

Local Control
Accountability Plan Board
Update - Goal 2
Fammatre School
Lisa MacFarland, Principal
March 1, 2018





Goal 2

Fammatre School will provide high qualified staff through recruitment, retention, and professional development so every student thrives.



Measurable Objectives

- Increase to/or maintain 100% of teachers that are appropriately assigned and credentialed in subject areas.
- Increase participation in voluntary professional development opportunities .
- Assess level of staff satisfaction from teachers per staff feedback surveys for professional learning.



Professional Development Needs Survey

October 27, 2017

Top 3 areas Fammatre teachers stated that they would like professional development:

- Differentiated Instruction
- Zearn Math
- Structured Collaboration

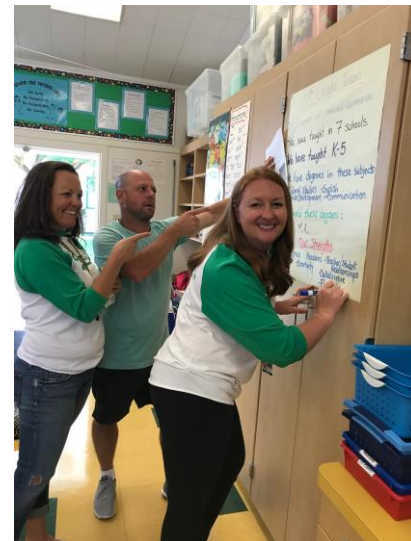


Action 1

Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff

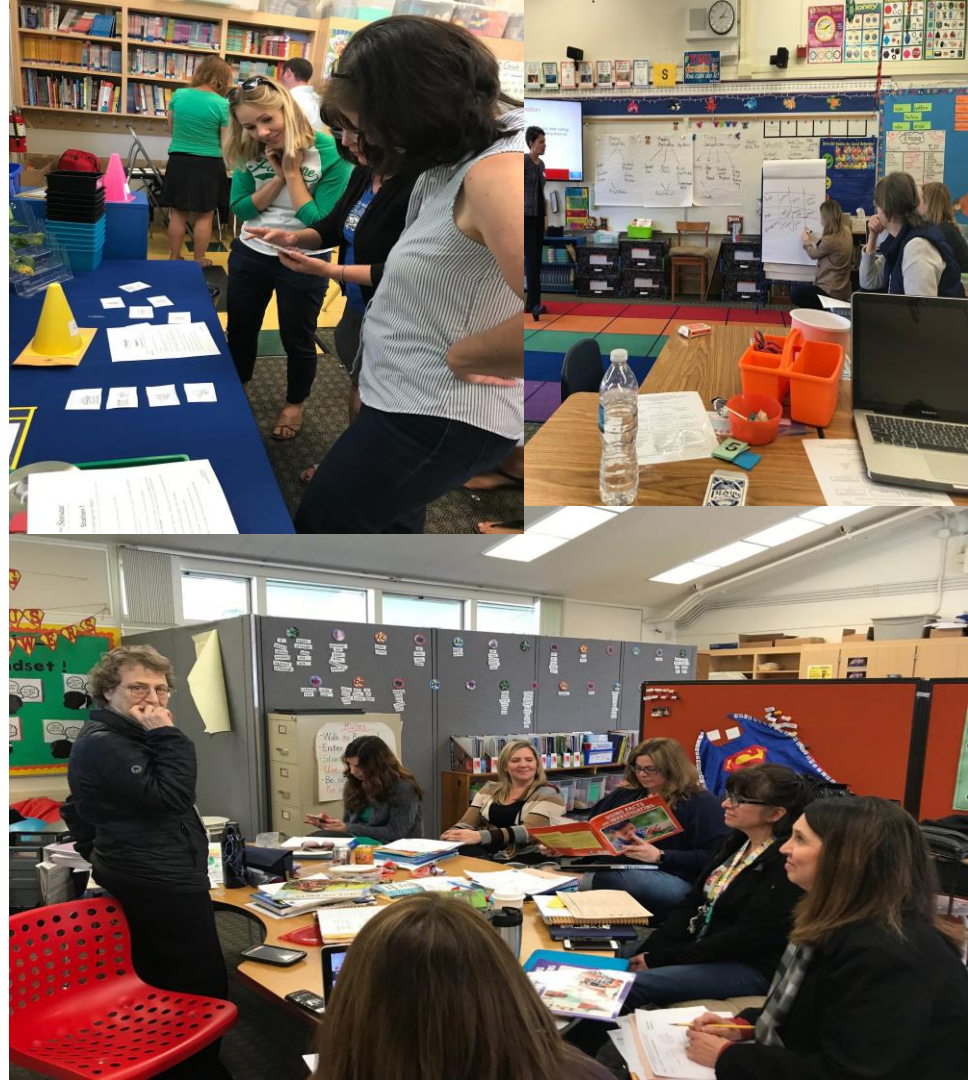


- Research-based instructional strategies
(GLAD, Writer's Workshop, guided reading, PBL)
- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- Integration of instructional technology



What we accomplished:

- Sandi Yellenberg from the County Office presented to our 2nd and 5th grade teachers on how to integrate FOSS units and NGSS.
- Kirsten Sarginger from the County Office presented a mini pd during a staff meeting to address how to differentiate Eureka Math in the classroom.
- Camille Johnson and Liz Parker presented during a staff meeting on integrating SeeSaw in the classroom.
- Cindy Ponce has worked in the classroom to support teachers using Imagine Learning.
- Kensie from Imagine Learning has attended our staff meetings to highlight how to look at student data.



What have we learned?

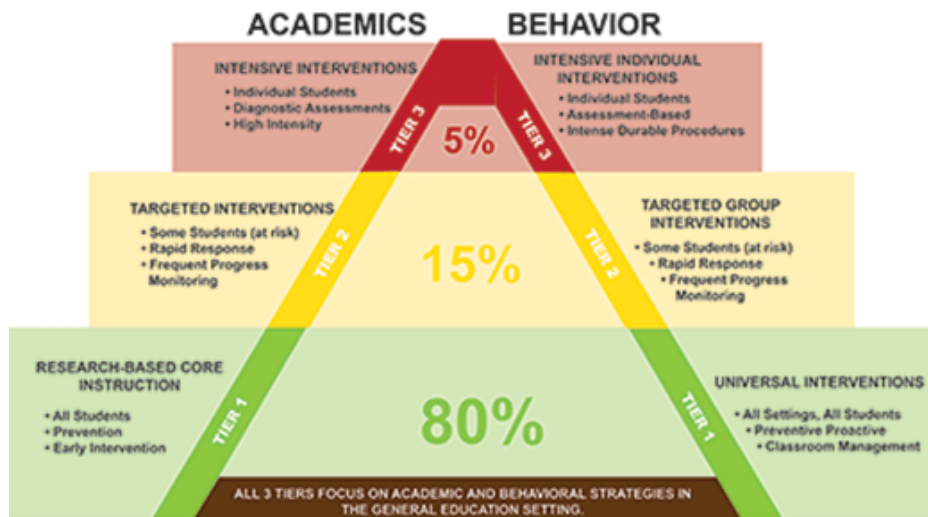
- We have many experts on campus that are willing to provide professional development to our staff both at staff meetings and in the classrooms.
- Teachers prefer Professional development that is done during school hours.
- Trainings are offered to meet the needs of all teachers-multiple trainings offered and teachers are able to choose areas of personal development and interest
- Instructional technology is only effective if it is used in conjunction with data produced by that instruction and then integrated into the teacher's instruction in the classroom.

Action 2:

Implement professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support

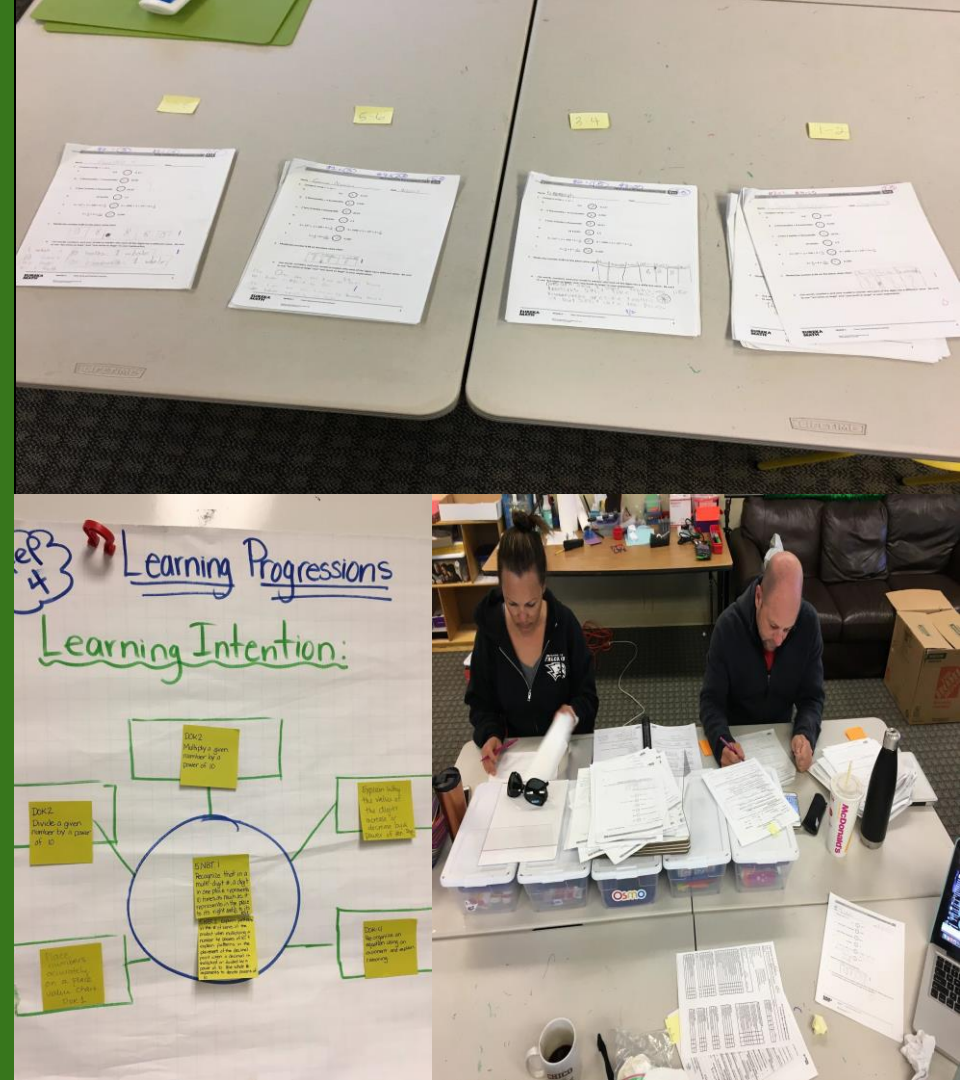
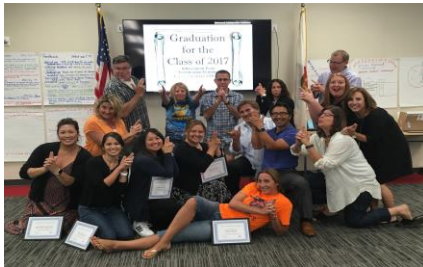


- Response to intervention supports
- Grade level collaboration
- Structured release time (instructional rounds)



What we accomplished:

- Visible Learning training with Steve Ventura
- 5th grade piloting Achievement Team process-one release day, one PD day
- Release for teachers TK-2 to give assessment (DRA, ESGI)
- Achievement Teams: Time during staff meetings to look at data
- RTI team collaboration time to determine placement for intervention students (looking at data)



What have we learned?

- Making the time commitment to achievement teams in staff meetings and during grade level planning will increase student achievement
- Using DRA data to determine movement in LLI groupings is effective, but we needed to implement running records as well.
- It is vital to look at intervention more frequently. Students should not be in intervention for more than a year if they are not demonstrating adequate progress.

Action 3:

Recruit and retain highly
qualified staff

- Induction (BTSA)
- Onsite instructional support
- New teacher monthly collaboration session
- Formal evaluation process

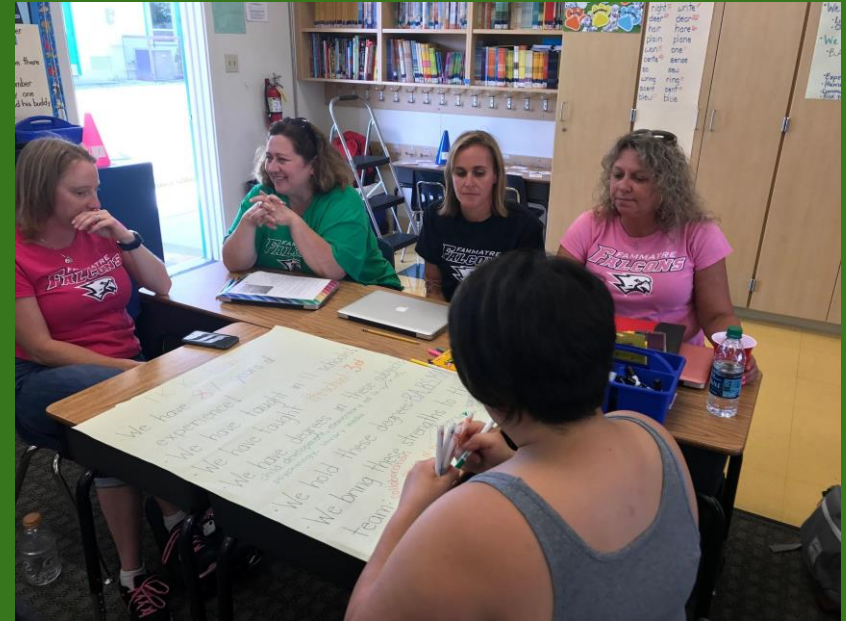


Help!
I'm a
brand new
teacher!



What we accomplished:

- One new teacher receiving BTSA support from a veteran teacher on our campus
- Giving mentor teachers release time to support new teachers that have not been GLAD trained to model strategies
- Giving new teachers release time to visit mentor teacher classrooms
- Providing release time for new SDC teacher to visit other SDC classes in our district
- Teachers participated in collaboration offered at the District Office run by the TOSAs



What have we learned?

- Classroom Management is a major focus
- Follow up after classroom observations with teachers to make sure they are implementing CCSS with fidelity
- We are very fortunate to have Gladiators on campus to support new and veteran teachers is an incredible help
- Having a TOSA to support new teachers as well as veteran teachers around ELD, Imagine Learning, Guided Reading and testing support was an invaluable resource
- It is important to hold staff accountable and give them time for grade level collaboration

Action 4:

Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students

- Integrate instructional technology
- Professional development on integrating 21st century skills, tools and teaching strategies
- Online resources for staff



What we accomplished:

- Camille Johnson and Liz Parker became SeeSaw (digital portfolio) ambassadors and provided excellent PD for the staff
- Full implementation of G Suite-students in 3rd through 5th grade using Google documents in the classroom. Many teachers are implementing Google Classroom with great success
- Thriving Makerspace



What have we learned?

- Parents shared through the LCAP survey that the Makerspace was an important part of their students learning
- Need to give teachers time to feel comfortable using technology so they can then use it with students
- Need to bring in someone to model use of technology
- Teachers can have anxiety about technology
- We need to have technology that is reliable if we are going to depend on it for blended learning

Planning for next year:

Results of 2018-19 Professional Learning Needs Assessment Survey (continued)

Teachers were asked to rate top 3 professional development needs in each area...

PD for District initiatives:

- Guided Reading
- Technology integration
- Writer's Workshop (conferencing)

Content Area PD:

- English Language Arts
- Next Generation Science Standards
- Special Education (working with students with disabilities)

ELA support:

- Guided Reading
- Reader's Workshop
- Writer's Workshop

Planning for next year:

Results of 2018-19 Professional Learning Needs Assessment Survey (continued)

Teachers were asked to rate top 3 professional development needs in each area...

Math

- Teaching for depth of understanding
- Effective use of curriculum resources
- Blended learning (Zearn)

Science

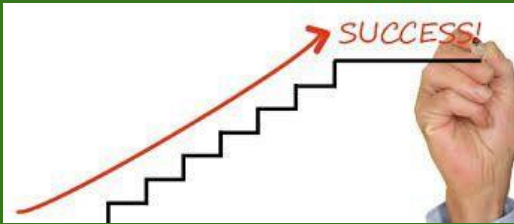
- Curriculum development aligned to
- NGSS
- Grade level articulation
- Project based learning

Top Issues to Improve Student Achievement

- Social emotional learning
- Closing the achievement gap
- Student engagement /motivation

Next Steps

- Focus on ELA/ELD standards
- Provide Guided Reading professional development
- Work with student services to collaborate on supporting teachers to work with students with special needs in the classroom
- Continue to work with County Office of Education to provide PD specific to the needs of Fammatre
- Provide professional development around Social Thinking and how we can use concepts school wide
- Continue to expect grade level collaboration and integrate Visible Learning strategies and Achievement Teams at all grade levels.



A person wearing a dark blue suit and a light blue shirt is holding a white rectangular sign with both hands. The sign has the word "QUESTIONS?" written on it in a bold, dark blue, sans-serif font. The background of the image is a solid green color.

QUESTIONS?