

# The Single Plan for Student Achievement

## John Muir Elementary School

School Name

01-61143-6105316

CDS Code

Date of this revision: May 13, 2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Audrey Amos  
Position: Principal  
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Berkeley, CA 94705  
E-mail Address: [audreamos@berkeley.net](mailto:audreamos@berkeley.net)

## Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.  
Telephone Number: (510) 644-6206  
Address: 2020 Bonar Street  
Berkeley, CA 94702  
E-mail Address: [donaldevans@berkeley.net](mailto:donaldevans@berkeley.net)

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

## I. Consolidated School Plan for Educating The Whole Child

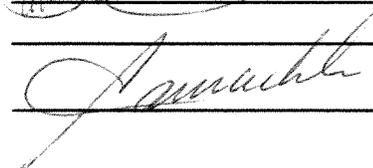
School Name: John Muir Elementary School		School Year: 2014-2015
<b>Summary of School Goals:</b> K-5 Site Plan Goals: 2014-2015		
A. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention <ul style="list-style-type: none"> <li>• Improve the implementation and consistency of the academic program, specifically the English Language Arts (including English Language Development), mathematics curriculum, and assessments</li> <li>• Continue to develop early intervention best practice strategies through the Response to Intervention and Instruction (RTI) model to meet the learning needs of students at the first sign of academic struggle.</li> </ul>		
B. Strengthen the ability of BUSD staff to educate a diverse student body <ul style="list-style-type: none"> <li>• Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system in order to increase student engagement and achievement and reduce inequities in discipline</li> <li>• Support all teachers in developing programs to personalize the learning environment for all students</li> <li>• Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research</li> </ul>		
C. Partner meaningfully with parents <ul style="list-style-type: none"> <li>• Provide parent forums and educational events on topics identified as critical by diverse parent groups, such as Parents of Children of African Descent (PCAD)</li> <li>• Establish partnerships with our families and community to increase academic success for all students.</li> </ul>		
<b>Site Committee Representatives:</b>		
Parents/Community		Staff
(Chair): Eric Sloan		(Principal): Audrey Amos
(Co-Chair, if applicable): Audrey Amos		(Teacher): Lisa Macdonald
Danielle Perez		(Teacher): Rachel Harris
Cecilie Rose		(Teacher): Valerie Gutwirth
Darryl Bartlow		(Classified): Carol Niehus
Vacant		(Classified): Vacant

### Signatures required for the following:

BSEP Planning & Oversight Committee Representative:



DELAC Representative (District English Learner Advisory Committee):



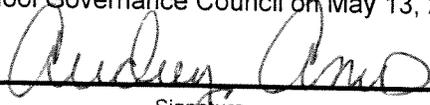
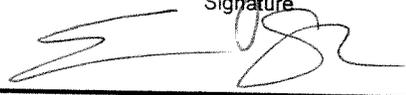
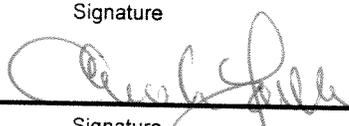
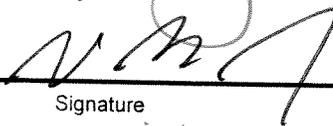
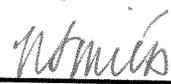
## II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance 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, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on n/a.
8. This school plan was adopted by the School Governance Council on May 13, 2014.

Audrey Amos Principal	 Signature	5-23-14 Date
Eric Sloan School Governance Council Chair	 Signature	5-28-14 Date
Christina Faulkner Director, Curriculum & Instruction	 Signature	6/16/14 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/16/14 Date
Neil Smith Assistant Superintendent, Educational Services	 Signature	6/16/14 Date

### **III. School Vision and Mission**

John Muir School, the smallest of the eleven elementary schools in the Berkeley Unified School District, is the “second home” to an ethnically rich and diverse population of 260 Transitional Kindergarten through fifth grade students. A walk through our campus takes you through the natural creek and redwood grove restored by the John Muir community, past edible gardens managed by students, and through the landmark 1914 Tudor building symbolic of long-term positive values and the dignity of education. The vision of John Muir School is to achieve academic excellence, promote personal growth, and celebrate the joy and beauty of nature, community, diversity, and learning. At John Muir, students are the core of our work; therefore, every decision is made with their needs in mind and every action we take is based on our commitment to their success. Teachers have carefully aligned curriculum to state standards, utilize a varied array of strategies and regularly assess each student’s understanding to ensure mastery.

For nearly a decade now, John Muir staff and teachers have used the components of the Welcoming Schools program to teach students the essential elements of character needed to engage the world in a positive way. Golden Paws Awards and the school's Be Safe, Be Respectful, and be Responsible rules are evidence of this proactive approach to behavior and building a positive school climate. The diversity of our student body in terms of race, gender and economic background have created a wonderful opportunity for us to model and teach social equality and embracing differences. John Muir School is also home to the BUSD’s Deaf and Hard of Hearing program, which provides our student body with daily examples of another form of communication through signing. We are in year four of implementing a positive discipline program called Positive Behavior Intervention Support (PBIS) and mapping the appropriate components into our school’s procedures, policies, and culture. This year, we adopted The Toolbox Project, a social/emotional learning curriculum and implemented it school-wide. Toolbox provides lesson plans, pacing guides and professional development to establish a common language for learning coping skills, self-awareness, self-regulation, and positive communication skills. These component have a goal of creating a positive school culture, creating students who are valuable, contributing members of society, and reducing office referrals/suspensions.

Just as students need to acquire resilience, schools also need to build capacity so that they can weather changes. Families are an essential part of this capacity; diversity and equity are the bedrock from which we take our strength. Whether volunteering in the classroom, participating in informational meetings and presentations, or participating in school events, family involvement has provided crucial backbone to the school’s steady progress. Parents and guardians support instruction in formal and informal ways including the PTA, School Governance Council, parent groups and through active outreach in the community. Parents contribute time, talent and dollars to ensure that students receive enrichment and exposure to art, music, language arts and fitness.

John Muir School will continue to build a school where the whole child is taught, acknowledged and nurtured.

#### **IV. School Profile**

John Muir Elementary School, a K-5 school, is home to an ethnically rich and diverse population of approximately 260 students. Though it is the smallest of Berkeley Unified School District's elementary schools, it is also among the District's more diverse with a student population of approximately 35% Caucasian, 28% African American, 15% Mixed or No Response, 12% Hispanic, and 10% Asian students. 52% of the school's students participate in the free or reduced price lunch program compared to a State average of 50%. 12% of John Muir's students are English Learners compared to a State average of 25%. 100% of the school's teachers have full credentials and have an average of 18 years teaching compared to a State average of 13 years.

##### **The Facility**

The main school building is of Tudor style built in 1914. The auditorium is used for bi-monthly assemblies where character education and enriching presentations occur. Students receive acknowledgment for demonstrating character and acts of everyday heroism. Upstairs, the Marian Altman Library maintains an outstanding collection of children's books and research volumes. In this library, a student research facility has been set up with 11 computers with internet access. These computers are for instructional purposes and use a variety of appropriate software for each grade level. In 2012-13 all 12 classrooms and the Library had new computers installed for teacher and student use. A 'Garden-as-Living-Science-Lab' continues to thrive in the amphitheater area set among redwood trees behind the school. This area, when combined with the Creek, adds valuable outdoor space for full class or small group gatherings and/or performances. It is also used for garden lessons. Our goal is to partner with BUSD to provide organic gardening and cooking classes for all students. An outdoor creek area is used for Science studies. John Muir's exterior playground, which is being rebuilt in the summer of 2014, includes both grassy areas and blacktop areas for recess activities and physical education classes.

##### **Instructional Minutes**

John Muir Kindergartners receive 260 minutes of instruction each day, students in grades 1-3 receive 285 minutes and students in grades 4-5 receive 305 minutes. School starts at 9:00 each day. Kindergartners are dismissed at 2:15 p.m. every day. First through 3rd graders are dismissed at 3:05 p.m. and 4th through 5th graders are dismissed at 3:10 p.m. every day but Wednesday. Wednesdays are early release days when all students are dismissed at 2:15 p.m.

##### **Student Support**

John Muir School provides support to students at all levels. Accelerated learners receive differentiated instruction within the classroom. The Resource Specialist Program (RSP) is for those students who have identified learning disabilities. Students with a Special Education Individualized Education Plan (IEP) receive services through the Resource Specialist Program, the Full-Inclusion Program, or the Deaf/Hard of Hearing Total Communication Program. Students receive services in the mainstream and/or pull out settings as determined by their IEP team with support from the Special Education staff.

Title I/Compensatory Education students also receive extra support. Our Literacy Coaches work with regular classroom teachers and support their efforts in English Language Arts. Teachers collaborate weekly in grade-level teams so that they can plan instruction together and align assessments of student skills and progress. All funds in the school's site plan benefit all students across the entire school. Also, the school has made explicit its intention and strategies for closing the achievement gap in both ELA and Math.

## **V. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Section IV)**

Please see attached Appendix A

### **B. Surveys**

John Muir Elementary School, through the School Governance Council (SGC), has surveyed parents and staff this past spring. These surveys aim to solicit input on academic and enrichment priorities for the entire school community. This year we had 93 families respond to the survey which represents 32% of our student population. For the staff survey, 20 staff member responded which represents 50% of our staff. The results of these surveys have been used to inform the funding, curricular, and academic priorities in this site plan.

The Family Survey shows strong support for continued funded by the SGC for the following:

- A Literacy Coach to provide literacy instruction to students and coaching support for teachers.
- Instructional Aides to support primary students and provide during-school intervention support.
- Noon Supervisor to supervise students at lunch recess and during lunch time in the cafeteria.

The Family Survey also reflected the desire to continue supporting intervention classes for struggling students and mental health counseling.

The Staff Survey also supported the continued use of Instructional Aides and Noon Supervisors, as well as the need for more intervention support for struggling students. An additional need the Staff highlighted was more social emotional support/counseling.

### **C. Classroom Observations**

The Principal observes classrooms to monitor the academic programs, classroom climate, and facility safety. Teachers regularly provide input on the need for additional support for under-achieving students. This input informs additional targeted observations and interventions through the school's Response to Intervention and Instruction (RTI) and Positive Behavior Intervention Support (PBIS) teams.

### **D. Student Work and School Documents**

Teachers meet in professional learning communities every week to analyze student work and plan instruction.

Each trimester, K-5 teachers administer district assessments to monitor the development of the students. This includes the areas of math, reading, writing and spelling. These assessments provide the teachers information about their students' progress and provide them information to modify instruction based on student needs.

State assessments like the new Smarter Balanced Assessments in grades 3-5 assist in providing student proficiency and assists in providing data to the staff for the analysis of effective instructional strategies.

### **E. Analysis of Current Instructional Program (See Appendix E)**

Please see attached appendix C

## **VI. Description of Barriers and Related School Goals**

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. Also, John Muir needs to support EL students who need to develop English skills. The models now available to teachers are insufficient to the challenge. The school seeks the capacity to engage in stronger interventions during the school day. Finally, the school day does not afford sufficient time to do justice to the required subjects including Art, Science, and Social Studies.

Limitations of the current program to enable under-performing students to meet standards:

While staff allocations will remain the same for 2012-2013, the RTI model will increase interventions and differentiated response to students' needs. Valuable collaboration time has allowed for pedagogical discussions among teachers and now the school seeks models for using this professional development time to its greatest extent. In terms of professional development, the staff continues to work more structured processes to share best practices.

Finally, the school acknowledges that all members of our staff play an important role in educating our students. Qualified and well trained staff will assist in noon supervision, structured play enrichment, intervention classes, and before/after-school programs. The school is continuing its association with The Downtown Berkeley Y to bring structure and substance to play time during and after school.

Practices that address student health and nutrition:

John Muir continues to sustain a core value that nutrition is a strong factor in improving student performance. The entire John Muir Community believes strongly in supporting the whole child and providing a strong health and nutrition program. All students at John Muir participate in cooking and gardening classes. Teachers provide examples of healthy classroom snacks and participate in cooking seasonally-based programs on a rotating basis. Specific curriculum about the food pyramid is taught that includes the integration of State Standards and core curriculum.

The garden curriculum provides hands-on experiential practices in growing food, and understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability. The cooking program provides hands-on experiences, recipes, nutritional basics, cooking skills, and a direct link to the ethnic and geographical origin of the food. Students have fun cooking and eating together while practicing the 3 B's (Be Safe, Be Respectful, Be Responsible).

Every classroom teacher provides a balanced physical fitness program that includes an explanation of body mechanics through age appropriate games and exercises. The Physical Education program augments this program and is anticipated to continue in 2014-15. The school recognizes that healthy living through physical activity and good nutrition and positive behaviors (sportsmanship and life skills) are vital for the progress of the whole child to occur..

Practices to create an environment that is safe, drug-free and conducive to student learning:

John Muir provides a safe and positive environment to all children. Visitors are required to sign in and wear a sticker and all personnel monitor this policy. The school uses three noon supervisors to provide optimal adult supervision during recess and lunch. The PE coach provides structured recess and lunch time games to mitigate the tensions that arise in the absence of structure. Noon Supervisors are trained to supervise games, help students resolve conflicts, and teach younger students to play together cooperatively. John Muir has few altercations on the yard, as well as few student suspensions from school. Staff and teachers use the Welcoming Schools, Toolbox, and PBIS curricula to teach students how to self-regulate, interact and resolve conflicts in a positive manner. Teachers model and instruct students in positive behaviors, such as respect, honesty, and empathy through the use of targeted classroom instruction and recognize these behaviors by handing out Golden Paw awards at our monthly assemblies. Assemblies additionally give the opportunity to build community and highlight positive student behavior. John Muir administration and faculty target student attendance challenges by working with families to encourage timely arrival to school and regular daily attendance. John Muir runs weekly Truancy Reports and notifies families of truancy issues as they arise. Current statistics show a monthly attendance average of about 94%.

Integration of technology into the curriculum:

John Muir is continuing to upgrade technology capacity throughout the school. In Spring of 2012, over 48 new computers were purchased as well as 8 new document cameras, projectors and equipment carts. Each teacher received 4 new computers in their classroom, one of which will be used as the teacher computer. Additionally, 12 new computers were purchased for the Library. There are two mobile carts: one with 15 Mac laptops and another with 30 Chrome books. Teachers can check out both carts to use in their classroom. All classrooms have internet access and have a variety of software that can be used for cooperative learning, word processing, key boarding practice, and on line activities. Students use computers in the class and in the library to do research for class projects and learn more about science and social studies topics. All classrooms have access to TV/VCR and/or DVD set up so that teachers can project the images on a computer screen to the mounted TV monitor for all students to view simultaneously. This technology enables the teacher to conveniently and effectively teach students how to do many things including using computer programs, navigating websites, or editing their own writing as part of the language arts curriculum.

Coordination with the District's Local Improvement Plan:

Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff has worked with the National Equity Project for the past three years to get trained in strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. Our Literacy Coaches and many of the support staff have been trained and are using Reading Recovery methods to provide targeted reading intervention to our struggling readers. We assess student performance with both State and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. Our curriculum is standards based and aligned with the Common Core State Standards; our staff development program is aligned with the District goals. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan.

## VII. School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	137	144		43	42		40	46		11	7	
Growth API	824	782		946	929		720	651		873		
Base API	786	823		928	947		651	718		896	874	
Target	5	A										
Growth	38	-41										
Met Target	Yes	No										

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	20	25		25	25		74	73		23	24	
Growth API	730	743		766	739		750	723		636	563	
Base API	705	731		792	767		729	749		596	637	
Target							5	5				
Growth							21	-26				
Met Target							Yes	No				

VII. School and Student Performance Data (continued)

**Table 2a - Title III Accountability (John Muir Elementary School)**

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	26	31	
Percent with Prior Year Data	100.0%	87.1%	
Number in Cohort	26	27	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56	57.5	
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	35	4	38	3		
Number Met	8	--	14	--		
Percent Met	22.9%	--	36.8%	--		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	*	Yes	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

**Table 2b - Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

## VII. School and Student Performance Data (continued)

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	98		100	100		98	94		100	100	
Number At or Above Proficient	87	77		39	33		18	15		6		
Percent At or Above Proficient	63.5	53.8		90.7	78.6		45.0	33.3		54.5	--	
<b>ES/MS</b>	<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>	
<b>HS</b>	<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	97		100	99		96	89	
Number At or Above Proficient	10	12		11	9		37	32		9	7	
Percent At or Above Proficient	50.0	48.0		44.0	36.0		50.0	44.4		39.1	30.4	
<b>ES/MS</b>	<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>	
<b>HS</b>	<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>	
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

## VII. School and Student Performance Data (continued)

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		100	96		100	100	
Number At or Above Proficient	86	85		39	39		19	17		8		
Percent At or Above Proficient	63.2	59.0		90.7	92.9		47.5	37.0		72.7	--	
<b>ES/MS</b>	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
<b>HS</b>	<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>	
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	96	100		100	97		100	100		96	93	
Number At or Above Proficient	7	12		12	12		36	34		5	6	
Percent At or Above Proficient	36.8	48.0		48.0	48.0		48.6	46.6		22.7	25.0	
<b>ES/MS</b>	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
<b>HS</b>	<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>	
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

**VII. School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	4	44	2	22	3	33					9
<b>2</b>			1	17	4	67	1	17			6
<b>3</b>	2	40	3	60							5
<b>4</b>	2	25	5	63			1	13			8
<b>5</b>	*****	***	*****	***			*****	***			*****
<b>Total</b>	9	29	12	39	7	23	3	10			31

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	1	25	1	25	1	25	1	25			4
<b>2</b>	3	38	3	38	1	13	1	13			8
<b>3</b>			1	20	4	80					5
<b>4</b>	1	25	3	75							4
<b>5</b>	1	25	2	50	1	25					4
<b>Total</b>	6	24	10	40	7	28	2	8			25

## VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

### **Goal #1: ACADEMIC ACHIEVEMENT**

#### **Goal Statement:**

John Muir Elementary School will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments.

#### **Student groups and grade levels to participate in this goal:**

All Kindergarten through Fifth Graders

English Language Learners (ELL)

Grades 2-5 scoring at Far Below Basic and Below Basic on local assessments.

#### **Anticipated annual performance growth for each group:**

1.1 Increase the percentage of students demonstrating grade level proficiency by 5% annually using the Teacher College Reading and Writing Project Assessment (TCWRP).

1.2 Increase the percentage of English Learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.3 Increase the percentage of English Learners demonstrating English language proficiency on the CELDT (AMAO 2) to meet or exceed state targets.

#### **Means of evaluating progress toward this goal:**

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

RTI / SST Meetings

Professional Learning Community (PLC) Data Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

#### **Group data to be collected to measure academic gains:**

District Benchmark Assessments for ELA and Math

California English Language Development Test (CELDT)

Teacher College Reading and Writing Project Assessment (TCWRP)

Re-Designation (RFEP) Records

Total Expenditures in this Goal: \$73,241

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. ENGLISH LANGUAGE ARTS (ELA):</p> <ul style="list-style-type: none"> <li>• John Muir teachers and staff will ensure implementation of a high quality, balanced English Language Arts instruction using district adopted practices within a dedicated literacy block.</li> <li>* Teachers will implement the Teacher's College Reading and Writing program (TCRWP), word recognition activities, and spelling lessons with the support of the Literacy Coach.</li> <li>* Teachers will participate in district wide training and the coach will provide ongoing training to personnel during staff meetings and through model lessons in classes.</li> <li>* Teachers will be released (using hourly and full day substitutes) to observe other teachers and to plan curriculum and instruction.</li> <li>* Teachers will use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all children including differentiating for high achieving and struggling students</li> <li>* Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy.</li> <li>* Teachers will devote collaboration time to analysis of student writing samples based on agree upon standards and rubric to discuss strengths and revise lessons/instruction as needed.</li> <li>* Provide all necessary materials, such as additional guided reading books, computer software, nonfiction literature, student self-selected literature, handwriting materials/curriculum, reading aides/highlighters, and</li> </ul>	<p>August 2014 - June 2015</p>	<p>1102: Certificated – Monthly</p>	<p>Literacy Teacher/Coach - .25 FTE (.13 BSEP, .12 Title I)</p>	<p>BSEP 12,470 Title I 11,510</p>
		<p>1116: Certificated – Hourly</p>	<p>Teacher release time to do peer observations and plan curriculum and instruction including culturally relevant instructional practices.</p>	<p>TIP 1,465</p>
		<p>4300: Instructional Materials &amp; Equipment</p>	<p>Materials for TCRWP and non-fiction books</p>	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>other instructional materials shall be purchased as needed. Once available, BSEP carryover funds may be allocated for the purchase of additional materials and supplies.</p> <p>* Meet as a Leadership Team (LT) weekly to discuss and monitor progress towards meeting goals within our School Site Plan based on student achievement data and to structure appropriate professional development for this purpose.</p> <p>Literacy Coach job description:</p> <p>Provide coaching to teachers in TCRWP-classroom demonstrations and collaborations</p> <ul style="list-style-type: none"> <li>• teaching staff workshops designed to help teachers implement TCRWP</li> <li>• implementation of project school wide</li> </ul> <p>Provide direct services for students performing below grade level</p> <ul style="list-style-type: none"> <li>• Reading Recovery</li> <li>• small group work in the classroom</li> </ul> <p>Provide support for grade level collaboration through weekly assessments wall reviews</p> <ul style="list-style-type: none"> <li>• maintenance and use of literacy assessment walls to improve instruction</li> </ul> <p>Provide professional development at a site and district level.</p> <ul style="list-style-type: none"> <li>• ELA PD for teachers linked to site and district data.</li> </ul>				
<p>2. MATHEMATICS:</p> <ul style="list-style-type: none"> <li>• All teachers will attend mathematics professional development sessions provided by BUSD</li> <li>• All teachers and staff will ensure implementation of high quality mathematics instruction using the district pilot mathematics program, A Story of Units and create a balanced mathematics program as outlined in the State mathematics framework, and administer district required</li> </ul>	August 2014 - June 2015	4300: Instructional Materials & Equipment	Math Materials	<p>BSEP 1,400</p> <p>Title I 1,400</p>

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>assessments.</p> <ul style="list-style-type: none"> <li>Teachers will collaboratively plan lessons and assessments based on the District Mathematics Pacing Guide.</li> <li>All teachers will use mathematics manipulatives as required by the mathematics program to provide access to key concepts and build conceptual understanding</li> <li>At least once a month, collaboration time will be devoted to analysis of students' math assessments included in the program to discuss strengths and revise lessons/instruction as needed</li> </ul> <p>* Principal will provide teachers with extended meeting time for the purpose of math planning. Teachers will review state math standards, and math scope and sequence in order to coordinate additional instruction and practice in key areas.</p> <ul style="list-style-type: none"> <li>All necessary materials, such as mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed.</li> </ul>				
<p>3. ENGLISH LEARNERS:</p> <p>To insure that English Language Learners have access to and are able to perform at proficiency levels on all assessments staff and faculty will:</p> <ul style="list-style-type: none"> <li>ELD Coach will conduct and correct annual State required CELDT assessment of English Language Learners' ability to speak, listen, read, and write in English.</li> <li>Staff will provide at least 30 minutes per day of instruction aligned with their CELDT and the English Language Development standards</li> <li>Use CELDT data to assign students to flexible learning groups based on their levels.</li> </ul> <p>* ELD Coach will provide professional</p>	<p>August 2014 - June 2015</p>	<p>4300: Instructional Materials &amp; Equipment</p>	<p>ELD Materials</p>	<p>Title I 1,200</p>

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>development for classroom teachers to insure implementation of the ELD curriculum</p> <p>* Students will be pulled in leveled groups for ELD instruction using newly adopted ELD adoption by ELD Coach. Teachers and support staff will track student progress on ELD blue cards and will report student progress to parents on a regular basis.</p> <p>* Staff will monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level a year and that students are reaching a proficient status.</p> <ul style="list-style-type: none"> <li>• Coordinate with the District ELD specialist to provide practice based professional development for teachers and follow up with coaching and lesson demonstrations. This training will be coordinated with the English language arts professional development sessions in that some of the methods used for instruction overlap and can be enhanced with ELD best practices.</li> <li>• Provide all supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased as needed.</li> </ul>				
<p>4. PROGRAM for the DEAF and HARD OF HEARING John Muir will continue delivery of the Deaf and Hard of Hearing Program. This program will have a language practice of total communication, using spoken and signed English at all times. Development of English skills for purposes of reading and writing will remain the primary focus. Students will also receive instruction in all other areas of the State standards-based core curriculum.</p> <p>Students will receive individual and group services for speech, auditory, and language development skills by a credentialed teacher of the deaf and hard of hearing. The specialist will use both speech and sign, per the need of the student.</p> <p>Students will mainstream in their grade level classes</p>	<p>August 2014 - June 2015</p>			

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>for appropriate subjects as determined by the IEP team. Students will be assisted in the mainstream class by fluent sign interpreters.</p> <p>Students will participate in all school activities such as field trips, assemblies, and special school programs, assisted by the signing teachers and the sign interpreters.</p>				
<p>5. Optimal Teacher to Student Ratio: To provide an early head start to primary grade students, we support the acquisition of literacy skills through part time Instructional Assistants at the primary level. Assignment for these IAs will be determined through the collaborative planning of the K-5 team.</p>		2102: Classified – Monthly	Instructional Assistant - .40 FTE	BSEP 15,895
		2102: Classified – Monthly	Instructional Assistant - .40 FTE	BSEP 15,895
		4380: Other / Reserve	Reserve for BSEP Personnel Variance	BSEP 7,000 Title I 606
<p>6. Cooking and Gardening Program: The Cooking and Gardening program lost it's federal funding on October 1, 2013. BUSD is in the process of securing long-term funding and school sites have been asked to contribute \$15 per student in the 2014-2015 school year for the TK - 5th grade gardening program.</p>		2102: Classified – Monthly	Gardening Instructor	BSEP 4,400

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$57,060	\$14,716	\$	\$	\$	\$1,465	\$

## **VIII. Planned Improvements in Student Performance (continued)**

### **Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS**

#### **Goal Statement:**

All students will receive the academic, social and emotional support services they need.

#### **Student groups and grade levels to participate in this goal:**

All Kindergarten through Fifth Graders

Special Education Students

Students defined as "at-risk" through excessive absences or suspensions

African-American Students (to address disproportionality)

#### **Anticipated annual performance growth for each group:**

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

#### **Means of evaluating progress toward this goal:**

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

RTI / SST Meetings

Positive Behavioral Intervention Support (PBIS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

#### **Group data to be collected to measure academic gains:**

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Referral and Suspension Reports

**Total Expenditures in this Goal: \$16,574**

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Ensure that all at risk (under-performing, under-served, under-challenged and/or below grade level) students will:</p> <ul style="list-style-type: none"> <li>Under-performing or struggling students will be identified by reviewing performance data during weekly RTI/SST grade level meetings. The team will identify target areas of intervention for particular groups of students and will formulate intervention goals and plans.</li> <li>During weekly team and staff meetings, literacy coach will work with teachers to identify and track the progress of "focus students" throughout the school year. The progress of all students will be monitored during team, staff, RTI meetings. RTI/SST coordinator will be paid hourly to plan, schedule, and facilitate RTI/SST meetings. Students receive support through the (RTI) Response to Intervention and Instruction model.</li> <li>Literacy coach, Resource and Full Inclusion teachers, classroom teachers, tutors, and volunteers will provide intervention instruction in reading, writing, spelling, and math during the school day. Intervention team and teachers will gather and review data on a 6 - 8 week cycle to analyze student progress and fidelity of services.</li> <li>RTI/SST coordinator will coordinate RTI meetings to monitor the coordination of services for and progress of all intervention and special ed students. At RTI meetings, school staff will collaborate with Berkeley Pubic Mental Health and Public Health nurses to determine, discuss, coordinate and track physical, mental, and emotional support to students in need.</li> <li>Select teachers will provide targeted after school instruction to students below grade level. Additional tutors will be provided through the BUILD program, which will be coordinated by the Literacy Coach and Deaf and Hard of Hearing Teacher.</li> </ul> <p>* Sustain dance instruction for all students TK through 5 so that students learn to communicate, develop critical thinking, observation skills, and art appreciation.</p>	<p>August 2014 - June 2015</p>			
		1116: Certificated – Hourly	After School Intervention	
		1102: Certificated – Monthly	Dance Instruction for TK, K and 3rd grade classes: use \$4,500 from carryover funds	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>* Teach music to students in third through fifth grade</li> <li>* Provide instruction in nutrition and in gardening through the CNN program.</li> <li>* Provide structured play through the Playworks program that teaches games, sportsmanship, and social skills.</li> <li>* Provide an Outdoor School to 5th Graders so that students can experience a capstone learning adventure that combines all of the above.</li> <li>* Provide all students with at least two field trips per year that extend understanding of content standards and awareness of diverse cultures</li> <li>* Provide a Summer Intervention program for incoming 4th and 5th graders that targets students who were below grade level in 3rd and 4th grade to minimize summer learning loss. This would be two weeks of summer literacy instruction for about 20 students. Any carryover funds would be applied to this program.</li> </ul>				
<p>2. Implementation of School-wide Positive Behavior Interventions and Support (PBIS). The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences.</p> <p>Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized.</p> <p>Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more problematic student issues.</p> <p>PBIS team will coordinate activities and will meet regularly to monitor progress and to review student data and identify problem areas. Data will be shared at staff meetings so that practices can be adjusted and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified</p>	August 2014 - June 2015	<p>1116: Certificated – Hourly</p> <p>4300: Instructional Materials &amp; Equipment</p>	<p>Coordination of PBIS activities and meetings, if carryover funds are available</p> <p>Citizenship Awards, attendance awards, food and other related supplies, if carryover funds are available</p>	<p>Other 474</p>

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>students.</p> <p>Golden Paws, Life Skill Awards, and attendance certificates will be awarded at monthly all school meetings.</p> <p>BEARS staff will attend PBIS trainings with credentialed staff and will implement PBIS in the after school program.</p>				
<p>3. Mental Health Support: With a long-range goal of across-the-board mental health support to all students and families, a licensed counselor will work to meet the needs of this school's community. The counselor will meet individually with students for counseling, run boys and girls counseling groups and run a restorative justice program.</p> <p>Students served will be assessed through available tracking systems for tardiness, SSTs, truancy, and discipline-based referrals.</p>	August 2014 - June 2015	1102: Certificated – Monthly	Counselor .20 FTE (.114 Title I, .086 BSEP)	<p>BSEP 6,400</p> <p>Title I 8,300</p>
<p>4. Crisis and Emergency Response: John Muir School will sustain and practice both emergency and crisis-response systems and the training for those systems so that the school can make appropriate responses to changes and unsettling events within the greater school community.</p> <p>Staff will participate in monthly safety drills (fire, earthquake/duck and cover, and shelter in place) and after school staff will practice drills 2 - 3x a year as well.</p> <p>The emergency container, classrooms and office will continue to be stocked with safety supplies. Safety supplies can include items such as lanterns, batteries, flashlights, emergency food and first aid supplies.</p> <p>The Safety committee will coordinate drills, purchases, and the completion of the Site Safety plan.</p>	August 2014 - June 2015			
<p>5. The principal and the school secretary will monitor student attendance and use the district mandated SART/SARB process for notifying parents of excessive student tardiness, absenteeism, and truancy.</p>	August 2014 - June 2015			

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>6. Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will meet to collaborate on the planning and evaluation of Culturally Responsive lessons and Culturally Responsive materials will be purchased to support instruction. Additional planning time and Professional Development will be provided if funding becomes available.</p> <p>Teachers will continue to the Welcoming Schools curriculum to ensure that all students and families feel safe and secure at school. Teachers will meet plan and then teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping.</p>	August 2014 - June 2015	1116: Certificated – Hourly	Collaboration time for teachers to plan and evaluate CCRTL, Toolbox, PBIS and Welcoming school curriculum and instruction.	BSEP 1,400

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$7,800	\$8,300	\$	\$	\$	\$	\$474

**VIII. Planned Improvements in Student Performance (continued)**

**Goal #3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS**

**Goal Statement:**

Students and their families will feel respected, welcome and connected to their schools.

**Student groups and grade levels to participate in this goal:**

All Kindergarten through Fifth Graders

All Students and Families and specifically our African-American and Hispanic / Latino students and families

**Anticipated annual performance growth for each group:**

3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.

3.2 Recruit and retain certificated employees of color.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

**Means of evaluating progress toward this goal:**

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

Professional Learning Community (PLC) Data Meetings to review survey results

Other Collaboration / Staff Meetings

**Group data to be collected to measure academic gains:**

Parent Survey

SGC Ethnicity Report

CALPADS

**Total Expenditures in this Goal: \$**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. The Principal will actively recruit teachers of color when hiring for vacant teacher positions.  Staff will solicit parent input through parent surveys	August 2014 - June 2015			

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>and diverse parent guardian groups.</p> <p>Conduct meetings with parents of color at the beginning of the year to solicit for membership to the SGC.</p> <p>Based on parent interest and student need, staff will provide parent forums, educational events on topics identified as important through parent surveys and diverse parent guardian groups such as parent education nights on reading, math, writing, homework, etc.</p> <p>Strategies to increase attendance at meetings will be brainstormed and implemented. Ideas include student performances, food, and door prizes. Translation will be provided, if needed.</p> <p>Translation will be provided for newsletters and automated phone messages. Translation will be provided for parent-teacher conferences and meetings. State and Federal Carryover funds when available will be used for additional translation services.</p>				
<p>2. Organized parent groups will be trained and supported at our site and district to strengthen their ability to collaborate with administrator and school site staff on issues that impact student achievement and wellbeing. School Leadership Council members including parents, classified staff, teachers, and principal will attend district training sessions throughout the year.</p> <p>The site will hold SGC, ELAC, and Title I meetings to share information, gain parent perspective, and form meaningful partnerships with parents.</p>	August 2014 - June 2015			
<p>3. John Muir staff, teachers, and parents will continue to hold school wide community events such as Back to School Night BBQ, Open House, Family Literacy Day, monthly Assemblies, Winter and Spring Performances, and PTA sponsored events such as Walk-a-thon, Art Auction, May Fair, and Beach Day. Translation and babysitting services will be provided for meetings as needed</p> <p>The staff will continue to work with PTA board to coordinate special presentations for monthly PTA</p>	August 2014 - June 2015			

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
meetings such as presentations on literacy, homework, disaster preparedness, CST results, etc.				
<p>4. John Muir School will have a BUSD provided Parent School Liaison who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.</p> <p>The Liaison will be onsite and will have a dedicated space from which to outreach and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance, and coordinate with staff to better serve students and families.</p>	August 2014 - June 2015			

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$	\$	\$	\$	\$	\$	\$

**VIII. Planned Improvements in Student Performance (continued)**

**Goal #4:**

**Goal Statement:**

**Student groups and grade levels to participate in this goal:**

**Anticipated annual performance growth for each group:**

**Means of evaluating progress toward this goal:**

**Group data to be collected to measure academic gains:**

**Total Expenditures in this Goal: \$**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost	
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$	\$	\$	\$	\$	\$	\$

**VIII. Planned Improvements in Student Performance (continued)**

**Goal #5:**

**Goal Statement:**

**Student groups and grade levels to participate in this goal:**

**Anticipated annual performance growth for each group:**

**Means of evaluating progress toward this goal:**

**Group data to be collected to measure academic gains:**

**Total Expenditures in this Goal: \$**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost	
	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$	\$	\$	\$	\$	\$	\$

## Appendix A - Program Summary: John Muir Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	57,060
Title I	14,716
PTA	
EIA-LEP	
EIA-SCE	
TIP	1,465
Other	
<b>Total</b>	<b>73,241</b>

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	7,800
Title I	8,300
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	474
<b>Total</b>	<b>16,574</b>

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	

Goal 4	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	

Goal 5	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	

Total Expenditures	
BSEP	64,860
Title I	23,016
PTA	
EIA-LEP	
EIA-SCE	
TIP	1,465
Other	474
<b>Total</b>	<b>89,815</b>

Total Allocation*	
BSEP	64,860
Title I	23,016
PTA	
EIA-LEP	
EIA-SCE	
TIP	1,465
Other	474
<b>Total</b>	<b>89,815</b>

Funds to Allocate	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>0</b>

\* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

## Appendix B - Budget Summary: John Muir Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	18,870	19,810						<b>38,680</b>
Hourly Teachers						1,465		<b>1,465</b>
Monthly Classified	36,190							<b>36,190</b>
Hourly Classified								
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies	2,800	2,600						<b>5,400</b>
Conference & Travel								
BUSD Buses								
Contracted Services								
Other/Reserve	7,000	1,080						<b>8,080</b>
<b>Total</b>	<b>64,860</b>	<b>23,490</b>				<b>1,465</b>		<b>89,815</b>

Appendix C  
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15  
 John Muir (128)

<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE</b>		
1102	Literacy Teacher/Coach (.13 FTE)	\$12,470
1102	Counselor (.086 FTE)	\$6,400
1102	Teacher	
<b>TOTAL CERTIFICATED MONTHLY:</b>		<b>\$18,870</b>
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE</b>		
1116	Hourly Teaching - Reading Recovery	
1116	Hourly Teaching - Intervention	
<b>TOTAL CERTIFICATED HOURLY:</b>		<b>\$0</b>
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE</b>		
2102	Instructional Assistant (.40 FTE)	\$15,895
2182	Instructional Assistant (.40 FTE)	\$15,895
2102	IS - Garden	\$4,400
<b>TOTAL CLASSIFIED MONTHLY</b>		<b>\$36,190</b>
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE</b>		
2146	Hourly Tutors	
2916	Noon Supervisor	
<b>TOTAL CLASSIFIED HOURLY</b>		<b>\$0</b>
<b>SUB-TOTAL PERSONNEL:</b>		<b>\$55,060</b>
<b>NON-SALARIED CATEGORIES</b>		
4300	Instructional Materials	\$2,800
5800	Counseling Contract	
5800	Contracted Services	
5800	Contracted Services - Staff Retreat	
<b>SUB-TOTAL NON-SALARIED:</b>		<b>\$2,800</b>
<b>TOTAL EXPENDITURES:</b>		<b>\$57,860</b>
<b>RESERVE FOR PERSONNEL VARIANCE:</b>		<b>\$7,000</b>
<b>TOTAL FY 2014 BSEP ALLOCATION:</b>		<b>\$64,860</b>
<b>(DIFFERENCE):</b>		<b>\$0</b>
<p><b>Priorities for anticipated Fall 2014 Carryover:</b></p> <ul style="list-style-type: none"> <li>➤ Instructional Materials</li> <li>➤ TeacherHourly - PBIS</li> </ul> <p><b>BSEP FY 2014 Carryover projected to be approximately \$20,000</b></p>		

**Berkeley Unified School District  
State and Federal Categorical Programs  
FY 2014 - 2015 Budget Projections**

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	TOTAL
<b>School : John Muir</b>						
	Obj #					
A	<b>CERT. TCHERS MONTHLY</b>		0.120			0.120
	<i>Site TSA - Literacy Coach (0.80 FTE, Job share 0.20 with an open position)</i>	1102	\$ 9,877	\$ -	\$ -	\$ 9,877
	<i>(0.12 = Title I, 0.25 = District Measure A PD, 0.30 = BSEP CSR, 0.13 = Site BSEP)</i>					-
	<i>Site TSA - Literacy Coach (0.20 FTE, Open, Job share)</i>	1102			-	-
	<i>(0.25 = Literacy Coach, LCAP)</i>					-
	Subtotal		\$ 9,877	\$ -	\$ -	\$ 9,877
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.09500	938	-	938
	Medicare	3301	0.01450	143	-	143
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	47	-	47
	SUI	3501	0.00058	6	-	6
	WCOMP	3601	0.02050	202	-	202
	Retiree Benefits	3701	0.03000	296	-	296
	Total		\$ 11,510	\$ -	\$ -	\$ 11,510
B	<b>CERT. COUNSELORS (0.20 FTE)</b>	1202	0.114			
	<i>(0.114 = Title I, 0.086 = Site BSEP)</i>		5,873			5,873
	Subtotal		\$ 5,873	\$ -	\$ -	\$ 5,873
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.09500	558	-	558
	Medicare	3301	0.01450	85	-	85
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	1,484	-	1,484
	SUI	3501	0.00058	3	-	3
	WCOMP	3601	0.02050	120	-	120
	Retiree Benefits	3701	0.03000	176	-	176
	Total		\$ 8,300	\$ -	\$ -	\$ 8,300
C1	<b>DAILY SUBS</b>	1116				
C2	<b>DAILY SUBS</b>	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
D	<b>STIPEND</b>	1117				
E	<b>CURR. DEVELOPMENT</b>	1116				
F1	<b>TEACHER HOURLY</b>	1116				
F2	<b>TEACHER HOURLY</b>	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
G	<b>CLASSIFIED SAL MONTHLY</b>					
	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				-
I	Clerical Assistant	2402				-
J	Program Specialist	2402				-
K	School Svc Assistants	2902				-
L	Home School Liaison	2902				-
	Subtotal		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	PERS	3202	0.11771	-	-	-
	PERS REDUCTION	3802	0.00000	-	-	-
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3402	\$ 13.017	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -

**Berkeley Unified School District  
State and Federal Categorical Programs  
FY 2014 - 2015 Budget Projections**

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	TOTAL
<b>School : John Muir</b>		Obj #				
<b><u>CLASSIFIED SAL HOURLY</u></b>						
M	Instructional Aide	2116				-
N	Tutors	2146				-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison/ Parent Comm. Facilitator	2916			-	-
R	School Service Assistant	2916				-
S	Child Care	2916				-
	Subtotal		\$ -	\$ -	\$ -	\$ -
<b>Fringe Benefits :</b>						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total			\$ -	\$ -	\$ -
<b><u>BOOKS / SUPPLIES / MTLs</u></b>						
T1	Instructional Materials (\$1,400, Math)	4300	\$ 1,400			\$ 1,400
T2	Instructional Materials (\$1,200, ELD)	4300	\$ 1,200			1,200
T3	Other Supplies	4350				-
U	Parent Involvement		474			474
	Total		\$ 3,074	\$ -	\$ -	\$ 3,074
<b><u>TRAVEL &amp; OUTSIDE SERVICES</u></b>						
V	Travel / Conference	5200				\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Consultant/ Contract	5800				-
Z1	Professional Services	5800				-
Z2	Professional Services	5800				-
A1	Salary Reserve		606	-	-	606
	Total		\$ 606	\$ -	\$ -	\$ 606
<b><u>CAPITAL OUTLAY</u></b>						
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
	Total		\$ -	\$ -	\$ -	\$ -
a.	<b>TOTAL PROJECTED BUDGET</b>		\$ 23,490	\$ -	\$ -	\$ 23,490
b.	<b>Budget Allocation</b>		23,490			23,490
c.	<b>Add : Carryover</b>					-
d.	<b>Total Budgets (d = b + c)</b>		\$ 23,490	\$ -	\$ -	\$ 23,490
e.	<b>Projected Unspent Funds (e = d - a)</b>		\$ (0)	\$ -	\$ -	\$ (0)

\* Title I allocation included \$474 for Parent Involvement.

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

**Berkeley Unified School District  
Educational Services  
Projected Centralized Services Expenditures  
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		<b>Total K-5 Schools</b>	<b>\$21,906</b>	<b>\$4,971</b>	<b>\$19,380</b>	<b>\$46,257</b>	<b>Total K-5 Schools</b>		<b>1</b>
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		<b>Total 6-8 Schools</b>	<b>\$12,111</b>	<b>\$2,749</b>	<b>\$7,845</b>	<b>\$22,705</b>	<b>Total 6-8 Schools</b>		<b>3</b>
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		<b>Total 9-12 Schools</b>	<b>\$983</b>	<b>\$223</b>	<b>\$1,095</b>	<b>\$2,301</b>	<b>Total 9-12 Schools</b>		<b>3</b>
1	262	Early Childhood					Early Childhood	262	1
1		<b>Total Pre-k</b>					<b>Total Pre-k</b>		<b>1</b>
18		<b>TOTAL DISTRICT</b>	<b>\$35,000</b>	<b>\$7,943</b>	<b>\$28,320</b>	<b>\$71,263</b>	<b>TOTAL DISTRICT</b>		<b>1</b>
			<b>\$13.47/ FRM Student</b>		<b>\$15/ FRM</b>				

**Berkeley Unified School District  
Office of Educational Services  
Teacher Initiated PD Allocation (TIP)  
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
<b>11</b>	<b>(A)</b>	<b>Total K-5 Schools</b>	<b>4,373</b>	<b>\$22,719</b>

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
<b>3</b>	<b>(B)</b>	<b>Total 6-8 Schools</b>	<b>1,926</b>	<b>\$10,006</b>

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
<b>3</b>	<b>(C)</b>	<b>Total 9-12 Schools</b>	<b>3,325</b>	<b>\$17,275</b>

<b>17</b>	<b>D=A+B+C</b>	<b>TOTAL DISTRICT</b>	<b>9,624</b>	<b>\$50,000</b>
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

**Notes for TIP Funding:**

- \* Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- \* Independent Study receives funding for 150 students.
- \* Berkeley High School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

## Appendix E - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

1. Alignment of curriculum, instruction and materials to content and performance standards including the arts programs and P.E.

John Muir teachers use State Board adopted curricula in all subject areas. TCRWP is the school's Language Arts adoption and A Story Of Units is BUSD's Math adoption as of 2013. John Muir teachers were provided training in the Teacher College Reading and Writing Project in the summer of 2010 and continued professional development during the 2011-2012 school year. Teaching staff meets weekly in grade level and full staff meetings to plan lessons, examine best practices, review student work, participate in staff-initiated professional development or reflect on performance data. The school has adopted a formative assessment system that is aligned with State standards. Teachers assess students in reading skills using DRA/QRI, and they then receive DRA/QRI scores for each returning student along with a portfolio containing assessment data since the time of enrollment. Staff posts student performance data and then form decisions indicated by that data in terms of resource allocation, instructional focus, targeted interventions and teacher collaboration. Three times a year, teachers re-assess students in reading and math to determine current academic status. Our RTI team assists teachers in assessing and monitoring student progress. All entering students are assessed again by teachers on site and data from previous schools is considered as a reference. Assessment data guides not only instruction, but also placement, SST's, and decisions about professional development.

For 2103-2014, students continued to receive Science instruction in all grades including TK and Kindergarten. Release time monies this year were allocated toward Science release and for Art/Movement. Art instruction was increased during and after school in joint efforts between the site and our PTA. Currently PTA supports the school community by providing after school classes for the students in areas such as: science, mathematics and multiple arts. Teachers will continue to integrate visual arts and movement education and use these to support language arts, science, and math when appropriate. All teachers include at least 75 minutes of physical education activities in their weekly planning. All students receive instruction from a trained physical fitness specialist once each week, and instruction from a credentialed dance teacher once each week.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Through the support of the BUSD Office of Data and Assessment, John Muir School has regular access to data that shows how students are progressing in Language Arts and Math.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (NCLB)

All staff meet NCLB requirements for highly qualified staff.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has received all required AB 75 training for Language Arts.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

100% of John Muir teachers have appropriate multiple subject credentials. All special education staff has appropriate credentialing to address the needs of students mild to severe. Where indicated, staff has access to appropriate professional development e.g. AB 472.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development is 100% aligned to content

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the 2010-2011 school year, a group of Muir teachers attended professional development conference on "Teaching With A Cultural Eye" reflecting the work of providing instruction to diverse school communities. During the 2011-2012 school year, two teachers on the Leadership Team and the Principal attended the "Leading for Equity" institute given by the National Equity Project. And in 2012-2013 two teachers on the Leadership Team and the Principal attending the "Coaching for Equity" institute. For the last three years (2011-2014) the staff has worked with a National Equity Project Coach to incorporate an equity lens into our teaching practices and school wide systems and practices. The Leadership Team and the Equity Teacher Leader will continue to incorporate professional development around equity in education and culturally responsive teaching practices into the monthly staff meetings.

8. Teacher collaboration by grade level (EPC)

By contract, teachers are allocated a significant amount of time for teacher collaboration. Teachers work in grade levels on a weekly basis to collaborate.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff is trained in strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. We intervene early with our Reading Recovery program and our extended day/year programs. We assess student performance with both state and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. We will continue to use the Toolbox social/emotional learning curriculum to support student self-understanding and self-regulation, and to insure that we have a common language within our community. Our curriculum is standards based, and our staff development program is aligned with the District goals and with Common Core State Standards. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

The entire John Muir community believes strongly in supporting the whole child and thus is doing many things to provide a strong health and nutrition program. All students participate in cooking and gardening classes. Teachers provide examples of healthy classroom snacks and participate in cooking seasonally-based programs on a rotating basis. Specific curriculum about the food pyramid is taught that includes the integration of State Standards and core curriculum.

The garden curriculum provides hands-on experiential practices in growing food, and understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability.

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Students have access to standards-based materials in all academic areas. Teachers often adapt and enhance their lessons with additional supportive materials. Gardening and Cooking programs, for example, are both integrated into core academic areas to support students in acquiring stronger reading and math skills. In the area of reading, teachers use a variety of supplemental materials to help students more effectively access content standards. To promote stronger problem solving skills, the school uses the problem solving materials provided by the Noyce Foundation in mathematics. Using all available resources, the school continues to develop a differentiated curriculum for all students with special needs: Title I, ELL, Special Education, and Gifted and Talented Education.

The Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation provide funds for instructional materials that cannot be purchased with State and Federal money. In addition, individual teachers have received support through the PTA for additional materials to support standards-based instruction.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

John Muir uses a variety of state and local assessments to modify instruction, along with local QRI/DRA for reading, Teacher College Reading and Writing assessments, A Story of Units assessments, and the District writing assessments. At this point, teachers assess students in phonemic awareness, letter sound correspondence, words in isolation, comprehension, and high frequency words. Students are also tested as a whole group in the areas of spelling, reading comprehension and writing. Math assessment occurs under three areas: skills, concepts, and problem solving with assessments determined at the site rather than at the district level. These assessments are administered three or more times a year and provide formative data to teachers so they may more effectively plan and deliver instruction to students in their zone of development. During weekly team meetings and special monthly staff meetings, teachers examine the results of local assessment data to plan and/or modify instruction.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. In addition, the school, in conjunction with other elementary schools, needs to provide more opportunities within the school day for struggling students to access the curriculum at their level.

Using student achievement data, school staff and faculty identify students needing additional assistance and intervention. Teachers meet once every three weeks with the RTI/SST team and discuss struggling students so that members of the team can provide push-in groups, peer tutoring and cross-age tutoring, and guided reading. The Literacy Program relies on Reading Recovery methods to support students 1:1, and in small groups in the acquisition of reading skills. In grade level teams, teachers use RTI Tier 1 strategies to further support under-performing students. Parent tutors also work with students in reading, writing and math. Two after school programs support students in meeting academic goals. Each of these after-school programs connects with the regular day instruction so that students receive coherent, aligned instruction. Student study teams meet with teachers and families to provide follow-up monitoring of progress and support. Our BEARS program, using BUILD tutors, provides intervention services to under-performing students after school each day.

PTA sponsored family education events (After School Enrichment, Outdoor School) recruit under-performing students and their parents. These programs assist parents in providing effective support at home. All teachers are CLAD certified and use GLAD strategies to support English Learners.

John Muir provides a safe and positive environment to all children. Visitors are required to sign in and wear a badge, and all personnel monitor this policy. The school uses three noon supervisors to provide optimal adult supervision during recess and lunch. John Muir's PE coach provides structured noon-time games to mitigate the tensions that arise in the absence of structure. Noon staff is trained to supervise games, help students resolve conflicts, and teach younger students to play together cooperatively. Staff and teachers use the Welcoming Schools and PBIS curriculum to teach students how to interact and resolve conflicts in a positive manner. Teachers model and instruct students in positive behaviors, such as respect, honesty, and empathy through the use of T charts in the classrooms and recognize these behaviors by handing out Golden Paw awards daily. School meetings additionally give the opportunity to build community and highlight positive student behavior. John Muir administration and faculty target student attendance challenges by working with families to encourage timely arrival to school and regular daily attendance. Current statistics show a monthly average attendance of about 94%.

#### 15. Research-based educational practices to raise student achievement at this school (NCLB)

Here are a few of the initiatives and projects now underway that are aimed at putting kids and learning first:

1. BEARS has established targeted tutoring programs for students to help them meet academic proficiency targets (BUILD Tutors)
2. We have the SAGE mentoring group which will bring college mentors to our students K through 5.
3. TK-5 teachers have implemented the Teachers College Reading and Writing program which has been shown to improve student reading, spelling and writing.
4. First grade students will continue to receive powerful reading instruction through the Reading Recovery program
5. Students will continue to work in flexible skill groups at the 4/5 level so that math instruction can be tuned to the appropriate level.
6. Teachers will continue to receive math coaching so that they can more rapidly implement the new A Story of Units program.
7. We will continue to integrate academics into every part of the school day from gardening to PE.
8. Response to Instruction and Intervention (RTI) is implemented school-wide to ensure students are receiving instructions and targeted interventions to ensure academic success.
9. School-wide implementation of the Toolbox project will continue with explicit teaching of two tools each month and incorporation of tools daily in school-wide positive behavior programs.

#### 16. Opportunities for increased learning time (Title I SWP and PI requirement)

#### 17. Transition from preschool to kindergarten (Title I SWP)

### Involvement

#### 18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Research supports the premise that the best assistance for students who require additional support occurs during the regular school day. With this premise in mind, faculty and parents have moved toward increasing the school's intervention capacity within their regular classrooms. This intervention staff works with teachers to create groupings within classrooms. These same staff members also allow teachers to observe their peers in action.

Three after-school programs provide enrichment and academic support. One is provided through the school's PTA. A second, Kids In Motion, is private. The third, BEARS, is paid for through BUSD and State funds. These three programs have strong enrichment components as well as academic support. The school has also expanded its RTI/SST process, meeting with each grade level every three weeks. John Muir has a dedicated RTI and Student Success Team (SST) coordinator to facilitate meetings. School site psychologists, Reading Recovery, Speech, and Resource teachers along with the principal, all often attend to offer input irrespective of whether the student is enrolled in a specific program. This process now is linking to the district's integrated services program so that parents and students can have access to coordinated support both within and beyond the school's walls.

- Our Literacy Coaches facilitates RTI – a multi- teacher approach to increasing reading skills and closing the achievement gap. Direct support to teachers, participation in the RTI/SST Team, and overall support of data analysis are among the coach's responsibilities.
- Instructional Assistants provide support to kindergartners to help them learn to read more rapidly.
- After-school intervention and enrichment classes – BEARS coordinates with classroom teachers
- Field Trips and Assemblies
- Berkeley Library visits schools, some classes visit BPL to acquire library cards
- On-site mental health support for students through a BUSD counselor

#### 19. Strategies to increase parental involvement (Title I SWP)

Although there is significant amount of parent involvement at John Muir, it tends to not be representative of the school community. We are encouraging a more diverse reflection of the school community be proactively inviting parents of color to school events. All notices of events are disseminated by paper invitation, email and phone calls to increase the odds of receipt. Staff members regularly personally invite parents of color to performances, such as the Winter and Spring Performances, Walk-A-Thon, Family Literacy Day, Math and Science Night, etc.

#### 20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

#### Funding

#### 21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

#### 22. Fiscal support (EPC)

## Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### Student Pledge:

#### JOHN MUIR ELEMENTARY SCHOOL COMPACT

This compact is a voluntary agreement among staff, students and families. It's a draft and represents a good start as we work to promote high achievement for every child. We will begin the year by signing this compact and will refer to it as needed during the school year.

#### Student Pledge:

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.

Use the Toolbox tools to help me be a better student.

Ask for help when I need it.

Do my personal best.

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Limit my TV watching and instead study or read every day after school.

Bring love and respect to the school, to myself and to my classmates every single day.

#### Family/Parent Pledge:

I agree to follow through with each item listed below:

Communicate and model the importance of learning to my child.

Provide a quiet time and place free from TV/video/computer games and good for homework completion.

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.

Read to my child or encourage my child to read every day

Communicate with the teacher or the school when I have a concern.

Regularly monitor my child's progress in school.

Commit time to the school to support students, staff, and other parents.

Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.

Bring love and respect to the school, students, staff and families, every single day.

Work as part of a supportive team with my child's teacher

### Parents Pledge:

### Staff Pledge:

#### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

Provide high-quality curriculum and instruction based on State standards

Do my personal best and motivate students to do the same.

Have high expectations and help every child to develop a love of learning.

Communicate regularly with families about student progress.

Provide a warm, safe, and caring learning environment.

Leave personal issues at the door.

Keep the energy positive with students, parents, and families.

Provide meaningful, daily homework assignments to reinforce and extend learning

Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.

Bring love and respect to the school, students, staff and families, every single day.

SIGNED:

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

Student \_\_\_\_\_

DATE: \_\_\_\_\_