ROSEMARY SCHOOL LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

MARCH 28, 2019

Instructional Services
Governing Board Presentation

Rosemary School Facts

Total Enrollment	471
Socio-Economically Disadvantaged	88.3%
English Learners	68.8%
Foster Youth	.6% (3)
Homeless	.4% (2)
Students with Disabilities	7.8% (40)

Why Expeditionary Learning?

Benefits of EL: Why we joined the network

❏ Mastery of student knowledge and skills, high quality work, character development

❏ Student agency

❏ Intensive professional development associated with EL Core Practices

❏ Projects, case studies, learning expeditions, and service learning

❏ Compelling, real-world content that makes learning relevant and meaningful to students

❏ Rigorous and joyful curriculum

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School Initiatives Aligned to Instructional Vision

- ❑ **Every Child a Reader by 3rd grade**: EL curriculum implementation, foundational skills K-5, intervention program

- ❑ **MTSS - Climate and Culture**: Crew meetings, community meetings, Habits of Character, Character Targets

- ❑ **PLC**s: Grade-level teams meeting regularly to analyze data on formative assessments

- ❑ **Student Engagement protocols:** Teacher video coaching protocol, and learning walks

- ❑ **Student Agency:** Relevant learning through expeditions, service learning, and student self-monitoring

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Rosemary Dashboard Indicators

Academic Performance

English Language Arts
Yellow

Mathematics
Yellow

Academic Engagement

Chronic Absenteeism
Green

Conditions & Climate

Suspension Rate
Orange

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The Dashboard Tells Us Our Strengths

- ❏ Chronic absenteeism declined for English Learners and Students with Disabilities.

- ❏ English Learners, Socioeconomically Disadvantaged and Hispanic students maintained "yellow" status and were in the improved category in ELA.

- ❏ Socioeconomically Disadvantaged and Hispanic students maintained "yellow" status and improved in Math.

- ❏ ELA and Math SBAC percent proficient increased by more than 10% in 4th and 5th grades.

- ❏ 4th grade percent proficient in math has increased from 11% to 35% in two years.

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The Dashboard Tells Us Areas for Improvement

❏ Suspensions for students with disabilities, English Learners and Hispanic students are red and orange.

❏ English Learner progress in Math maintained at a low status.

❏ Hispanic students' absenteeism increased.

❏ The Dashboard indicator in both ELA and Math is "yellow". Though there are areas of improvement, our scores are still far below our students' capabilities.

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A Current Look at iReady Data

Reading Data Diagnostic Fall to Spring

- ❏ 2nd grade - Increase from 18% to 48% proficient
- ❏ 3rd grade - Increase from 27% to 38% proficient
- ❏ 4th grade - Increase from 8% to 17% proficient
- ❏ 5th grade - Increase from 7% to 21% proficient

Math Data Diagnostic Fall to Spring

- ❏ 2nd grade - Increase from 5% to 35% proficient
- ❏ 3rd grade - Increase from 5% to 33% proficient
- ❏ 4th grade - Increase from 11% to 39% proficient
- ❏ 5th grade - Increase from 19% to 49% proficient

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Every Child a Reader Data

EL curriculum assessments tell us that, from fall to winter, we are seeing large increases in the number of students nearing proficiency in phonics.

- Schoolwide increase from 31% to 62% in number of students in at or approaching proficiency.

- Systematic phonics is developing understanding of the reading code. Students use academic language and understand the rules of language.

LCAP Goals 1 and 2: High Quality First Instruction and Closing the Achievement Gap

- ❏ Implementation of a guaranteed and viable foundational skills curriculum in all K-2 classrooms

- ❏ Over 20 hours of training on the new curriculum

- ❏ Over 40 hours of training on EL core instructional practices with an emphasis on student engagement protocols

- ❏ Intensive reading intervention program involving more than 100 students

- ❏ Math teacher in grades 4-5, intervention in grade 3

- ❏ Filling skill gaps using the foundational skills curriculum in grades 3-5

Monitoring Our Work

❏ Classroom observations with verbal and written feedback

❏ Learning walks by teacher peer teams

❏ Use of implementation rubric to ensure teachers are implementing the standards with fidelity in grades K-2

❏ EL Education mid-year review with consultant

❏ PLC Process - Analyzing student formative assessment data

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LCAP Goal 3: Multi-Tiered Systems of Support

❏ Focus of the Instructional Leadership Team (ILT) this year:

- ❏ Implementation of shared leadership model

- ❏ Study of our SST process; building in transparency and better monitoring systems

- ❏ Improvement Science collaboration with Cabinet members

- ❏ Data-driven instruction task force

❏ Using the foundational skills curriculum as needed in grades 3-5 to fill student skill gaps

❏ Monitoring intervention data to keep groupings fluid

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Monitoring our Response
to Intervention Work (RTI)

❏ Learning walks by school leaders, EL Schools personnel, and classroom teacher observations with written and verbal feedback

❏ Grade-level data inquiry teams

❏ Coaching and instructional planning support from Teachers on Special Assignment and EL Education School Designer

❏ Close monitoring of ongoing math formative assessment results in grades 4 and 5

❏ Differentiated instruction model in all classrooms in both ELA and Math

❏ Celebrating our success!

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School Celebrations

- ❏ Implementation of ELA curriculum with fidelity in every classroom

- ❏ Role out of Habits of Character

- ❏ Deepening engagement through expeditions, case studies, service learning

- ❏ Extensive professional development

- ❏ Instructional Leadership Team (ILT) shared leadership

- ❏ Campus Collaborative

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NEXT STEPS

❏ Take next steps in curriculum implementation

❏ Implement student-led conferences

❏ Consistent grade-level community meetings

❏ Field Work, expeditions, service learning, etc.

❏ Restructure our outside-the-classroom support team to better address RTI in both academics and behavior

❏ Smooth transition to a new principal

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