



BLACKFORD LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

MAY 9, 2019

Instructional Services
Governing Board Presentation

Blackford School

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Total Enrollment: 522 students

Socio-Economically Disadvantaged: 70% (366)

English Learners: 43%(226)

Homeless: 0.007% (4)

Students with Disabilities: 10% (53)

School Initiatives Aligned to Instructional Vision

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- Every Child a Reader by 3rd grade
- Profile of a Graduate
- Professional Learning Communities (PLC)
- Response to Instruction (RTI)
- Use of Common Formative Assessments (CFA)
- Learning Target Implementation
- CKLA curriculum implementation K-2nd grades

Blackford Dashboard Indicators

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Conditions & Climate

Suspension Rate



Orange

Chronic Absenteeism



Green

The Dashboard Tells us our Strengths

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- Overall chronic absenteeism **declined** for the following subgroups:
 - English Learners
 - Socioeconomically Disadvantaged
 - Hispanic
- Overall ELA Performance levels **increased** for all subgroups
- Students with Disabilities **increased significantly** in ELA
- Overall Math performance levels **increased significantly** for all subgroups:
 - English Language Learners
 - Socioeconomically Disadvantaged
 - Hispanic
 - Students with disabilities

The Dashboard Tells us Areas of Improvement

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- Chronic absenteeism for white students was higher than other sub-groups (orange).
- Need to decrease suspension for students of all subgroups (students with disabilities, socioeconomically disadvantaged and African American students).
- Students with disabilities (orange) are performing below all other subgroups in English Language Arts and math.
- Current English Learners are performing below standard in English Language Arts and math as compared to English Only students.

A Current Look at Reading iReady Data

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Reading Data Diagnostic Fall to Spring

- 2nd grade - Increase from 23% to 48% proficient
- 3rd grade - Increase from 31% to 52% proficient
- 4th grade - Increase from 22% to 29% proficient
- 5th grade - Increase from 8% to 16% proficient

Reading Predicted Proficiency to SBAC (2018 SBAC)

- Overall Predicted Proficiency 37% (30%)
- 3rd Predicted Proficiency 37% (34%)
- 4th Predicted Proficiency 42% (28%)
- 5th Predicted Proficiency 33% (32%)

A Current Look at Math iReady Data

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Math Diagnostic Fall to Spring

- 2nd grade - Increase from 11% proficient to 40%
- 3rd grade - Increase from 11% proficient to 34%
- 4th grade - Increase from 18% proficient to 43%
- 5th grade - Increase from 12% proficient to 23%

Math Predicted Proficiency (2018 SBAC)

- Overall Predicted Proficiency 32% (27%)
- 3rd grade Predicted Proficiency 39% (38%)
- 4th grade Predicted Proficiency 39% (19%)
- 5th grade Predicted Proficiency 16% (23%)

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

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- Sonday System Intervention
- Collective commitments
- Common formative assessments
- Student Study Team taskforce
- SMART goals
- Nicole Vagle Professional Development (PD)
- CKLA Curriculum focus in K- 2
- Consistent classroom observations
- Administrative feedback
- Teacher led PD

LCAP goal 3: Multi-Tiered Systems of Support

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- PBIS tier 2/3 meetings
 - Academic and behavioral data
 - Office staff included in check in/check out
- Student study team task force
 - Academic and behavioral student needs
- Attendance task force
- Response to Intervention (RTI) conference
- Profile of a Graduate (PoG) work

School Celebrations

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- Culture of ALL means ALL
- PLC Handbook Complete
- Celebrate student and staff success at every staff meeting
- All grade levels made double digit growth in i-Ready Math
- Parent Engagement
- Absence of teacher turnover
- Neighborhood families are checking us out

NEXT STEPS

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- Ensure there is representation from each grade level on the Guiding Coalition
- Validity of interventions
- Ongoing Professional Development
- Math in 5th grade
- Learning Target alignment with Academics, PoG and Social Emotional/Character Building
- Wednesday Rotations
- Toil the Soil
- Common Scheduling to support response to intervention