PC's in the Library/Library Lab on a weekly basis to pursue research, word processing, typing skills, and other online activities. The school also has access to Ed1Stop resources and EDM mathematics sites online. The Ross Valley School District recently revised and updated its K-8 Technology Plan.

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

#### **Governance**

Guided by State and District standards, teachers and the principal determine changes in the curriculum and instructional practices. At Parent Club and SSC meetings staff and parents give reports on curriculum, instruction, extra-curricular activities and other items of interest. These groups meet during the first week of the month. Their feedback is provided to the staff through the principal and staff member 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 (4) and parents (4) 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 Teacher</b>	<b>Other School Staff</b>	<b>Parent or Community Member</b>
Mindy Magnussen				X
Melissa Irish				X
Susan Pearlstone			X	
Barbara Cellers		X		
Julie Levinson		X		
Elizabeth Peterson				X
Bob Marcucci				X
Betsy Joyce				X
Kim Kern	X			

## CATEGORICAL FUNDING/BUDGET ALLOCATED TO YOUR ELEMENTARY SCHOOL

### State Programs

Program	Purpose	Amount	Breakdown
<b>English Language Acquisition Program (ELAP)</b>	Help educationally disadvantaged students succeed in the regular program	N/A	District-wide
<b>Economic Impact Aid/English Learner Program (EIA/ELP)</b>	Develop fluency in English and academic proficiency of English learners	N/A	District-wide
<b>Professional Development</b>	Promote school improvement by long-term professional development of school staff	N/A	District-wide (Flexed)
<b>School Improvement Program (SIP)</b>	Improve school response to educational, personal and career needs of all students	N/A	(Don't receive)
<b>SB 1667 Site Block Grant (SSC)</b>	Support implementation of school plan	\$5,999	Core Curricular Support & Technology Curricular Support

### Federal Programs

Program	Purpose	Amount	Breakdown
<b>Title I: Targeted Assistance Program</b>	Help educationally disadvantaged students achieve grade level proficiency	\$28,957	Curriculum Instructional Aides/Staff Development
<b>Other Federal: Title 2</b>	Professional Development	N/A	Used District-wide for GLAD and SEL Professional Development
<b>Other Federal: Title 3</b>	Targeted Instruction for ELL's	N/A	Used District-wide for ELL Services

Total amount of state and federal categorical funds allocated to this school: \$34,956

# APPENDIX

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## SCHOOL SAFETY PLAN

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### Wade Thomas School

#### **SCHOOL SAFETY & CLIMATE FOR LEARNING**

Wade Thomas School is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

#### **Disaster Procedures:**

In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness. See attached drill schedule and NIMs chart for more information.

#### **School Discipline:**

Wade Thomas School has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the schoolwide standards.

#### **Bullying:**

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. The District's policies are available on the RVSD website and in the school office. The District prohibits bullying as defined in Education Code 48900(r) including, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, *which are: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.*

Acts of discrimination, harassment, intimidation or bullying should be brought to the attention of the principal. A complaint may be made anonymously by submitting a note into the blue No Bully Box located in the front office of the school. If there is sufficient corroborating information, an investigation will be initiated. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the District's policies on discrimination, harassment, intimidation and bullying may be subject to discipline, including suspension and expulsion.

**School Crime Assessment:**

Wade Thomas School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

**Child Abuse Reporting:**

Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

**Procedures to Notify Teachers of Dangerous Pupils:**

If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.

**Sexual Harassment Policy:**

Wade Thomas School strictly adheres to RVSD policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

**Safe and Orderly Environment:**

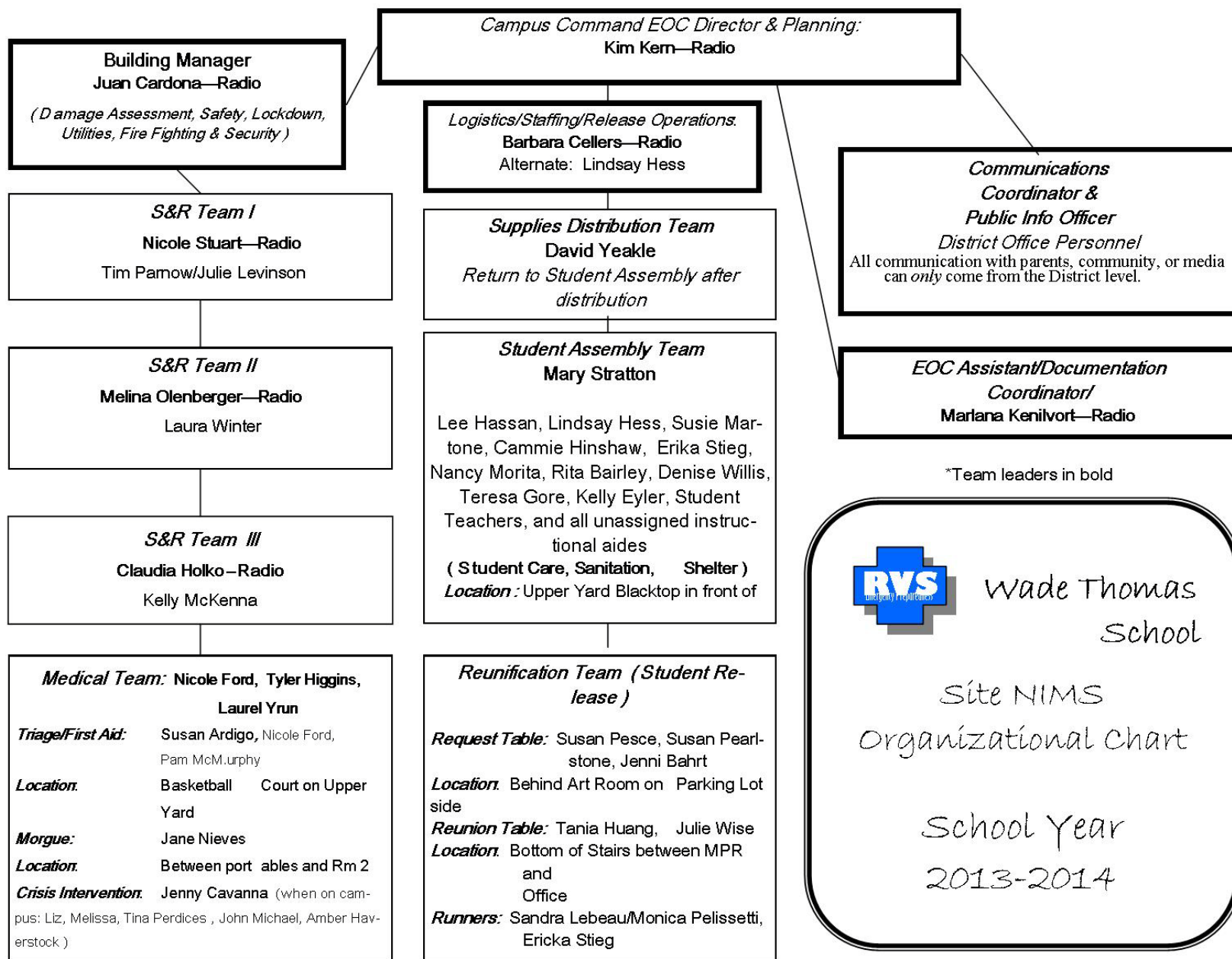
Wade Thomas School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

**Wade Thomas School  
Emergency Drill Schedule  
2013-2014**

Monday, September 23	9:30 am	Fire Drill
Thursday, October 17	11:30 am	Duck and Cover
Monday, October 28	10:35am	Fire Drill
Thursday, November 14	12:55 pm	Fire Drill
Friday, December 6	10:35 am	Lockdown
Thursday, December 19	12:55 pm	Fire Drill
Thursday, January 9	9:45 am	Fire Drill
Wednesday, February 5	12:55 pm	Fire Drill w/Search and Rescue
Tuesday, February 25	10:35 am	Fire Drill
Tuesday, March 18	11:15 am	Fire Drill
Wednesday, April 23	1:05pm	Duck and Cover
Thursday, May 8	12:55pm	Lockdown (w/PD)
Tuesday, May 27	9:15 am	Duck and Cover

## EMERGENCY PHONE NUMBERS

EMERGENCY: FIRE, MEDICAL AID	911
SCHOOL DISTRICT OFFICE	454-6840
LOCAL FIRE DEPARTMENT	258-4686
LOCAL POLICE DEPARTMENT  <b>DIRECT TO PD EMER 415-924-0350</b>	924-0350
SHERIFF'S OFFICE	479-2311
MARIN COUNTY OFFICE OF EDUCATION	472-4110
MARIN COUNTY OFFICE OF EMERGENCY SERVICES	499-6584
MARIN COUNTY EMERGENCY OPERATIONS CENTER	499-5617 FAX 499-7829
KAISER HOSPITAL	444-2000
MARIN GENERAL HOSPITAL	925-7920
NOVATO COMMUNITY HOSPITAL	209-1300
AMERICAN RED CROSS, MARIN CHAPTER	721-2365
P.G.& E. SERVICE INTERRUPTION INFORMATION	800-743-5000
PG&E GAS LEAK:	800-743-5000
MARIN PUBLIC WORKS DEPT:	499-7513
CALIFORNIA HIGHWAY PATROL	924-1100
POISON CONTROL:	222-1222



Revised 11/30/2013 8:57 PM



## Fire Drill Procedure – Normal Evacuation

### Evacuate to Upper Yard

1. When the fire alarm rings, students stop work and exit the classroom. The last person to exit will close the door. This helps to contain the spread of a fire, and the fire department has made it clear that the **doors must be closed**. Doors are to be **unlocked**.
2. **Teachers will take their emergency bag (and their students) to the upper yard.**
3. All students are to evacuate their classrooms to the upper yard in a **single file line** with absolutely **no talking** at any time.
4. As classes arrive on the upper yard, students will line up behind their teacher at their appropriate numbered place on the blacktop.
5. All students remain silent and seated while the teacher takes roll using their class list (in real emergency we use labels). Teachers, please be sure to update your red bags by replacing last year's class lists with updated lists.
6. Hold up a **green** laminated card if all of your students are present or accounted for (or you know that they are absent or left for an appointment). Hold up a **red** card if you are missing a student for any reason.
7. Report all missing students to the Principal or our school Administrative Assistant.
8. During Specials, students who are with an adult other than their regular classroom teacher should be walked to the upper yard with that adult (i.e.; RSP teachers, counselor, art, music, PE, etc.) and should report to their regular classroom line.
9. On the "all clear" signal, students return to classrooms in a single file, orderly line.

## WT Duck and Cover Procedure (Earthquake Drill)

1. We will signal a duck and cover procedure with an “all call” announcing an earthquake.
2. Students will **silently** drop below their desks with their heads underneath and their legs out (if they don’t fit completely underneath).
3. It is important to protect the head and eyes from windows or falling debris. Students can cover their heads with their hands and arms, shielding their eyes. Students can also hold the leg of the desk with one hand and cover their eyes with the other.
4. Please stress the importance of silence during the entire drill until the “all clear” bell rings.
5. Students will then follow the procedure for evacuating to the upper yard.

## Evacuation to Upper Playground at Break or Lunch

If there is an evacuation (not intruder) necessary during break, lunch, before school, or between classes, the fire alarm bell will ring. All students will walk silently to the upper playground and find their normal class line and line up. Teachers will need to leave their classrooms or break area and go directly to the upper playground **with their emergency bag if possible**.

1. Once students have found their teacher, they will remain silent and seated while the teacher takes roll using their class list (using labels in real emergency). Teachers, please be sure your red bags and class lists are updated.
2. Hold up a **green** laminated card if all of your students are present or accounted for (or you know that they are absent or left for an appointment). Hold up a **red** card if you are missing a student for any reason.
3. Report all missing students to the Principal or our school Administrative Assistant.
4. On the “all clear” signal, students wait for further instructions in a orderly single file line (Depending on the time, students might return to the yard for break/lunch, or they may be excused to go directly to their class).

# Wade Thomas Lockdown Procedure

IT IS IMPORTANT TO DISCUSS THE NATURE OF A “LOCKDOWN” DRILL AND GIVE STUDENTS SPECIFIC EXAMPLES OF SITUATIONS IN WHICH SUCH A DRILL MIGHT OCCUR.\*\*\*

ONCE THE DRILL IS OVER, YOU MAY PROCEED WITH ANY OTHER HOMEROOM ACTIVITIES PLANNED.

**PURPOSE:** “**LOCKDOWN**” is intended for situations where staff and students should remain in a secured area until any danger clears. Examples of situations for which “LOCKDOWN” might be appropriate, include situations such as a gun or active shooter on campus, hazardous chemical spills, an outside public disturbance or any situation in which we need to protect students and ourselves. Unless there is immediate danger in the area, it is recommended that schools call 911 and LOCKDOWN. This will result in less targets for an active shooter(s), reduce confusion for arriving law enforcement, help contain the situation and minimize the chance of an accidental shooting of innocent people by responding officers.

If this situation ever occurs we will do our best to communicate on email, texts, or tweets to give updates to staff.

## **PROCEDURE:**

- An administrator will announce, **Wade Thomas, WE ARE ON LOCKDOWN STATUS,** on the intercom. We will also specify when it is a drill.
- Everyone in the building should **immediately stay in or enter the nearest classroom or office.** If this is not possible, take cover or attempt to exit safely moving away from the sounds that could potentially be dangerous. Avoid, if possible, large open areas such as the MPR, outdoor hallways, playgrounds, or parking lot.
- **Lock** all door(s). You could also attempt to barricade doors with heavy furniture or by using a door stop for doors that open to the inside.
- **Establish a safe area in the room and take cover. Cover has ballistic stopping capabilities** (some examples include brick walls, engine blocks if in the parking lot, and library books stacked back to back). **If this is not an option move to concealment, while this may not stop a bullet, it can hide you from view.**
- Avoid huddling if possible, huddling makes you a bigger target.
- **Close all windows. Lower and shut any blinds.**
- **Turn off lights.**
- **Account for all students.**
- **Turn up the ringer volume on your phone (if possible).**
- If the window in your door is not already covered, place a piece of paper over it.
- Stay away from windows and doors.
- **\*\*\*Ignore any bells** or the normal daily schedule until given an “**ALL CLEAR**” signal over the P.A. system.

- Any stragglers (maybe they were in the bathroom) should attempt to go into the nearest classroom or office.
- **Stay calm.**
- **Check your email and/or cell phone regularly for information updates (if possible).**
- **Do not open door for anyone. Someone with a key (law enforcement or administration - for drill purposes. In a real incident, law enforcement clear classes) will let you know when it is safe. We are not using a “safe word.” Wait for law enforcement or administration.**
- For the drill, an administrator or staff member will be entering each classroom to confirm that all students are using the proper safety protocol. This will take several minutes, so please continue following lockdown procedures until a runner visits your particular class. Then, you may stop the drill in your room, but keep all children in your room until an “ALL CLEAR” is given over the P.A. system.

#### **ADDITIONAL INFORMATION:**

- If YOU seem to be the first person to observe one of these situations, dial 911 from any inside phone -- be certain to tell the 911 operator **WHERE** you are in the building. **Give the police as much detail as possible.** CELLPHONE: Dial 415-924-0350 for local 9-1-1. Be sure to say you are at Wade Thomas School and where specifically in the school you are (Room #). (If you dial 911 from your cellphone you may reach 9-1-1 dispatcher from out of the area.)
- Please consider entering 415-924-0350 into your cell phone contacts list, and include it on your “favorites” list for quick retrieval.
- Because we are fortunate enough to be close to the police department, we expect that the police response will be very quick. Any person in an open area should keep their hands up and follow all police commands to ensure their safety.
- Immediately alert administration to the situation (if possible). Dial extension **10** or **11** (from a school phone). This extension our school secretary’s phone (10) or the principal’s office (11) – and/or dial 911 from your extension.
- Quick, accurate assessment of conditions is critical to surviving. In an active shooter situation, your choices are **FIGHT, FLIGHT, or FREEZE.**
- First try and assess sounds and their source. Freezing is not a realistic option; you become an easy target. If you or a child needs to run from a situation – do not run in a straight line.
- Depending on the nature and seriousness of the incident, it may not be possible to immediately communicate all of the specifics of the situation by intercom.
- Information will be communicated by intercom, email, text, tweet, or runner (if safe) as quickly as possible. Please wait for these updates and avoid calling the office or administrators’ cell phones, only make those calls if you have an emergency or important information.

As with any type of drill, it is impossible to give an exact blueprint of how to respond in these situations, this information has been provided to give you an idea of how to respond in these situations. This information has been put together with consultation of local law enforcement. Please let us know if you have any questions, concerns or suggestions.

Thank you in advance for your cooperation.

## Student Release Drill Information

These directions are for disasters including a longer procedure called "student release."

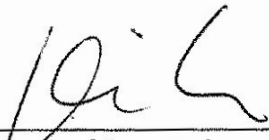
1. Students will follow normal procedures for evacuation, leaving the room in single file, silent lines to the Upper Yard.
2. Students will line up behind their teachers in a seated, silent, straight line (on their regular classroom number) while the teacher takes roll (using labels in real emergency).
3. Some teachers will then leave their classes to perform other duties for the drill and may leave the Upper Yard (see our NIMS plan).
4. Students will remain seated in their lines until further notice. Some students may be taken from their lines and moved toward the reunification tables (this is how students will be reunited with their parents during a disaster).
5. Students may chat softly with others in line near them, but **need to remain in their classroom lines sitting**, as adults will be looking for specific students may need to find them to be released to their parents.
6. Students may read, play cards, or chat until given further instructions.


This school safety plan was adopted by the school site council on: 11/7/2013

Attested:

Kimberly Kern  
Principal

Bob Marcucci  
SSC Chair

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

  
\_\_\_\_\_  
Signature of SSC Chair

11/7/2013

\_\_\_\_\_  
Date

11/7/2013

\_\_\_\_\_  
Date

## Wade Thomas Parent Compact 2013-2014

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

# **BYLAWS FOR WADE THOMAS SCHOOL**

*(as amended March 2009)*

## **ARTICLE I**

The name of this council shall be the Wade Thomas School Site Council.

## **ARTICLE II**

The school improvement plan, including a budget, shall be developed and recommended by the School Site council. The School Site Council, following approval of a school improvement plan by the school district governing board, shall have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to 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**

### **Section 1 - Size and Composition**

The School Site Council shall be composed of 8-10 members.

The needs and resources of the school improvement program require that membership include broad representation of parents and staff. Representation the council shall be: the principal, 2 or 3 representatives of teachers at the school, a classified employee, and 4 or 5 parents of pupils attending the school, selected by such parents.

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

Council members representing parents and/or community members may be employees of the school district but may not serve as a parent representative at the site of employment.

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

All members of the council shall serve a two-year term.



### **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 not be permitted.

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

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which he or she was selected; e.g., a parent becomes employed by the district. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The council, by affirmative vote of two-thirds of all the members, can suspend or expel a member.

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

Membership in the School Site Council is not transferable or assignable.

### **Section 6 - Resignation**

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

### **Section 7 - Vacancy**

Any vacancy on the council shall be filled for the remainder of the year by the first alternate. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

## **ARTICLE IV - Officers**

### **Section 1 - Officers**

The officers of the School Site Council shall be a chairperson, secretary, and such other officers as the council may deem desirable.

### **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 judgment 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 be filled by the first alternate 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.

### **Section 6 - Secretary**

The secretary shall keep the minutes of the meetings, both regular and special, of the School Site Council and shall promptly transmit to each of the members, to the school district, and to such other meetings; see that all notices are duly given in accordance with the provisions of the bylaws; be custodian of the School Site Council records; keep a register of the address and telephone number of each member of the School Site Council which shall be furnished to the secretary by such members; and in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the School Site Council.

## **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.

### 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:

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

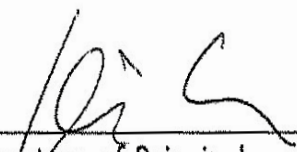
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This school plan was adopted by the school site council on:

Attested:

Kimberly Kern  
Principal

  
Signature of Principal

12/5/2013  
Date

Bob Marcucci  
SSC Chair

  
Signature of SSC Chair

12/5/2013  
Date