

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]



MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.00	-0.02	≥ 0

School

- 23% of the students met/exceeded in ELA.
- 19.7% of students met/exceeded in Math.

Grade Levels

- In both ELA and Math, grade 4 average scaled score is in the Standard Nearly Met Range and is slightly higher than the district average.
- Grade 3 students performed better in Math than ELA.
- Grade 5 students averaged scaled score is in the standard Not Met range in both Math and ELA.

Student Groups:

- English Only are student groups with percentage of meeting/exceeding is higher than schoolwide in ELA.
- Hispanic and RFEP are the only student groups with a higher percentage of students meeting/exceeding than schoolwide data in both Math and ELA.

School

- Schoolwide, DFS improved by 2.7 in ELA and 8.2 in Math.
- Schoolwide cohort improved distance from standards in ELA.

Grade Levels

- Grade 4 students had a significant positive change of DFS of 43.8 in Math. They also had a 6.9 positive change of DFS in ELA.
- Grade 3 students had a slight positive change in ELA.
-

- Hispanic student groups had a positive change of DFS in both Math and in ELA.
- EL and SED student groups had a positive change of DFS in Math; however, they declined in ELA.
- IN ELA, Hispanic, EL, White, Foster Youth, and Students with disabilities student group cohorts increased in distance from standards, narrowing the achievement gap.

In Math, Students with disabilities and Foster Youth are the only student group cohorts that increased in distance from standard, narrowing the achievement gap.

Schoolwide, listening is a relative area of strength in ELA.

Schoolwide, Problem Solving, Modeling and Data Analysis is a relative area of strength in math.

Schoolwide, writing is the greatest area of need in ELA.

Schoolwide, Concept and Procedures is the greatest area of need in math.

Both Math and ELA: Homeless, White, EL, African American and Students with Disabilities

School

Operation and algebraic thinking goal area is the greatest area of needs for 3rd grade students.

Students with Disability and English Learners in both math and reading.

ELA achievement is "low" with average achievement being 68.5 points below standard.
Average achievement was maintained from the prior year with an improvement of 2.8 points.
The All-Student group has an orange performance level on the Dashboard.

Math achievement is "low" with average achievement being 74.7 points below standard.
Average achievement increased from the prior year with an improvement of 10 points.
The All-Student group has a yellow performance level on the Dashboard.

English Learners are demonstrating low status in English Learner Progress and declined significantly from the prior year with a red performance level on the Dashboard.

Identified Root Cause: Protocols and supports have not been established to ensure all teachers and parent to be equipped to support all English Language Learners, especially students new to the country.

A variety of site-based metrics were used to measure student academic achievement (pre/posttests, Fall to Winter MAP), the implementation of professional learning (classroom walkthrough data), parent involvement (agendas & sign-ins), and enrichment (sign-in).

Students showed an increase in the grade level academic focus for tutoring.

Based on classroom walkthrough data, collaboration is evident across grade levels. 100% of classrooms are conducting activities to promote student engagement and schoolwide focus on Write from the beginning.

Areas of Growth/Need:

ELA

K-1: Vocabulary Use and Functions

2-5: Informational Text

Math

Schoolwide: Measurement and Data

<p>*Revised 11/6/24</p> <p>1A: Provide additional time for Professional Learning Communities to focus on the 4 key questions: What do students need to learn? How will we know if they have learned it? What will we do when they have already learned it? what will we do when they have not learned it?</p> <ul style="list-style-type: none"> • Certificated hourly <p>* Substitute cost</p> <p>* Contracted services and related expenses</p> <p>* Printing</p>	Classroom Walkthroughs/Observations I Ready Data	All Students particularly SWD	Principal Assistant principal Teachers TOA	\$16,702	
<p>*Revised 11/6/24</p> <p>1B: Provide differentiated and small group instruction/tutoring to meet academic standards through interventions and/or enrichment.</p> <ul style="list-style-type: none"> • Additional Hourly teachers/classified. • Flexible seating and organizational supplies • Instructional Materials • Software Program • Contracted Services 	Pre/Post Data I Ready Data Classroom Walkthrough Data	Students identified by using site multiple measure assessments Hispanic EL African American SWD SED	Principal Assistant Principal Teachers	\$16,678	
<p>*Revised 11/6/24</p> <p>1C: Provide Professional Development to increase knowledge of research-based strategies to support student engagement and Instructional Practices.</p> <ul style="list-style-type: none"> • Contracted Services and related expenses • Travel and Conference • Substitute teachers • Teacher Hourly 	Teacher Surveys Classroom Walkthrough Data I Ready	All Students particularly SWD	Principal Assistant Principal Teachers	\$250	\$3,000

- Classified Hourly
- PD Materials

1D: Provide Parent and family Engagement with workshops that focus on academic development, promote family Advocacy, Navigating the Educational System, and Positive Home/School Communication to support student Achievement.

Parent Surveys
 Agenda/Minutes
 Sign in Sheets

All students

Principal
 Assistant Principal
 Bilingual Community Aide
 Certificated Staff

\$8,900

- * Consultants/Workshops and related fees
- * Materials
- * Printing
- * Certificated/ Classified Hourly
- * Childcare
- * Translation
- * Home to school Communication Supplies

*Revised pending Board approval 2/5/25

1E: Implement differentiated instruction through a blending learning model:


- TV's/Vivi/Installation
- Headphones
- Instructional software/licenses
- Instructional materials
- Power towers/Charging Stations
- Printers

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]



MAP Growth Language (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.01	0.30	≥ 0
MAP Growth Math (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	0.16	-0.07	≥ 0

<ul style="list-style-type: none"> In ELA, English Learners have 13.8% fewer students meeting/exceeding standards than the All-Student group. The EL student group have an average distance from standard 32.8 points below the all student group. In Math, English Learners have 9.8% fewer students meeting/exceeding standards than the All-Student group. The EL student group have an average distance from standard 19.4 points below the all student group. 	
<ul style="list-style-type: none"> In Math, English Learners student group improved their percent met/exceeded in Math when comparing 2022 to 2023. English learners had the highest positive change of DFS in both Math and ELA. 	
<p>Listening claim is a relative area of strength in ELA for English Learners. Communicating Reasoning claim is a relative area of strength in math for English Learners.</p>	
<p>Writing claim is the greatest area of need in ELA for English Learners. Concepts and Procedures is the greatest area of need in Math for English Learners.</p>	



45% - Beginning Development

37% - Beginning Development

measured with changes in ELPI levels

Speaking and listening domain are a relative strength.
Schoolwide, the reading and writing domains are the greatest area of need.
Grade 3 ELPI Levels: Level 1 and 2L



38% of English Learners made adequate progress toward English proficiency which was a significant decline of 26% from the prior year. The percent of English Learners making progress is considered “low”.

Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	21.2% (2021-2022)	21.8%	24.8%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 83.3 (2021-2022)	-82.7	-79.7

Over half of second grade students are performing in the lowest performance band.
Kindergarten has the highest percentage of students in the Avg, Hi Avg, and Hi achievement bands.

--

Only 34% of Kinder met/exceeded their projected growth in reading while over half of 1st-3rd grade students met/exceeded their projected growth.
Kindergarten students made significantly less than expected growth in reading while all other grade levels nearly or made expected growth.

--

The foundational skills and Language and writing are relative strengths for kindergarten.
The literature and informational goal area is a relative strength for first grade students.
The vocabulary goal area is a relative strength for third grade students.
The Literary text goal area is a relative strength for second grade students.

--

The vocabulary use and function goal area is the greatest are of need for kinder.
The foundational skills goal area is the greatest area of needs for first grade students.
The Informational text is the great area of needs for grades 2 and 3.

Based on classroom walkthrough, more intentional differentiation using researched based materials for student centers.

Early literacy is required for students to readily access intended core instructional program, including additional ongoing professional development and coaching for teachers.

A low percentage of parent attending engagement/education opportunities to foster understanding and support of early literacy development.

Additional ongoing Professional Development on how to provide quality small group instruction to target student needs.

X	Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$87,519
X	Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,760
X	Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$25,173
		112,692
		25,173
		87,519
		112,692
		0