

School: Aurelia Pennekamp Elementary School

Year: 2017-2018

School Local Control & Accountability Plan

School Profile

Pennekamp Elementary School is one of five elementary schools in the Manhattan Beach Unified School District. Manhattan Beach is a small, beachside community of approximately 36,000 residents, located about three miles south of Los Angeles International Airport. Pennekamp serves 510 students in Transitional Kindergarten through 5th grade. The school campus has colorful murals, hundreds of California native plants and flowers, and an organic student vegetable garden. Aurelia Pennekamp first opened its doors in 1955 and at that time it was known as Curtis Street School. Fifty years later, Pennekamp's traditions of academic excellence and strong levels of spirit and pride still shine brightly.

Pennekamp's strengths are best reflected in the attitude and performance of students, staff, and parents/guardians. On any given day, it is not unusual to find dozens of volunteers on campus. Each year, Pennekamp volunteers log in an excess of 30,000 hours of service to the school. Parents sponsor and lead enrichment programs such as Young at Art, Dragon Innovation Den, Growing Great, Grades of Green and other activities on campus. The Pennekamp PTA and School Site Council/Wellness Council are highly active and supportive entities that generously provide resources to enhance the quality of the educational programs for the students. The School Site Council/Wellness Council annually reviews the school plan. This plan fulfills our school wide goal to provide rigorous and supportive learning opportunities, as well as targeted goal areas for student improvement, which is aligned to our district LCAP goals.

The school community values education and sets high expectations for students and staff. Dedicated teachers demonstrate concern for the progress of each student. To maximize effectiveness of Pennekamp's instructional program, teachers engage in peer coaching, departmentalized teaching, weekly grade-level planning, and a Balanced Literacy Framework to support individualized reading instruction. Teamwork is an integral component of our program, and we have forged a Response to Intervention Plan at Pennekamp to ensure every child receives the just right instruction to meet their needs. Parents, staff, and students collaborate to create a child-centered environment where everyone knows he/she is valued as a contributing member of the community.

Pennekamp teachers incorporate two unique programs in their day-to-day curriculum, MindUp along with our Mindful practices, which support the social emotional health of our students, and Personalized Learning, which supports the academics in Reading, Writing and Math. Our first practice to support social emotional well-being, has changed our morning routine at Pennekamp. Our students participate in a weekly Mindful Morning assembly where a mindful quote is presented and students are asked to share what the quote means to them. This year, students have also been introduced to Every Dragon ROARS where five behavior expectations are used to guide our Positive Behavior Interventions and Support (PBIS) framework at Pennekamp. Conversations with students about behavior are centered around being Respectful, On Task, Accountable, Responsible and Safe (ROARS). Spirit Assemblies are held where students are recognized over the course of the year in each of these 5 behavioral expectations. On the instructional side, our teachers have been working to provide all Pennekamp students with data driven planning and instruction to meet each child at their level and grow their literacy and math skills. With the use of Fountas & Pinnell Reading Assessment, our teachers are able to identify students instructional and independent reading levels to support behaviors and practices that will grow their literacy skills that will shape their ability to apply and synthesize both fiction and non-fiction text. In the area of Math, our teachers have engaged in Cognitively Guided Instruction to help students make deeper connections to math practices and concepts that will strengthen their understanding and ability to explain their thinking and problem solving skills. Beginning this year, teachers are also using STEMscopes to teach the Next Generation Science Standards (NGSS). They have been trained to explore the large range of resources, including 5E lesson activities, interventions, extensions, STEMscopedia, leveled literacy, teacher set up videos, picture vocabulary, assessments, graphic organizers, and lesson flow maps.

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	96	93	95	96	90	93	96	90	93	100.0	96.8	97.9
Grade 4	94	96	91	94	96	88	94	96	88	100.0	100	96.7
Grade 5	93	96	94	92	96	91	92	96	91	98.9	100	96.8
All Grades	283	285	280	282	282	272	282	282	272	99.6	98.9	97.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2488.3	2488.0	2507.0	53	57	66.67	27	21	19.35	16	13	10.75	4	9	3.23
Grade 4	2525.0	2555.6	2520.1	54	67	52.27	23	21	23.86	13	9	10.23	10	3	13.64
Grade 5	2556.7	2581.8	2604.3	40	51	63.74	35	33	27.47	18	10	7.69	7	5	1.10
All Grades	N/A	N/A	N/A	49	58	61.03	28	25	23.53	16	11	9.56	7	6	5.88

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	55	44	60.22	35	46	33.33	9	10	6.45
Grade 4	41	58	57.95	49	36	29.55	10	5	12.50
Grade 5	37	55	62.64	52	36	34.07	11	8	3.30
All Grades	45	53	60.29	45	39	32.35	10	8	7.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	44	68.82	45	48	25.81	6	8	5.38
Grade 4	46	56	39.77	43	41	47.73	12	3	12.50
Grade 5	58	60	74.73	32	30	21.98	11	9	3.30
All Grades	51	54	61.40	40	39	31.62	10	7	6.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	42	45.16	67	52	51.61	3	6	3.23
Grade 4	39	45	32.95	55	52	53.41	5	3	13.64
Grade 5	30	44	53.85	65	50	42.86	4	6	3.30
All Grades	33	44	44.12	62	51	49.26	4	5	6.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	49	52.69	45	42	39.78	11	9	7.53
Grade 4	38	54	42.05	54	42	45.45	7	4	12.50
Grade 5	57	68	69.23	37	28	29.67	7	4	1.10
All Grades	46	57	54.78	45	37	38.24	9	6	6.99

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	96	93	95	96	90	93	96	90	93	100.0	96.8	97.9
Grade 4	94	96	91	94	96	88	94	96	88	100.0	100	96.7
Grade 5	93	96	94	92	96	91	92	96	91	98.9	100	96.8
All Grades	283	285	280	282	282	272	282	282	272	99.6	98.9	97.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2484.3	2488.1	2509.7	39	41	55.91	44	39	27.96	16	14	11.83	2	6	4.30
Grade 4	2542.5	2558.4	2536.9	45	61	46.59	43	30	32.95	11	6	15.91	2	2	4.55
Grade 5	2573.9	2580.5	2580.8	53	55	58.24	27	27	26.37	12	10	10.99	8	7	4.40
All Grades	N/A	N/A	N/A	45	53	53.68	38	32	29.04	13	10	12.87	4	5	4.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	59	76.34	34	32	17.20	6	9	6.45
Grade 4	63	76	62.50	33	21	29.55	4	3	7.95
Grade 5	64	66	63.74	26	24	25.27	10	10	10.99
All Grades	62	67	67.65	31	26	23.90	7	7	8.46

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	54	63.44	35	37	30.11	5	9	6.45
Grade 4	52	50	42.05	43	48	50.00	5	2	7.95
Grade 5	37	47	54.95	54	42	37.36	9	11	7.69
All Grades	50	50	53.68	44	42	38.97	6	7	7.35

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	52	52	63.44	42	46	30.11	6	2	6.45
Grade 4	56	65	51.14	39	32	39.77	4	3	9.09
Grade 5	51	49	47.25	42	39	49.45	7	13	3.30
All Grades	53	55	54.04	41	39	39.71	6	6	6.25

Review of Performance

Aurelia Pennekamp Elementary School

Based on a review of performance on progress toward school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what progress from last year is the school most proud of and how does the school plan to maintain or build upon that success?

GREATEST PROGRESS

Pennekamp Elementary showed growth in English Language Arts Literacy in Grades four and five. In Spring 2017, our cohort of students moving from 4th to 5th increased from 87% to 91% and our cohort of students moving from 3rd to 4th increased from 77% to 87%. To maintain and build upon the success, Pennekamp will conduct vertical articulation to analyze student work during district professional development.

Based on a review of last year's school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what steps is the school planning to take to address the areas with the greatest need for improvement and any performance gaps?

GREATEST NEED

Although we are please with the proficiency of our students in math, we would like to focus our attention at increasing the math proficiency of students by 5% in 3rd, 4th, and 5th grade.

In regards to school climate, through Every Dragon ROARS, we would like to focus on the area of school safety and disciplinary environment. Although students report that 91% feel safe at school, 30% report being hit or pushed, 42% report mean rumors being spread about them, and 36% report being called bad names or had mean jokes made about them. Through our Positive Behavior Intervention and Supports (PBIS) framework, our goal would be to decrease these percentages by 10% in our year one of implementation.

District LCAP Goals

1. Improving student achievement through the implementation of research-based teaching and learning strategies.
2. Improve student achievement by targeting students not meeting standards.
3. Maximize safety and promote a school climate that engages and supports the needs of all students.
4. MBUSD will improve student achievement through high quality professional development for employees.
5. Students will maintain strong results in key indicators of student success.

**School Performance Goal #1:
Improving student achievement through the implementation of research-based teaching and learning strategies.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
2, 4	1, 2	<p>In 2017, 33% and 40% of 4th grade students performed at above standard in the Listening and Writing claims respectively.</p> <p>For the 2017 SBAC math claims, in the area of problem solving, 42% of students scored above standard. This has been a three year annual decrease from 52% to 50% to 42%.</p>	<p>This Pennekamp cohort (Grade 5) will show an increase in the number of students above standards in the ELA claim areas Listening and Writing on SBAC 2018.</p> <p>On the 2018 SBAC assessments, 4th graders will show an 8% increase in the problem solving claim.</p>	All	<p>All teachers will be given the opportunity to observe other teachers implementing workshop and CGI pedagogy of their peers at Pennekamp and across the district.</p> <p>Teachers will provide opportunities for students to participate in listening and response activities such as grand conversations and when working in partnerships and small groups.</p> <p>All teachers will receive coaching opportunities in CGI and Writer's Workshop conferring.</p> <p>Teachers will be provided opportunities to work with Pathway books, Heinemann resources, and examine student work through the Learning Progressions.</p> <p>Students will continue to develop their conceptual understanding of mathematics, as we continue to align instruction of CCSS for Mathematical practice with Cognitively Guided Instruction.</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					Students will continue to receive access to additional resources such as iXL, Razz Kids, TenMarks, Spelling City, Scholastic weekly readers, SBAC interim assessments, and Wordly Wise.		

**School Performance Goal #2:
Improve student achievement by targeting students not meeting standards.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
4, 5	2, 4	<p>The percentage of students not meeting or exceeding expectations on the June 2016 F&P assessment was 10%.</p> <p>The percentage of 4th grade students performing below standards in ELA on the 2017 SBAC assessments is roughly 13%.</p>	<p>By spring of 2018, 50% of students identified as not meeting or approaching expectations in reading will improve at least a grade level and a half in grades 1 and 5 per F&P assessments.</p> <p>By spring of 2018, the percent of 5th grade students performing below standards in ELA will decrease by 5%.</p>	Students achieving Below Standard	<p>Identify students who require intervention using analyzed data from F & P, Benchmark Assessment.</p> <p>Students will improve comprehension in both fiction and non-fiction text through the full implementation of Reader's Workshop, supporting student's Depth of Knowledge in literacy.</p> <p>Teachers will analyze reading behaviors during Wednesday collaboration.</p> <p>Teachers will be provided the opportunity to calibrate their F&P scoring of assessment across each grade level.</p> <p>All students will receive differentiated instruction including individual student conferencing and small group instruction.</p> <p>Systematic and targeted RTI Reading Intervention services with Reading Specialist</p> <p>Individualized instruction with strategy groups and Leveled</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					<p>Literacy Intervention reading program.</p> <p>Access to books for all student's at their instructional reading level.</p> <p>Ongoing progress monitoring and assessments and progress monitoring of student growth.</p> <p>All teachers will receive opportunities in coaching to support below standard readers in every classroom.</p> <p>Pennekamp will continue to improve the Response to Intervention (RTI) program, which combines strong classroom teaching with defined level of intervention at every grade level.</p>		

**School Performance Goal #3:
Maximize safety and school connectedness for all students and employees.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
5, 6	3	<p>2016-2017 CA Healthy School Survey data show that 56% of fifth graders report having caring adult relations, and 70% reported feeling highly connected to their school.</p> <p>Teachers and parents reported inconsistency with regards to behavioral expectations, implementation of school rules, and discipline.</p> <p>Teachers, noon supervisors, parents and students report more discipline issues during unstructured play time.</p> <p>16-17 CA Healthy School Survey data show that 30% of students in grade 5 reported being hit or pushed, 42% report mean rumors being spread about them, and 36% report being called bad names or had mean jokes made about them.</p>	<p>By spring of 2018, fifth graders report having caring adult relations and feeling highly connected to their school will increase by 10%.</p> <p>By August of 2017, Pennekamp will have a Positive Behavior Interventions and Supports (PBIS) plan.</p> <p>By December of 2017, Pennekamp will be in full implementation of it's PBIS Every Dragon ROARS behavior plan.</p> <p>By Spring 2018, Pennekamp will reduce the amount of discipline cases during lunch and recess times as reported by teachers, noon supervisors, parents and students by 25%.</p> <p>By Spring 2018, students reporting about being hit or pushed, about mean rumors, and being called bad names or experience mean jokes will decrease</p>	All	<p>Implement Every Dragon ROARS, Pennekamp's PBIS approach.</p> <p>Recognition of ROARS behaviors at the school-wide Wednesday morning gathering.</p> <p>Students choices will be rewarded and incentives given for receiving ROARS cards for displaying positive behaviors as identified in our PBIS plan.</p> <p>Staff will identify ways to give students voice and choice across all areas inside and outside the classroom.</p> <p>All teachers will participate in PBIS training in order to practice through modeling positive behavior conversations with students.</p> <p>Additional supplies will be added to the playground equipment available for student use during recess and lunch.</p> <p>Brainstorm to identify additional fun and safe</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
			by 10%.		<p>activities that can be provided to students at recess and lunch.</p> <p>To identify a bully prevention program that can be implemented at Pennekamp</p> <p>Research appropriate programs or assemblies that address positive friendships, kindness, and respect between students</p>		

Stakeholder Collaboration Timeline
Aurelia Pennekamp Elementary School 2017-2018

Event	Location	Date
Administrative Management Team Meeting	Administrative Retreat	August 2017
Administrative Team Meeting	District Office	October 2017
Reviewed for School Plan	Pennekamp Elementary	November 2017
Shared SBAC Data with Pennekamp Staff	Pennekamp Elementary	November 2017