California Department of Education
2016 California Gold Ribbon Schools Program California Casualty
Elementary School Application: Part A

☆ ☆ ☆ ☆ ☆

51714076053292
County-District-School (CDS) Code – 14 digits

Sutter County
County Name

Marcum-Illinois Union Elementary School District
District Name

Marcum-Illinois Elementary School
School Name (*If your school is selected for honors, this school name will be engraved on the award plaque.*)

2452 El Centro Blvd	East Nicolaus	95659
Mailing Address	City	Zip Code

530-656-2407	14	530-755-4302
Area Code and Phone Number	Ext.	Area Code and Fax Number

SharonM@sutter.k12.ca.us
Principal's E-mail Address

☆ ☆ ☆ ☆

I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- *The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*

- *There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*

- *The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

School Overview

Picture an elementary school in the middle of a small town of just two hundred and twenty-five people, fifty-one of which are elementary students. On the first day of school, cars pull into the school parking lot and drop-students off until there are one hundred and fifty –five students welcoming each other back for another year. Yes, Marcum-Illinois Union Elementary School has one hundred and four students whose parents have chosen our school because of the model for student success that has evolved at our site over the last several years.

When the first bell rings at 8:25am, students line up with their classmates and greet the teachers and staff with a smile. Marcum has one teacher for every grade level, from TK-8th Grade. Since Marcum is unable to have teachers meet in grade level teams, the Coaching for Student Success model is extremely important to our teachers. This model allows Marcum's Curriculum and Intervention Teacher to coach our teachers and students alike. Until we implemented this model, our teachers were an island to themselves. Now, Marcum's teachers have continued daily support as needed from the Curriculum and Intervention Teacher (Coach) in order to analyze data for instruction and explore instructional strategies that will help students to be successful in all areas. Support from our Curriculum and Intervention Teacher and regular professional development for our teachers is a must in our model because **Successful Students need Successful Teachers.**

If you stepped onto the campus after the first few weeks of school, you would see Marcum's Coach working with other teachers reviewing and analyzing data for our student population where the student demographics are 71% White;2% American Indian; African American 1%, Hispanic 18%. Teachers would be utilizing our data and assessment system, to use the data from beginning of the year placement tests to help plan individualized instruction. You would also see teachers sitting down with students to discuss reading goals, review how to increase fluency, address intervention needs, and/or assist students in setting individual goals for themselves In addition, at the end of each trimester our Coach meets with students in grades 6th to 8th to help them understand their assessments and set individual goals for learning and overall success because **Successful Students need Goals.**

You would be able to attend our ROAR Assembly if you happened to be on campus at the end of the month. During our ROAR Assembly we acknowledge our students who have demonstrated the positive ROAR behaviors of being Responsible, Organized, Accepting of self and others and Respectful. Our Curriculum and Intervention Teacher (Coach) meets with students who are struggling in any of these areas to set goals for increased positive behavior because **Successful Students need Behavior Supports**

When visiting Marcum on any afternoon, one might see older students reading to younger students, choir or music class performing, and students running the mile or learning to properly dribble a basketball during PE. At 3:00pm, the bell rings and some of Marcum's one hundred fifty- five students head to the bus while the other students either go out front and get picked up by parents or head to the Den (ASES Program) to have homework help, enrichment, and games until they get picked up by their parents. After saying their goodbyes to the students, teachers head to their classrooms to reflect on and analyze the academic and behavior data from the day in order to help them plan and prepare for the next day so that their students can continue to be successful.

Model Program/Practice Narrative

Model Program/Practice Name: Coaching for Student Success

1. Description of the Model:

The Coaching for Student Success model established at Marcum-Illinois School (Marcum) was instrumental in making the transition from California Content Standards to the current California Standards and improving overall student success inside and outside the classroom. The model began when we recognized that Marcum's white sub-group was not performing up to the required state expectations on California Standards Tests, which led to program improvement (PI) status. After observing instruction in the classroom, it was apparent that Marcum needed a model utilizing a three-prong approach: (1) improve initial direct instruction in the classroom; (2) implement a school-wide behavior plan to address behaviors that were impeding student's academic success and (3) teach students and parents how to read their assessment data. Marcum adopted this Coaching for Student Success model to address not only the assistance in standards transition, but also to improve the overall student success. First, Marcum hired academic coaches (outside contractors) as a resource to work with our nine teachers in order to ensure High Quality First Instruction was evident in both mathematics and English Language Arts (ELA). The academic coaches regularly observed the direct instruction occurring in the classroom and met with the teachers individually, in small groups, and as a whole staff in order to identify specific strategies that would increase the rigor and improve the quality of initial instruction in the classroom. The coaches provided beneficial information and assistance in understanding the shift to the new California Standards. The academic coaches also worked with administration to ensure that when the administrator observed direct instruction in the classroom they were focused on observing instruction and specific learning goals. Marcum purchased IlluminateEd, a data and analysis system, to assist the teachers in analyzing assessment data. After working with the academic coaches for several years, our model evolved. The coaches encouraged and provided one-on-one training for one of our lead teachers. Marcum hired the lead teacher in 2014-2015 as a teacher on special assignment: Curriculum and Intervention Specialist (staffing) to coach Marcum teachers and students on how to read assessment data and to set goals for instruction and learning. The Curriculum and Intervention Specialist created Standards Schedules which identified a schedule of when the California Standards would be taught and assessed (in Grades K-8) and created District Interim/Benchmark Assessments which are used four times throughout the school year to assess student understanding (in grades 1-8). The District Interim/Benchmark Assessments were created using rigorous questions from IlluminateEd's Itembank with a variety of depth of knowledge levels and question types. These online assessments were used to assess the students' understanding of the California Standards after they had received High-Quality First Instruction from our teachers. After the students took the assessments, teachers met with the Curriculum and Intervention Specialist to review the data and create a plan to address the results. Teachers used reports from our data management system that detailed how students fared on individual questions, standards, Depth-of-Knowledge levels, claims and targets. The Curriculum and Intervention Specialist then worked together with the teachers to make data-based decisions and create plans including specific lessons that would help the students be more successful with these standards in the future. Then the Curriculum and Intervention Specialist met with each

individual student in 6th to 8th grade including all low income students, English Language (EL) students, students with disabilities, and homeless students, to review their specific district assessments and create individualized goals for future assessments. Not only were these goal sessions intended to make students aware of their present academic levels but to motivate and encourage them to become a responsible participant in their education.

Table 1: Our CST Scores Showing Achievement Gap of our White Group

Year	ELA % Proficient and Above		Math % Proficient and Above	
	All Students	White Group	All Students	White Group
2012	63.0	64.0	59.8	59.8
2013	65.0	71.4	74.0	75.0

Second, Marcum adopted a Positive Behavioral Interventions & Supports (PBIS) plan called Wildcat ROAR which teaches our students to act Responsible, Organized, Accepting of Self and Others and Respectful (ROAR). This plan has improved student behavior overall and allows students to focus on their academic expectations in the classroom. The Curriculum and Intervention Specialist works closely with administration, teachers and students individually to help address behavior concerns that may affect student success inside of and out of the classroom. Marcum's 2012 student behavior data reflected the need for a student behavior improvement program. Table 2 not only shows Marcum's suspension rates, behavior-related visits to the office, and surveys results of students feeling safe, but also provides baseline data from 2012 collected from the school survey and available data on Dataquest.

Table 2

Suspension Rate	Behavior Referrals	Climate Survey –students who feel safe in school
3.9%	20%	70%

Marcum's Coaching for Student Success model is specifically addressed and linked in our district/school Local Control Accountability Plan (LCAP) through action plans that Professional Development will include use of common assessments and analysis of student work and data to inform academic achievement and instruction, in implementing PBIS program on campus to teach/support positive behaviors and social skills and to provide behavioral interventions.

Third, Marcum committed to teaching student parents how to read and understand their assessment data. Modeling the theory that students are more successful in school when parents are involved in their children's education, ensuring parents are able to read and comprehend what their child's assessment data means about their child's learning will ultimately assist in the academic improvement of the student. Thus, Marcum partnered with parents and community members to provide resources and opportunities for them to learn and gain a better awareness and understanding of student data.

2.   Implementation & Monitoring of the Model:
In 2013, Marcum took the first step in implementing our Coaching for Student Success model by hiring a consultant from Sacramento County Office of Education (SCOE) to work with our administration and teaching staff to develop, train and implement a program where every student could be successful including the white sub-group, socially economically disadvantaged and ELs. Acknowledging that not all students progress at the same rate, a

program for a tiered approach to intervention was implemented at the school focusing on Tier I where teachers were observed and trained in Explicit Direct Instruction. Training was provided for our ELs in oral language development as well as our teachers in English Language Development (ELD) standards for integrating and designated instruction. Being a school with only one class per grade, Marcum implemented a vertical alignment where teachers worked in teams; grades K-2, 3-5 and 6¯8. This team approach allowed for a structured, coherent and focused collaboration time (PLC) for both superintendent/principal and teachers. This approach also led to capacity building through professional learning which eventually evolved into Marcum's Curriculum and Intervention Teacher (Coach).

The second step was threefold. One, to develop a positive behavior plan that evolved all school personnel: administrators, teachers, and non-instructional staff. Two, to start building capacity within our staff with Professional learning and three to provide ongoing professional development to our teachers per our LCAP goals. One of those goals in 2014 was for a teacher on assignment to become a full time Curriculum and Intervention Specialist and that assignment included setting up and monitoring the teacher's analysis of student data and goal setting for students based on individual student need.

The third step, Marcum partnered with parents and community members to provide resources and opportunities for them to support student success through several different modality, such as parent meetings, school curriculum nights, school events, monthly newsletters, and all calls. The implementation and continued monitoring of each of the three-prong approach to the Marcum model has led to our students setting and achieving their goals, which has resulted in a successful school experience. Below, you will find the premise behind Marcum's Coaching for Student Success model:

Curriculum and Intervention Specialist coaches -
-Teachers and students learn how to read assessment data
-Teachers learn how to lesson plan and design instruction on data outcomes
-Students learn how to set individual goals for learning based on their assessments
-Parents learn how to read assessment data and understand California Standards
-Parents, teacher, students and administration learn to help address behavior concerns
=Successful Student

3. Results of the Model/Pupil Outcomes:
In order to understand the results of the Marcum model, we need to look at the reason we started the implementation of the Coaching for Student Success model, which included individualized goal setting. The school was in program improvement status in 2012 because the white sub-group did not meet the percent at or above proficient for two consecutive years in mathematics. One of the goals for 2012-13 was to attain a Safe Harbor status by decreasing the number of not proficient students by 10% for all sub-groups in both ELA and mathematics. In 2012-13, Marcum was able to meet all of the Adequate Yearly Progress (AYP) criteria by acknowledging the improvement of the white student sub-group; this would overall improve the success of all Marcum students. Marcum utilized the Curriculum Intervention Specialist to coach teachers in the analysis of data and to improve instruction to meet the needs of all of our students including all low income and EL students, students with disabilities, and homeless students.

With the passing of AB484 and the suspension of the California Standardize Tests (CST), Marcum began preparing students for the new California Assessment of Student Performance and progress (CAASPP) by utilizing the Curriculum and Intervention Specialist to create Standards Schedules, which identified a schedule of when each of the California Standard would be taught and assessed (in grades K-8) and created District Interim/Benchmark Assessments which were used four times throughout the year to assess student understanding (in grades 1-8). The District Interim/Benchmark Assessments were created using rigorous questions from Illuminate's Itembank with a variety of depth of knowledge levels and question types. These online assessments were used to assess the students' understanding of the California Standards after they had received High-Quality First Instruction from our teachers.

The first CAASPP test results set a baseline in which teachers, students and parents can identify student outcomes. These outcomes reflect areas of growth and areas that may need improvement. Table 3 provides the first year of the CAASPP results.
Table 3

2015 CAASPP Results	White	Hispanic	School
English Language Arts (ELA)			
% of Students who met or exceeded	52%	40%	51%
Mathematics			
% of Students met or exceeded	48%	33%	46%

Students' learning is closely monitored and lesson planning and instruction altered to meet the need of the students during the cessation of state testing we used the STAR Enterprise/CAASPP Reading and STAR /Enterprise/CAASPP mathematics as the district to track and predict student growth. The learning progressions for reading and math give our teachers immediate access to skill specific and actual data to target instruction and practice. After only one reporting period this school year our CAASPP Reading is projecting 66% of our students will meet or exceed standards and CAASPP Mathematics is projecting that 64% of our students will meet or exceed standards for the 2016 school year.

In addition, Table 4 is an illustration of the growth our school had in decreasing suspension rates, behavior-related visits to the office, and an increase of students feeling safe at school.
Table 4

Year	Suspension Rate	Behavior Referrals	Climate Survey –students who feel safe in school
2012	3.9 %	20%	70%
2013	1.8%	9%	72%
2014	.6%	8%	75%
2015	.4%	5%	77%

In closing, Marcum will continue to implement a three-prong approach to improve direct instruction in the classroom, monitor the school-wide behavior plan to address behaviors that are impeding student's academic success, and continue to teach students and parents how to read assessment data and set personal goals. Marcum's Coaching for Student Success model has, and will continue, to increase the number of students who meet or exceed standards.