

CAMPBELL MIDDLE SCHOOL'S LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

June 1, 2017

Instructional Services
Governing Board Presentation

LCAP Goals

1. High Quality (HQ) instruction in Common Core and Next Gen. Science Standards in 21st Century Classrooms
2. Ensure all students learn at high levels and close the achievement gap
3. Tiered supports that promote positive social/emotional development
4. Parents encouraged to participate in their child's learning experiences at school and home

Dashboard Data: Greatest Progress

Group	Growth	Status	LCAP Goal
School-wide	+ 7.4 points in Math	Low	#1 & #2
School-wide	+ 8.7 points in ELA	Low	#1 & #2
African American Students	+ 51.9 points in Math	Low	#1 & #2
African American Students	+ 37.3 points in ELA	Low	#1 & #2
Schoolwide iReady predicted proficiency on SBAC for 2016-2017	21% to 22% in Math 30% to 40% in ELA	TBD	#1 & #2

How will progress be improved or maintained?

- Continuing Prof. Learning Community (PLC); essential standards, formative assessment, learning targets, and differentiation
- Strategic focus on English Language Learners (ELL)
- Refine the 2-year school-wide literacy goals - increased eyes on text time and writing
- Continue monitoring data by student and by subgroup and present school-wide results to staff
- Maintain the positive work climate that was created for staff and students this year

Dashboard Data: Greatest Needs

Group	Growth	Status	LCAP GOAL
All Students	SBAC Met/Exceeded Standards 19% and 23% in Math 21% and 36% in ELA	Very Low	#1
English Learners	+7.2 points in Math +3.9 points in ELA	Very Low in Math (117 points) and ELA (82 points) from Level 3	#1 and #2
Hispanic/Latino	+6.5 point in Math +5.2 points in ELA	Very Low in Math (108 points) and ELA (71 points) from Level 3	#1 and #2
Increase in Suspensions	+2.6 % increase in suspensions for All Students and a + 12.6% Students with Disabilities	Medium and Very High (21.3%)	#3

Next Steps for Areas of Need

- ❑ Active administrative participation and support for Math and ELA departments, including appropriate professional development
- ❑ Continuing a culture of academic data driven decision-making. Are students learning?
- ❑ Expand in-class and after-school intervention for students with need, specifically English Language Learners
- ❑ Refining PBIS protocols to maintain a positive school climate and address suspension data

Ongoing Progress Monitoring

- Coordinate monthly grade-level department meetings with admin team to discuss PLC work
- Continue to conduct regular classroom observations, looking for quality first instruction and providing timely feedback to teachers
- Regularly analyze data and student work; track the number of students needing intervention
- Review SWISS data with Tier I and Tier II Teams as well as staff, to identify areas of need