

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into *white* cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Crocker Highlands Elementary
School

School ID: 111

School Description

At Crocker Highlands, staff, students and families all work together to ensure that our children develop a love for learning in a supportive, inclusive school community. We recognize and support diverse learning styles and inspire personal and social responsibility, while also promoting the academic development of our students. In addition to an engaging and rich core curriculum, students also have the opportunity to work with an art teacher every week, enjoy our edible garden, participate in a physical activity program, sing in the vocal music program, explore the library, and work on projects using technology. Much of our success is due to the strong faculty, staff, PTA, and community volunteers who help in the classrooms, office, and the playground every day.

School Mission and Vision

Mission:

Crocker Highlands Elementary School provides a joyful, equitable educational experience that fosters enthusiasm for learning and encourages a growth mindset for children and adults. The school recognizes and supports diverse learning styles, inspires personal and social responsibility, and promotes the academic development of its students.

Vision: The students at Crocker Highlands will emerge as empathetic, resilient, independent learners who acquire the 21st century skills of creativity, collaboration, communication, critical thinking and problem solving.

Family & Student Engagement

90% of parents responded positively on the CHKS survey. While the majority of kids feel supported and happy at school, about 10% said on a PTA survey that they or their children did not feel a sense of inclusiveness. Why 1: Some people feel less comfortable at school because they live outside of the catchment area, and they have either received comments or perceive disregard from other families. Why 2: Five years ago, boundaries were re-drawn amidst rancor, and those wounds are still apparent with some families. Why 3: The school is very crowded, and some families blame the redrawn boundaries. This can make people feel less welcome.

1B: 18-19 NEEDS ASSESSMENT

1) STRENGTHS & CHALLENGES

Task: *Identify school program and performance strengths and challenges in each area.*

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

2) ROOT CAUSE ANALYSIS

Task: *For each area, think about the root cause(s) of some of the strengths and challenges you identified above.*

- For each area, identify at least one root cause for a challenge you listed.
- Focus on causes that the school can control or influence (e.g., "we do not consistently provide intervention for low-performing students") rather than larger societal causes (e.g., poverty).
- Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.
- For more information on root cause analyses, see CSI's Root Cause Analysis Primer (<http://goo.gl/DdSVTA>).

Area	Strengths	Challenges & Barriers	Root Cause Analysis
------	-----------	-----------------------	---------------------

<p style="text-align: center;">LANGUAGE & LITERACY</p>	<p>Huge improvements in African-American achievement (19% on SBAC and 7% on SRI). Increased SRI proficiency from 86% to 89%. This narrowed the gap by 8.5% on SBAC and by 4.2% on SRI.</p>	<p>Saw declining numbers of students from some subgroups being proficient. On SBAC, Students with Disabilities declined by 8%, Low Income Students by 16%. On SRI, those groups declined by 1% and 8% respectively, compared with 74% overall proficiency on SBAC and 89% overall proficiency on SRI. Though African-American students made great gains, there is still a gap (62% compared with 74% overall on SBAC, and 70% compared with 89% overall on SRI).</p>	<p>We opened a reading lab in 2014-15, working primarily with our 1st and 2nd grade students. In addition, these grade levels are providing targeted word work instruction 3 days per week for groups of kids at their levels. According to SRI, those students are doing well. In September 2017, SRI results showed 77.7% of students in grades 3-5 were already reading at end-of-year grade level expectations, and in January 2018, SRI scores showed 81% of 3rd-5th graders reading at or above end-of-year expectations. We have expanded the program to include work with students at all grade levels. According to SBAC results, African-American students (our lowest performing group) improved by 19%. However, there continues to be an opportunity gap between our African-American and White/Asian students in ELA.</p> <p>Why 1: We have been focusing resources for a few years on differentiated reading instruction for 1st/2nd grade. Why 2: Our reading lab is reaching both our kindergarten and our older students. Why 3: All of our students have had more time with chromebooks, which might help to explain our score improvements. Why 4: We have a strong reading culture with approximately equal numbers of students reporting that they read frequently at home for pleasure as we have students reaching proficiency in reading. Why 5: Some of the students performing below grade level on reading assessments lack phonic skills, and others need to improve test-taking strategies. We also found that some students lack reading and/or test-taking stamina.</p>
---	--	--	---

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>69% of students overall achieved proficiency on SBAC Math in 2016 and 2017. African-American students narrowed the opportunity gap by 23.3% (from 42.8% to 61.6% proficient) Majority of students are proficient on benchmarks.</p>	<p>Only 28% of low-income students achieved proficiency on SBAC Math (decline of 12% from last year). 50% of Students With Disabilities were proficient (decline of 5% from last year) on SBAC Math. Multi-step problems are difficult for many students.</p>	<p>Common Core aligned instruction in math began in 2014-15, so the students who were tested on SBAC in 3rd - 5th grade had more experience with the new standards. They also have had more experience using computer programs to work on math. In 2015-16, we used discretionary funds to hire a .4 Math TSA, who provided professional development, organized new resources, and worked with small groups of students to improve instruction. Our staff also did a "staff read" of Mathematical Mindsets, which helped to increase the opportunities students had to practice flexible math thinking. In 2016-17, more teachers started using Number Talks and assigning tasks with greater DOK complexity. Our math still does not match our ELA achievement levels, so there is continued need to focus on making sure we provide opportunities for students to experience all of the Math Practices in their classrooms. Many teachers are experimenting with strategies from Making Math Real as a way of improving number sense and increasing automaticity. This year, the 5th grade is piloting the Bridges math curriculum and is seeing big gains in real mathematical understanding.</p> <p>Why 1: Students have had more experience with multi-step word problems, but they still need more practice. Why 2: Students have experience explaining their thinking in math, but it is still challenging. Why 3: Students have some experience showing their thinking using models. Why 4: Common Core State Standards in Math are radically different from previous standards, and the teachers continue to become more familiar with the new standards as well as the new curriculum. Why 5: Many of the students who struggle in math do not have strong number sense.</p>
---	--	---	--

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(CULTURE & CLIMATE)</i></p>	<p>% of positive responses on CHKS: School Climate increased from 75.8% to 83.2%. Physical and Mental health was basically unchanged (from 51.0% to 50.7%). Social and Emotional Learning improved from 69.7% to 78.6%. Safety & Bullying improved from 62.1% to 73.3%. Youth development was very strong at 95.6%.</p>	<p>On a survey in 2017, about 10% of families indicated that they and/or their children did not feel a strong sense of inclusiveness at Crocker. In 2017-18, for MTSS, we have a reading lab (general ed), COST, small group work with STIP and art teacher, counseling interns who work with individuals and small groups, and regular SST meetings. We are in the first year of PBIS training and implementation in 2017-18.</p>	<p>Why 1: Students of color, non-English speaking and same-gender families are in the minority at our school. This can create a sense of isolation. The CHKS survey is only completed by 5th graders, so it is hard to know if the trend is consistent across grade levels. Why 2: Some students struggle to find friends if they perceive themselves to be very different from their peers. Why 3: Some students perceive that they get into trouble more than their peers. Why 4: Many students do not feel comfortable seeking help from adults because they don't think the adults will be able to help, or because they are concerned that the problems will get worse if they involve adults.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p>	<p>We did not have any students eligible for reclassification in 2017-18. There are 5 students considered English learners in 2017-18, four of whom are in grades K-2. Our only newcomer is a 5th grader. Reclassification rates grew between 2014-17 from 15.4% to 41.7% to 77.8%.</p>	<p>Helping a newcomer catch up to her peers is challenging.</p>	<p>Our STIP has been able to provide pull-out English Language services to the newcomer. The 4 get strong support from their classroom teachers. We did not have a lot of materials to support a newcomer, and the teachers did not have a lot of experience working with newcomers.</p>