

**West Contra Costa Unified School District  
Madera Elementary School**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



Board Approval Date: **November 19, 2017**  
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2017 - 2018**

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### Required Student Achievement Plan

ELA  
Math  
ELD  
African American  
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Parent Involvement

### Optional Student Achievement Plan

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- Overall Budget Summary
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## School Site Council (SSC) Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

English Learner Advisory Committee

Other (*list*)  
ILT

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **May 8, 2017**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

**Alison Makela**

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

**Heather Best**

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**West Contra Costa Unified School District  
Madera Elementary School  
2017 - 2018  
School Site Council Membership Roster**

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

Names of Members		Term ends on:	Identify Chair Person:
<b><i>Parent/Community Members</i></b>			
#1	<b>Josh Sussman</b>	<b>6/2019</b>	
#2	<b>David Adler</b>	<b>6/2019</b>	
#3	<b>Nancy Kawase</b>	<b>6/2019</b>	
#4	<b>Apple Szostak</b>	<b>6/2018</b>	
#5	<b>Laureen Wong</b>	<b>6/2019</b>	
<b><i>School/Other Members</i></b>			
Tchr #1	<b>Linda Smetana</b>	<b>6/2019</b>	
Tchr #2	<b>Elizabeth Bashor</b>	<b>6/2018</b>	
Tchr #3	<b>Carl Blake</b>	<b>6/2019</b>	
Principal	<b>Alison Makela</b>	<b>ongoing</b>	

**Membership Composition:**

**Elementary (10 total)**

- 1 Principal
- 3 classroom teachers
- 1 other school staff
- 5 parents/community members

## Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

**Improve Student Achievement:** Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

**Support the Whole Child Socially and Emotionally:** For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

**Involve All Stakeholders:** Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

**Ensure All WCCUSD Students Are College and Career-Ready:** Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Madera Elementary School's specific SPSA plan of action for the 2017-18 school year.

## Theory of Action

Theory of Action  
Madera Elementary School

<https://docs.google.com/a/wccusd.net/document/d/1we3v9Nqb5dJULvIA6HRqqrjNVAHNkne2eCy2cqHZSh4/edit?usp=sharing>

“People see not only with their eyes but with their beliefs.” Laurie Pessah

At Madera, plans and actions are built upon foundational beliefs and understanding drawn from educational research, theory, and best practices.

We believe the following:

The task of public education is to, with parents, raise children who maintain and nurture the best habits of a democratic society; children who are smart, caring, strong, resilient, imaginative and thoughtful.

Democracy requires citizens who have the capacity to step into the shoes of others, even those we dislike, to weigh alternatives, to listen respectfully to other viewpoints with the possibility in mind that we each have something to learn from others. It requires us to research and weigh evidence and distinguish fact and opinion. It requires the skills and competencies to be well informed; to read, write and speak effectively and persuasively; and to handle numbers and calculations with competence and confidence.

Democracy also requires citizens who are artists and inventors, knowledgeable about and appreciative of the accomplishments, performances, products and inventions of others and also capable of producing, performing and inventing. We are dedicated to making children’s thinking visible by allowing them to think, imagine, design, invent and create, in all curricular areas, using the tools of the arts and sciences.

Such habits of mind and competencies are sustained by enthusiasm and engagement, as well as care and respect for ourselves and others, a willingness to persevere, deal with frustration and reliable habits of work. Our mission is to create a culture conducive to this kind of work and thinking, in which all in our community can best maintain and nurture such democratic habits.

Therefore, our community must be prepared to spend time even when it might seem wasteful hearing each other out. We must deal with each other in ways that lead us to feel stronger and valued, not weaker and less valued. We must expect the most from everyone, hold all to the highest standards, and respect our different ways of exhibiting excellence. We must believe in the innate goodness of all people and strive to work in ways that brings about the best in people.

“Every block of stone has a statue inside it and it is the task of the sculptor to discover it.” -Michelangelo

The Reggio Emilia philosophy outlined here reflects our beliefs and the kind of program we aspire to create:

**The Child as Protagonist:** Children are born thinkers, doers, and planners. Young children are resilient, driven by relationship, and predisposed towards health. As educators and caregivers, adults can support the development of competent and resourceful human beings by understanding that children are active constructors of knowledge, not empty vessels needing to be filled with information. Asking a young child questions like—“What do you notice?” and “What are you wondering?”—sends the message that you expect them to be doing both. This sort of questioning creates opportunities for you, the adult, to learn. It also communicates to the child that you assume that a curious and pattern seeking mind is very much alive inside them - that you believe they are thinking thoughts that will benefit the world.

**Environment as the Third Teacher:** In the municipal schools of Reggio Emilia, Italy, the teachers refer to the classroom environment as the third teacher because there are two co-teachers for each group of children. Students thrive in an environment that is welcoming and supportive of exploration, creation, collaboration and discovery by competent and resourceful human beings. Knowing that the health of the developing brain is profoundly influenced by interactions with environments, we believe that it is an issue of human rights to provide nurturing, sensory rich, relational environments for children, outdoors and in, in which they are free to play and explore.

**The Role of Documentation:** In an environment designed for children’s learning, adults must also position themselves to learn from the children. Developing a habit of capturing evidence of learning and a process for reflecting on what has been captured, supports a reciprocity of understanding and solidarity between adults and children. As adults, based on what you’ve observed, what do you notice and what do you wonder about the children and the learning process?

**The Hundred Languages:** With materials in hand, children can express and discover ideas that would otherwise remain invisible to themselves and to the world. The products children create reflect back to them a tremendous insight about who they are. So with that

in mind, what do we want to offer children an opportunity to see? The opportunities we provide to children are limited by the image we hold about their competencies. Through their work, children receive messages about their own potential, their own value. Documentation encourages and reminds us to stretch our image of children as a protagonist of their own learning, which in turn allows adults to create environments rich in exploration and expression.

**Children as Citizens:** What are the implications for our approaches with children when we think of them as citizens with rights rather than children with needs? What if a school was the place where we demonstrate, in particular, how these citizens have a right to a voice, a right to belong, and a right to play? How would our future communities benefit from the support of these rights now? How might the contributions of children benefit our current communities? In children's fresh viewpoints, their capacity for metaphor, and their willingness to imagine, there is great inspiration for us all. Schools can take leadership in our communities as places where these perspectives flourish and their present resource is put to use.

**Parents as Partners:** Parents are children's first, most important teachers. How can we model our strong value in the competencies of children so that parents have confidence to see their children as the capable young citizens they are? How can we invite parents to identify and focus on the gifts their children bring to the world? How can we support parents to be advocates for the rights of their children to rich opportunities for meaningful, playful learning? How can we remain open and responsive to the distinctive wisdoms parents bring to our communities?

**Children and Adults as Researchers and Co-Creators:** A healthy relationship between childhood and adulthood is vital for our communities. Adults who are willing to see children as competent seekers of relationship and meaning and who are, in turn, seeking meaning and relationship with the perspective of children, support childhood to become an adulthood that can do the same for the next generation.

**Why Teachers College Reading and Writing Project (TCRWP) and Workshop?**

The work of TCRWP lifts the level of work of students as readers and writers as well as teachers and leaders as professionals. Like TCRWP, "Our work aims to prepare kids for any reading and writing task they will face or set themselves, to turn them into lifelong, confident readers and writers who display agency and independence in their future endeavors. That is, our aims reach beyond state testing and fulfillment of tasks for schools. We aim to strengthen a generation of readers and writers."

"The Reading and Writing Project's work reflects some core beliefs and values. One of the most important of these is that raising the level of literacy for children is an act of social justice... teachers' involvement with the Reading and Writing Project is working if your students become powerful readers and writers who read and write for real reasons - to advocate for themselves and others, to deepen their own and others' knowledge, to illuminate the lives they live and the world they are a part of."

<http://readingandwritingproject.org/about/research-base>

Language regarding democracy and education adapted from and used with permission from the Mission Hill School, <http://www.missionhillschool.org/>.

Reggio Emilia philosophy as outlined by the Portland Children's Museum, <http://www.portlandcm.org/about-us/our-philosophy> ).

Based on these core understandings, we believe and base our work for the coming year on the following:

If we invest in our people through high quality, strategic professional development, then we will deepen the implementation of teaching and learning practices in our classrooms, thereby shifting programs, policies and pedagogy to reflect the needs of our students, address the whole child and create the conditions in which children can thrive. Quality professional learning keeps us inspired to push our own boundaries and test our own assumptions of what's possible.

#### ACTIONS:

Continued allocation of time (teacher hours) and funds to support adult learning.

VTS - Visual Thinking Strategies (VTS provides for open-ended yet highly structured discussions of visual art, and significantly increases students' critical thinking, language, and literacy skills along the way.)

Teachers College Reading and Writing Project (TCRWP) - Institutes, collaboration time, and release time for peer observation

Number Talks workshop(s)

REACH partnership, using Lesson Study to develop authentic collaboration and hone skills for teaching mathematics

Book studies

If we deepen the implementation of quality teaching and learning practices in ways that allow, even expect, students to think deeply, independently, and creatively, developing foundational skills and demonstrating understanding of those skills in authentic, creative ways, then we will see improved student engagement, confidence and competence.

#### ACTIONS:

TCRWP materials, Units of Study (UOS) and workshop pedagogy used for writing in every classroom.

Support increased implementation of UOS for Reading and Balanced Literacy.

Align math curriculum across grades to develop sound foundational understanding, consistency of methods, and improved first instruction.

Provide excellence and differentiation in first instruction (Tier 1) and early intervention if needed.



Shift from a focus on delivering curriculum to pedagogy and effective methods for teaching that raises rigor.

VTS

Create alignment between curriculum, instruction and assessment

Support and enhance Science and Arts programs

If we develop a school environment and culture based upon Habits of Mind, positivity, trust, inclusion and communication, we will see increased engagement, ownership and collaboration within our school community.

**ACTIONS:**

Book studies

School handbook

Caring School Community

Foster understanding and appreciation of our differences - SpEd, race, culture

Classroom, Yard and School facility improvements so that the environment serve as a “second teacher”, contributing to the growth and development of our children.

Intentional use of technology and strategic planning for it’s use, including lessons re: digital citizenship.

## SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
<b>Step 1</b>	Analyze local assessment data	Process:	or	Process: <b>ILT will analyze data and present findings to SSC.</b>
<b>Step 2</b>	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others <b>SpEd Advisory/Specialists</b> <b>CCSS Emphasis</b>	Process: <b>The SSC gathers information from sub-committees, ELAC, AASAT and other parent groups.</b>	or	Process:
<b>Step 3</b>	SPSA strategies development	Process:	or	Process: <b>With staff input, ILT develops strategies by analyzing data and aligning priorities with school goals and vision. Specific strategies then are outlined based upon need. Strategies chosen must have a research base.</b>
<b>Step 4</b>	Budget development	Process: <b>With staff input, ILT's analysis of school data, pedagogical trends and best practices, curricular expectations, and consideration of strategies needed to meet the needs of the school, the budget is developed with the goal of maximizing scarce resources for the biggest overall gain.</b>	or	Process:
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date: <b>June 2017</b>		
<b>Step 6</b>	SPSA monitoring	Process: <b>In partnership with ILT, SSC looks at data to monitor the success of chosen strategies and makes necessary adjustments as needed.</b>	or	Process:

## System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

\* A check in the box indicates that completion of this section requires additional central administrative department support.

## Data Analysis

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
<b>Academic Data</b>			
<b>Choose 3</b>	Accelerated Reader/Star Reading:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT: Nearly 72% of our total EL cohort are in grades K-3. Most will reclassify at or above the expected rate as shown in the following CELDT data:  38.3% of English Learner (EL) students made annual progress in learning English (AMA01), reclassifying as Fully English Proficient and 1 of our 3 long-term ELs attained the English Proficient Level (AMAO2).	Area of concern XArea of strength	<b>In general, EL students make good gains each year, at or above expected levels. Those who are also designated as Special Education students, however, are a particular subgroup who fail to reclassify as quickly as we would like or make the academic gains we desire as measured on CELDT, STAR, and writing on-demand assessments. The other two long-term ELs fell into this category. This group will be of particular focus.</b>
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
	<p>Other:  <b>Current SBAC ELA scores serve as a baseline and are as follows:</b>  <b>44% of all Madera students exceeded ELA standards, 27% of students met ELA standards, and 14% nearly met the standards.</b>  <b>In total, 71% met or exceeded standards for ELA on the 2016 SBAC Assessment.</b></p> <p><b>Our focus on whole school implementation of writing workshop appears to have had a positive impact. In 2017, 85% of students nearly met, met or exceeded the targets for writing.</b></p> <p><b>For reading, 83% of students nearly met, met or exceeded the expectations on the 2017 SBAC Assessment.</b></p>	<p>Area of concern  XArea of strength</p>	<p><b>While this far exceeds the district average, it leaves us with work to do to get to 100% success, as it is our desire that all children meet or exceed the standards. We recognize that students requiring Special Education support, those who are learning English as a new language, and those who come to us with other challenges, need focused support to master the expectations. These students need to make steady progress of at least one grade level each year to eventually reach their peers. Reading and writing workshop supports individualized attention through conferring and small group instruction. Moreover, as kids write daily, with voice, choice, and regular feedback, they develop stamina, confidence and confidence that impacts their success in not only ELA but all other areas of the curriculum.</b></p>
	<p>Other:  <b>For the most part, our students scored well on the recent SBAC Math Assessment with 91% of students nearly meeting, meeting or exceeding standards for mathematics (up from 88% in 2016). However, when those who nearly met the standard are included with the 9% who did not meet the standard, a full 29% are still not demonstrating mastery.</b></p>	<p>Area of concern  XArea of strength</p>	<p><b>This again, can look like a relative area of strength. However, it is our goal to ensure that all children meet or exceed the standards in mathematics. Our goal this year is to delve more deeply into mathematical practices and pedagogy, bringing a consistency of practice through workshop style instruction, Number Talks, and Lesson Study.</b></p>
<b>Student Support Data</b>			
<b>Choose 2</b>	<p>Attendance:  <b>Madera consistently has good attendance, with overall ADA% for 2016-2017 at 97.68, among the highest in the District.</b></p>	<p>Area of concern  XArea of strength</p>	<p><b>We will continue strong communication and parent partnerships to maintain high attendance.</b></p>

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
	Suspension <b>We consistently have only one or two suspensions each year.</b>	Area of concern XArea of strength	<b>Suspensions are a last resort. We will continue to monitor behaviors individually and collectively. We will continue to use class meetings as a vehicle for community discussion. We will continue to view all that we do at school as teaching children, including discipline, rather than seeking punishment. The goal is to keep all kids safe AND to help children develop social/emotional competence.</b>
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

# **REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

# Student Achievement

## English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	<p>"When students' writing improves, there are pay-offs in every area of curriculum...Powerful instruction in writing is one of the best ways to help students read better." (Calkins and Pesah, 2008) Writing is central to student success and is, therefore, an area of on-going school-wide focus. Compelling research regarding effective reading and writing pedagogy combined with a growing understanding of how children learn and the new expectations for thinking underlying the Common Core Standards, has led us to implement writing workshop in all our classrooms so that each child receives writing instruction tailored to his or her individual needs.</p> <p>We also find the use of workshop particularly important given the high need for differentiation found in each of our classrooms. On-demand writing assessments and regular benchmark reading assessments (STAR) indicate a wide range of abilities in each classroom, from far above grade level to at</p>	<p>By June 2018, 100% of our students will demonstrate grade level mastery and/or growth as writers of at least one year (ie. one grade level) as measured by the Teachers College Reading and Writing Project's Units of Study for Writing, Grade Level Progressions.</p> <p>By June 2018, 100% of students in grades 3-6 will meet or exceed the Common Core Standards for Writing as measured by SBAC Testing.</p> <p>Underlying expectation to meet this goal: All teachers will:</p> <ol style="list-style-type: none"> <li>1. Fully use Units of Study for Writing, individualizing instruction through conferring and small group instruction as determined by ongoing use of the writing progressions.</li> <li>2. Collaborate at least once per month to engage in professional development for writing workshop; to analyze student work, particularly monitoring EL, SpEd, and under-achieving students; and to plan units.</li> </ol>	All Students	<p>Columbia University's Teachers' College Reading and Writing Project (TCRWP) Units of Study writing assessments and scoring rubrics.</p> <p>SBAC Annual Assessment</p>	<p>Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).</p> <p>Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.</p>	Increase SBAC ELA proficiency (4A, 2A, 2B)



	<p>times far below. For example, in one second grade classroom, the Instructional Reading Level (IRL) ranges from Pre-Primer to 4.7</p> <p>Current SBAC scores serve as a baseline and are as follows: 44% of all Madera students exceeded ELA standards, 27% of students met ELA standards, and 14% nearly met the standards.</p> <p>In total, 71% met or exceeded standards for ELA on the 2017 SBAC Assessment and, 85% nearly met, met or exceeded the expectations.</p> <p>Our focus on whole school implementation of writing workshop appears to have had a positive impact. In 2017, 85% of students nearly met, met or exceeded the targets for writing.</p> <p>For reading, 83% of students nearly met, met or exceeded the expectations on the 2017 SBAC Assessment.</p> <p>While this far exceeds the district average, it leaves us with work to do to get to 100% success, as it is our desire that all children meet or exceed the standards. We recognize that students requiring Special Education support, those who are learning English as a new language, and those who come to us with other challenges, need focused support and longer to master the</p>	<p>All students will participate in 60 minutes of writing, daily, (45 minutes for kindergarten) as part of a balanced literacy program.</p>				
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	expectations. These students need to make steady progress of at least one grade level each year to eventually reach their peers.					
<b>Actions to Support Goal: (one action per line)</b>		<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>		
1	Provide PD and time for collaboration including time for data analysis and unit planning.	Throughout the year	1922	LCFF		
2	Provide materials for classroom instruction and student writing, including chart paper, markers, writing paper, pencils, journals, post-its, mentor texts, etc.	Ongoing, as needed	10400	LCFF		
3	Hire subs for grade level learning and collaboration.	Ongoing as needed	3862	LCFF		
4	Pay for VTS contract to provide materials and training for teachers to improve pedagogy that fosters higher level thinking and articulation of that thinking. Research shows that this program/method develops skills that lead to increased student achievement in reading (especially close reading) and writing with detail and evidence.	2017-2018 school year	6500	LCFF		
5	Purchase materials and supplies for Professional Development.	Ongoing, as needed	4500	LCFF		
6	Facilitate teacher training to support implementation of Common Core State Standards including training to expand use of technology through tools such as Common Sense Media, Illuminate and Renaissance Learning.	Ongoing, as needed				

## Student Achievement

### Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	<p>Adoption of Common Core State Standards represents a significant shift in the way we have traditionally taught mathematics. Therefore, it is important that we build our capacity and competency as teachers and parents supporting student learning.</p> <p>For the most part, our students scored well on the recent SBAC Assessment with 91% of students nearly meeting, meeting or exceeding standards for mathematics (up from 88% in 2016). However, when those who nearly met the standard are included with the 9% who did not meet the standard, a full 29% are still not demonstrating mastery.</p> <p>It is important to note that particular subgroups, though considered numerically insignificant, significantly under-performed compared to the whole. As in ELA, we will focus attention on English Learners, African American students and those with learning disabilities.</p>	<p>By June 2018, 100% of students in grades 3-6 will meet or exceed the Common Core Standards for Mathematics as measured by SBAC Testing.</p> <p>Underlying expectations to meet these goals: By November 2017, we will analyze SBAC 2017 data to determine areas of need and identify areas of focus for individual students who did not meet or exceed the standards.</p> <p>As a school, we will continue to focus on understanding and implementing/integrating the Mathematical Practices of the CCSS.</p> <p>We will engage in rigorous professional development, building upon our shift to workshop model teaching, to improve pedagogy and, as a result, student outcomes.</p> <p>Teachers will engage in Lesson Study to develop our teaching practice.</p>	All Students	SBAC Annual Assessment	<p>Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).</p> <p>Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.</p>	Increase SBAC Math proficiency (4A, 2A, 2B)

<b>Actions to Support Goal: (one action per line)</b>		<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>
1	Professional development - Number Talks	August 2017	500	LCFF
2	Align math curriculum across grades to develop sound foundational understanding, consistency of methods, and improved first instruction. Create alignment between curriculum, instruction and assessment. (Teacher hours)	ongoing	3500	LCFF
3	Sub release for collaboration and data analysis	Ongoing	3863	LCFF
4	Ongoing, regular professional development including Lesson Study and tools from SVM I	Ongoing	3922	LCFF

## Student Achievement

### English Language Development (ELD)

<b>2017-2018 Single Plan for Student Achievement (SPSA) Goals</b>					<b>LCAP Alignment</b>	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	<p>Nearly 72% of our total EL cohort are in grades K-3. Most will reclassify at or above the expected rate as shown in the following CELDT data:</p> <p>38.3% of English Learner (EL) students made annual progress in learning English (AMA01), reclassifying as Fully English Proficient and 1 of our 3 long-term ELs attained the English Proficient Level (AMAO2).</p> <p>In general, EL students make good gains each year, at or above expected levels. Those who are also designated as Special Education students, however, are a particular subgroup who fail to reclassify as quickly as we would like or make the academic gains we desire as measured on CELDT, STAR, and writing on-demand assessments. The other two long-term ELs fell into this category. This group will be of particular focus.</p>	<p>100% of students will demonstrate at least one academic year's growth demonstrated by:</p> <ol style="list-style-type: none"> <li>1. score improvement of one or more grade levels on the STAR Reading Assessment;</li> <li>2. improvement of one or more grade levels in writing based on TCRWP assessments; and</li> <li>3. one level of growth on CELDT.</li> </ol>	English learners	STAR Reading On-Demand TCRWP Writing Assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	English Learner (EL) reclassification rate will increase (4E)
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	

1	Grade level teams will identify EL students who are not making growth on CELDT or are below grade level on STAR and/or fall on-demand writing assessments and develop an individualized plan based upon particular student needs.	9/15/17	1000	LCFF
2	IEP goals will include specific supports for ELD intervention.	on-going at IEP meetings		LCFF
3	Purchase materials and supplies for students	on-going	1634	

## Student Achievement

### African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American Students	<p>On the 2017 SBAC, 70% of all 203 students met or exceeded the ELA standards and 70% met or exceeded the Math standards. Our 24 African American students, however, scored below that average with only 42% meeting or exceeding the standards for ELA and 58% for Math.</p> <p>In Writing, 66.7% of AA students scored near or above standard. In Reading, only 50% scored near or above. The data indicate that particular focus needs to be made on reading.</p>	<p>Monitor achievement of AA students on SBAC assessments, STAR reading assessments and TCRWP assessments. Provide support as needed.</p> <p>As writing is a strength, shifting to full implementation of Units of Study for Reading should support similar growth in reading.</p> <p>Our goal is that 100% of AA students will meet or exceed the standards for ELA and Math.</p>	All African American students	SBAC, STAR and TCRWP assessments.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	<p>Increase SBAC ELA proficiency (4A, 2A, 2B)</p> <p>Increase SBAC Math proficiency (4A, 2A, 2B)</p>
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Identify AA students by name, documenting the support currently provided. Review achievement and on-going progress and individualize support.		September, November, January, March and June			

## Student Achievement

### Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Madera consistently has good attendance, with overall ADA% for 2016-2017 at 97.68, among the highest in the District.	We will maintain high levels of attendance, identifying and addressing issues quickly and partnering with parents to problem-solve.	All Students	Daily Attendance Records	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Continue strong communication between home.		Ongoing			



## Student Achievement

### School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	<p>Data collected from surveys and anecdotal evidence, portray the overall good sense of community, well-being and safety found at Madera. We use "Habits of Mind" to guide our thinking and problem-solving, focusing heavily on understanding one another's "viewpoint."</p> <p>Still, one area for improvement is in the adult to adult and adult to student interactions at our school site. As a result, we allocate staff meeting and professional development time to focused work developing adult capacity in order to better understand and interact with each other and our students.</p> <p>Further, we believe that in developing a shared understanding, we can build upon systems and programs in place to address social-emotional learning at our school.</p> <p>We have designated one collaboration/staff development meeting per month for</p>	By June 2018, all teachers will engage in small and whole group learning, reflecting upon their practice and the implications for students in their classrooms	All Students	Agendas, meeting notes and summary of teacher reflections.	Improve student engagement and school climate outcomes.	Increase positive climate and safety (6C)

	collaborative work around Social Emotional Learning.					
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Purchase books for teacher learning.		September 2017	1634	LCFF	

## Student Achievement

### Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	<p>Parents are a valued, integral part of the Madera school community. There are many, many opportunities for parent and community involvement at the school, both in the classroom and out, in ways large and small. For example, we rely on parents to drive or chaperone on field trips, provide supervision on the playground at lunchtime and to help with projects, specific lessons, and for adult support during enrichment programs such as art and library.</p> <p>Our active Parent Teacher Association (PTA) hosts events throughout the year including monthly membership meetings that serve to maintain and build upon our long-standing, strong sense of community. In addition, at present, the PTA works to provide financial resources needed to support school programs that benefit all students like field trips, assemblies, garden, art and music. To better manage this growing supplementary budget needed to support our</p>	<p>By June 2018, we will have held a minimum of 3 ELAC meetings, actively engaging at least 75% of EL parents.</p> <p>All subgroups will feel included and welcome at Madera.</p> <p>PTA will support inclusion, parent education and a sense of agency among the parents of various subgroups.</p>	All Subgroups	Agenda and sign in sheets.	Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction

	<p>programs, an education foundation, Madera Elementary Foundation (ME!) is being established through the focused efforts of our parent community.</p> <p>The Dad's Club is another vital organization within the school. This group raises funds, helps with audio/visual technology, provides assistance for set-up and clean-up of events, hosts work parties and helps with various other school building projects. They are instrumental in helping to foster the highly participatory community that we enjoy.</p> <p>Attendance at school events is very high. For example, nearly 100% of parents attend Back-to-School Nights and Parent/Teacher Conferences.</p> <p>Over the years, we have had a thoughtful, well-run SSC, that contributes much to the school leadership structure, working in partnership with PTA, ILT, and various committees. We have not, however, had an ELAC, despite efforts to develop one.</p> <p>In 2015, we successfully gathered a group of parents to launch an ELAC. It was a start but needs significant work and support to grow into a vibrant, well-functioning team. It has not been well sustained.</p> <p>In 2016, several parents met as</p>					
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	<p>members of an African American Advisory Team. This group is considering how to increase parent involvement of this particular subgroup.</p> <p>As a diverse school, we wonder if particular subgroup needs are not being met, less involved and less represented.</p>					
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Identify various subgroups within our school community and develop a plan to determine parent involvement within those groups.					
2	Host three ELAC meetings - one in fall, winter and spring.		May 2018			
3	Focus parent education in ways that directly enhances and improves parent support for their students.					

# **OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

## Student Achievements

### ILT Goals

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
ILT	The range of abilities and needs at Madera is wide. We need to be able to effectively meet the needs of those who struggle to achieve grade level standards as well as those who need more challenge. In order to do this well we need to be able to have quality conversations around data, looking at student work, and directly adjusting/planning teaching to positively impact learning.	Our ILT will meet monthly. In every meeting, we will focus at least 75% of our time on topics and issues that relate directly to our school's focus and our effort to support teachers to improve teaching and learning.  We will develop protocols for effective collaboration to be used as a whole staff and particularly for looking at data.	All ILT	Agendas and protocol templates.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).  Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.	Increase SBAC ELA proficiency (4A, 2A, 2B)  Increase SBAC Math proficiency (4A, 2A, 2B)  Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	

## Overall Budget Summary

### Summary of Costs

#### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	41603	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	41,603.00



## Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs
- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
  - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
  - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
  - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
  - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.