

Annual Evaluation and Update: with SSC input from November 3, 2016

1. How have parents, teachers, support staff, and other stakeholders (e.g., English learner parents, parents of foster youth, and pupils, as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
Yearly review and present to staff, ELAC, SSC, Board, with additional meetings held with the Boosters Club (parent club) to go discuss input and ideas and suggestions to help improve our school and school climate reported in our LCAP which aligns with the SPSA. We had several meetings in planning our LCAP throughout the year.
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state and local priorities and used by the School Site Council to inform the SPSA evaluation and revision process? How was the information made available?
We reported out on our comparative scores of the CAASPP testing for ELA and Math overall all, as well as in subgroups by economically disadvantaged and not economically disadvantaged, Hispanic in comparison to white which are the subgroups we have. We have CST Science scores for 5th and 8th grades, also yearly CELDT scores, attendance rate, number of referrals for misbehavior, and character building.
3. What actions/services were provided to all pupils, to subgroups of pupils, to English learners, to low-income pupils, to foster youth, and/or to redesignated fluent English-proficient students to achieve goals identified in the SPSA?
Orton Gillingham for increased phonemic awareness and reading intervention, small group and one on one work with adies specific to the needs of the student within ELA and Math. We also use online website that are specific to the learning needs and individual levels of students in Reading Eggs, Sum Dog in Math, math in a flash, and MobyMax in ELA and math. The teachers use assessments, both formative and summative throughout the year to assess what has been mastered and what areas are still needing attention. Academic Game Plan is used within the classroom 4th-8th to assist the students in keeping current with what is expected academically, as well as keeping current with their grades; parents sign weekly. Think Central Go Math! Online – students tutorial and online support. We are implementing a new ELA program that directly addresses the grade level standards.
4. How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
We continue to review district benchmark information in both ELA and Math twice a year as well as yearly CELDT scores, referral data, Math online curriculum ongoing assessments on units. From these we see when students are improving and if they are not, we address their needs to meet them as soon as we see them.
5. How have the actions/services addressed the needs of all identified subgroups of pupils, including English learners, low-income pupils, foster youth, and redesignated fluent English-

proficient students; and did the provision of those actions/services result in the desired outcomes?

Further additional support with one on one time with instructional aides using intervention lesson specific to the standard missed from the assessment data, Math facts in a flash. Also teachers schedule student study team (SST) meeting with the resource specialist, administration, and parent when a student continues to struggle so that a specific plan can be made to directly support the individual needs of the student within the classroom and at home. Additionally we have purchased EL support for the beginners in the primary Language for Thinking, Language for Learning, and Language for Writing, as well as Dr. Kate Kinsella's Academic Game Plan for vocabulary building. This year we began a small group math group with instructional aide support in 4th - 8th grade, additional to the RSP intervention support for those grade levels.

6. What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the SPSA as a result of this comparison?

Due to our percentage of students "stuck" at the intermediate level in EL we have added the above curriculum to use, as well as PD with KCOE Curriculum Coach Jen Epp directly coaching teachers on teaching our English Learners in designated English Language Development utilizing the ELD standards to increase students proficiency level directly to their specific area of need. We are currently implementing the new common core ELA curriculum Wonders in k-5 and Study Sync in 6th-8th which is quite rigorous and continuing to implement the adopted Math curriculum, GO Math! Houghton Mifflin Harcourt. Additionally we have added technology training for the teachers and increased the number of technology devices within the classroom with 1:1 chromebooks in 4-8, and 1:1 ipads k-3. We recently had training on best app use in each level to make the best use of the devices in the classroom while continuing to support hands on and interactive learning.