



Forest Hill School Update

November 7,
2019

Governing Board Presentation

SBAC Data Reflections: Reading

5 YEAR SBAC DATA English Language Arts



ELA FH Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (121/108)	80%	91%	91%	90%	89%	9%
Fourth (89/99)	72%	73%	88%	89%	79%	7%
Fifth (74/104)	78%	84%	85%	91%	89%	11%
ALL FH Students (284/311)	77%	81%	88%	90%	86%	9%
Districtwide 3rd-5th (2,528/2,339)	49%	53%	55%	56%	58%	9%

- 2018-19 Data shows trend of decline for grade levels and sub-groups (Hispanic, Asian, MultiRacial and White).

Response to ELA Data

- Identified 14 students who went down one SBAC level
- Monitored their iReady data and have them on intervention and instructional plans
- Teachers instructing flexible student groups based on skill gaps in third grade
- More practice with rigorous grade-level and above-level text to develop persistence and grit to avoid assessment fatigue
- Student mindset work and perseverance skills

Response to Data Continued

- Examine the essential standards in 4th grade where cohort growth decline is present
- Tier 3 interventions monitored and assessed every 6-8 weeks
- Standards Mastery assessments given and reviewed by grade level teams to ensure mastery of standards
- CAASPP Interim assessments used and reviewed by grade level teams
- Differentiated homework and small group review based on common formative assessment results

Math Data

Math FH Sitewide Met/Exceed						
(2015 N/2019 N)	2015	2016	2017	2018	2019	Overall Change
Third (121/109)	91%	88%	95%	91%	89%	-2%
Fourth (91/99)	73%	75%	90%	81%	85%	12%
Fifth (75/103)	84%	85%	81%	81%	83%	-1%
ALL FH Students (287/311)	81%	80%	89%	84%	86%	5%
Districtwide 3rd-5th (2,540/2,360)	47%	50%	53%	54%	55%	8%

- Math Cohort declines are present
- Hispanic group declined significantly in math from 2018 to 2019
- Proficiency declined or remained relatively flat from 2018 to 2019

Response to Math Data

- Monitor 4th grade iReady, Benchmark and Bridges assessments and ensure that tier 1 and 2 interventions are provided for students when assessments indicate struggle. Assigning targeted lessons based on skills gaps in iReady. Small group instruction daily to support students
- Tier 3 interventions provided for grades 2-5

Response to Math Data cont.

- Teachers will create a plan for implementing more conceptual understanding skills in math in grades 3-5.
- Conduct data chats focusing on math and the new practices being implemented in classrooms.
- Ensure that English Language Dev. (ELD) is aligned to math so that students who are English Learners (ELs) can have more entry points for success. GLAD strategies, sentence frames and vocabulary focus used in all grade level classrooms.

Professional Development Focus

Next Generation Science Standards (NGSS) Intensive Professional Development

- Spring 2019, teacher survey overwhelmingly identified that staff need professional development on NGSS, specifically; Cross Cutting Concepts and NGSS Assessments
- Spring 2019 whole staff discussion about our areas of need based on teacher efficacy data.
- Student data indicates this is an area of need and NGSS.

Relevant NGSS Data

- CAASPP Data 2017-2018: The majority of Forest Hill students (54/82) are not proficient on the Next Generation Science Standards.
- Staff Spring 2019 NGSS Survey Results:
 - Cross Cutting Concepts: 33% have a strong understanding and are implementing
 - Science & Engineering Practices: 75% have a strong understanding and are implementing
 - Disciplinary Core Ideas: 83% have a strong understanding and are implementing
 - Understanding of Phenomena: 58% have a strong understanding and are implementing
 - Create & Use NGSS Assessments: 16% have a strong understanding and are implementing

Our Plan of Action

- September 18th PLC Focus: Cal Academy NGSS Module Science Notebooks
Next Steps for Instructional Leadership team (ILT): Lesson development by grade level teams to support the continued use of Science Notebooks.
- October 14th NGSS Focus:
 - 5 E's (Engage, Explore, Explain, Elaborate and Evaluate) lesson design
 - Student-driven Exploration lesson design*Next Steps for ILT:* Connecting the 5 E's lesson structure with Science Notebooks.
- November 1st NGSS Focus: Krause Center: Integrating NGSS with English Language Arts and Mathematics

Consistent Monitoring

- After each professional development opportunity, staff will create collective commitments and identify what we will implement within a given period of time.
- Formative assessments will be created and reviewed by teams.
- Focused administrator walk throughs during science instruction with feedback notes provided.

Overall Areas of Vulnerability

- Student data from common formative assessments shared and analyzed by grade level teams monthly.
- Grade level teams observing one another during their Science time to grow professionally and push practice.
- Staff will share the struggles they are having in all subject areas. ILT will use this information to plan professional development opportunities.

Celebrations

- Forest Hill Blue Ribbon School award
- Shift in staff culture attributed to site-based decision making
- Immediate buy in and implementation of Science Notebooks: 86% implementation in September and 14% implementing in October.
- Staff sharing their lessons and student work samples based on the professional development commitments.
- Pictures and videos shared with staff and community of our NGSS implementation.
- Data collection of principal observations based on the commitments

Next Steps

- Ensure that new learning is always accompanied with agreed upon staff commitments:
 - Implement Science Notebooks in all grades
 - NGSS Lesson design using the 5 E's model
- Align NGSS practices to Profile of a Graduate competencies to ensure formative assessments will be reviewed by grade level teams and future lessons planned
- PLC Implementation Rubric (Action Research Professional Development) given three times to ensure progress is being made with NGSS.
- PLC Implementation Rubric (all sections) reviewed by ILT to determine leadership next steps