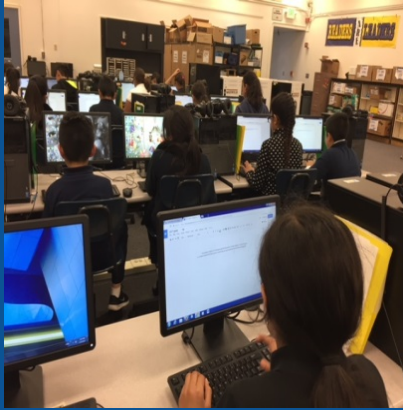




**Spruce Elementary School  
Principal Summit Presentation 2019/20**

# 2018-2019 Strategic Priorities

## TECHNOLOGY

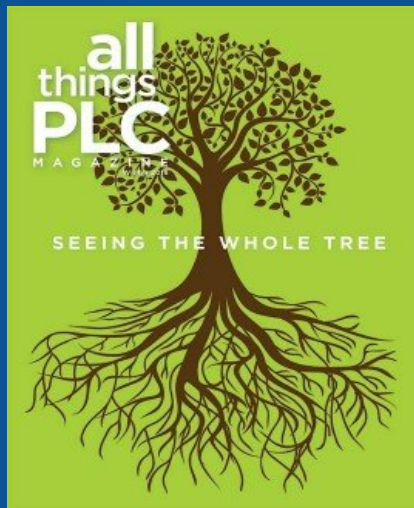


Our daily work at Spruce is aligned with our district's LCAP goals and district's vision.

LCAP Plan:

- Student Achievement
- Professional Development
- Student, Parent & Community engagement

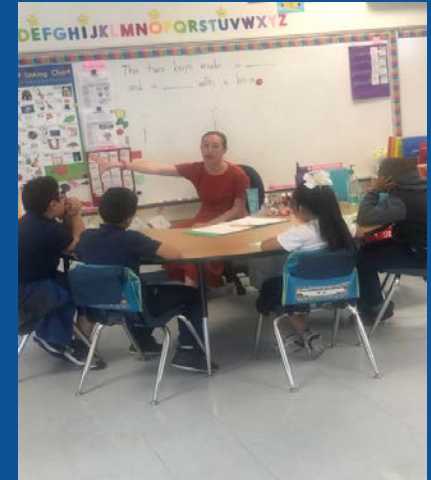
## PLC's



District Vision:

- Experience
- Explore
- Embrace
- Excel

## RTI<sup>2</sup>



## Parent Engagement



# Working Collaboratively to improve the PLC Process



Determine Intervention or Enrichment

As a team determine what all students are to learn. Focus on standards



Analyze the data with your team

Focus on common unit of study



*The Cycle of Inquiry*

Administer Common assessment

# Smart Goals 2019/20(SPSA)

## Goal #1

By the end of April, ***all students*** will increase 6% of students in Standard Nearly Met to Standard Exceeded/Standard Met for both ELA and Math.

## Goal #2

By the end of April, ***English Learners*** will increase 6% of students in Standard Nearly Met to Standard Exceeded/Standard Met for both ELA and Math.

## Goal #3

By the end of April, Students with ***Special Needs*** will increase 6% of students in Standard Nearly Met to Standard Exceeded/Standard Met for both ELA and Math.

## Goal #4

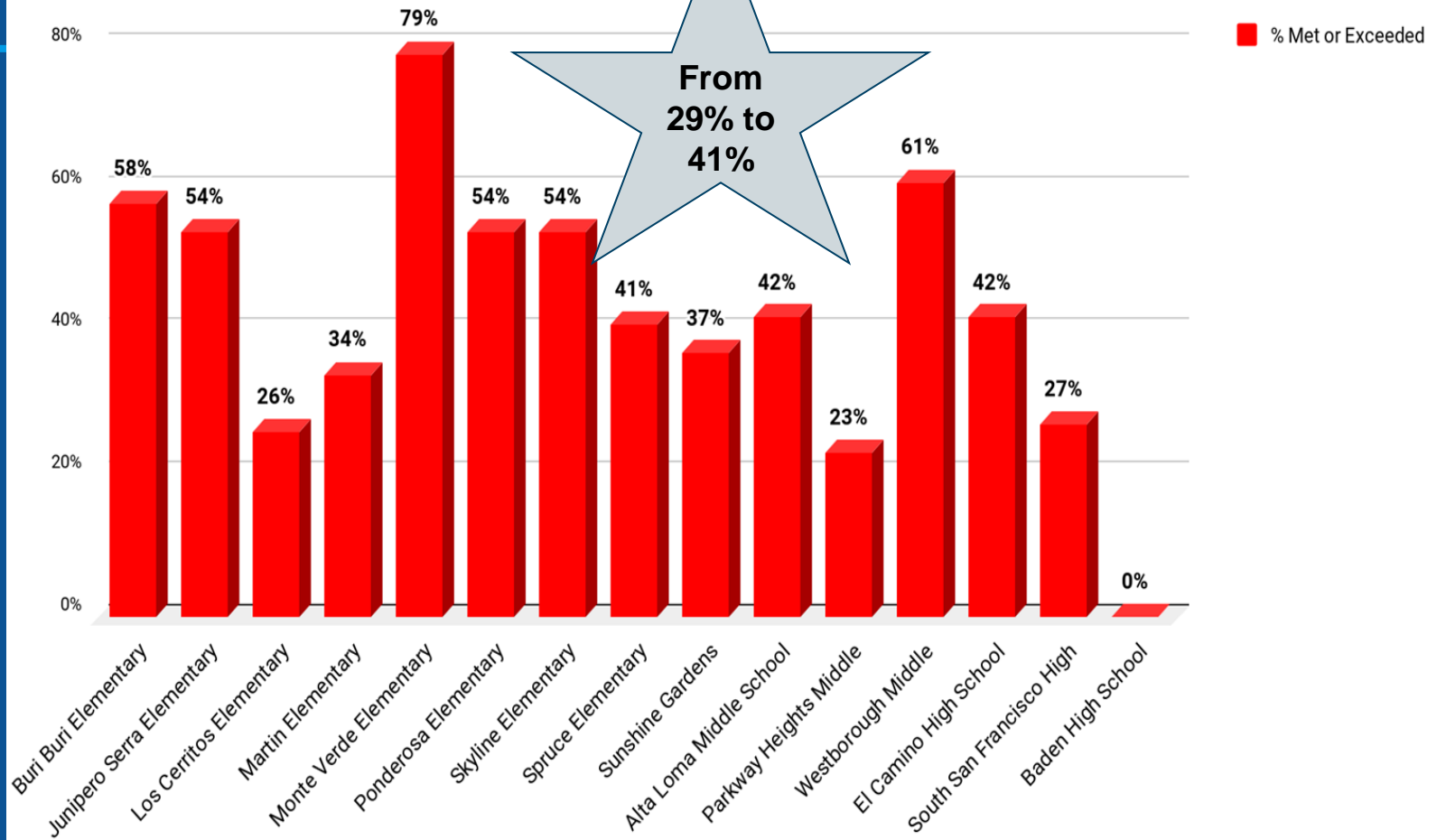
By the end of April, ***Title 1 students*** will increase 6% of students in Standard Nearly Met to Standard Exceeded/Standard Met for both ELA and Math.

# Our Vision for Spruce

- **Create a collective teamwork culture that collaborates and supports one another (focus on student success)!**
- **Support all staff in the use of data to monitor student learning, set individual and grade level goals (adjust instruction to fit the learning needs of our students)!**
- **Foster teacher leadership by inspiring individuals to seek out professional learning and growth.**

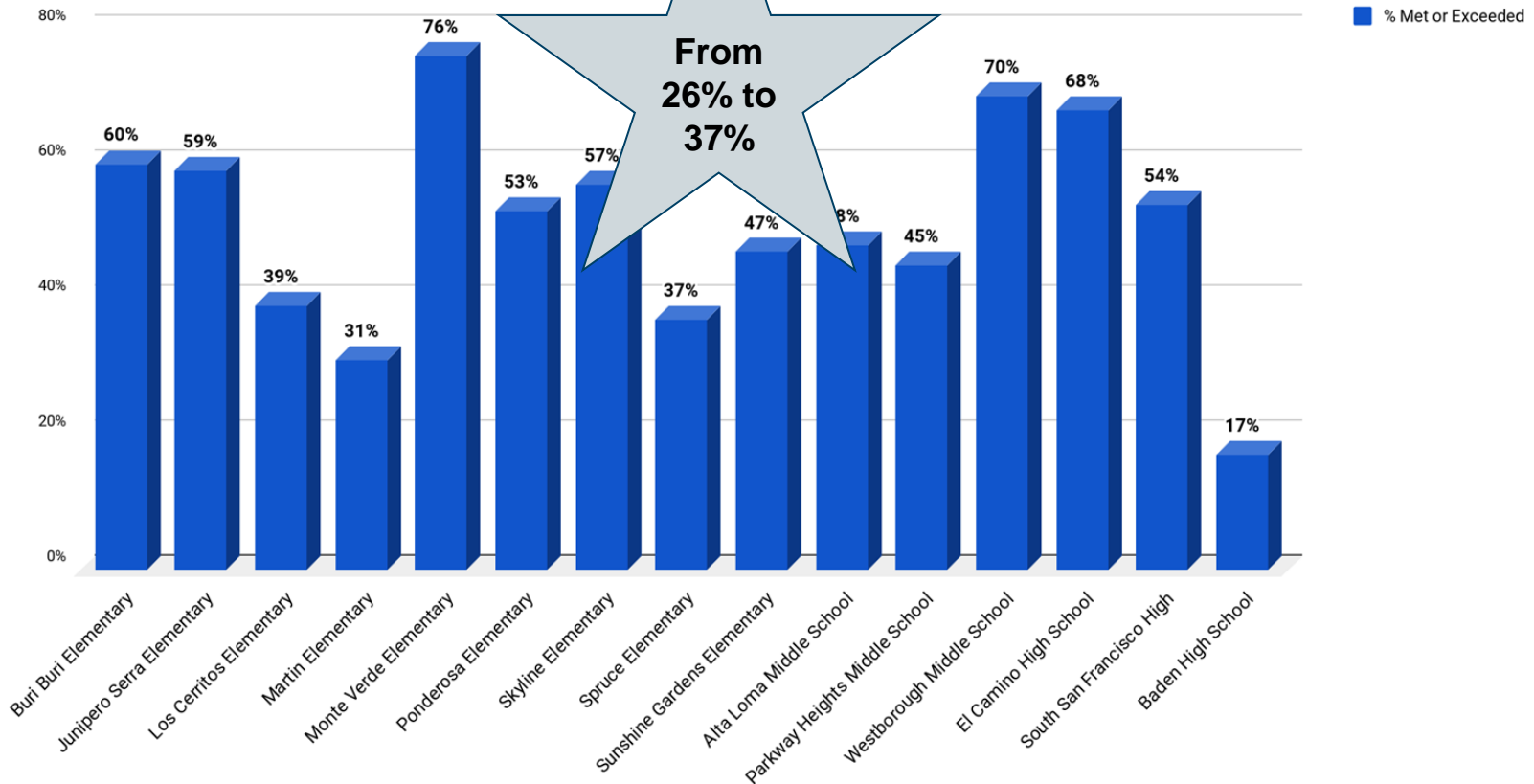
# South San Francisco Unified School District

## 2018-2019 CAASPP Math Meet or Exceeded Standard



# South San Francisco Unified School District

## 2018 - 2019 CAASPP ELA Met or Exceeded Standard





# Spruce Elementary's Fountas & Pinnell Data 2018 to 2019



## F & P Data

[F & P Data Link](#)

Scores were taken from teachers' Fountas & Pinnell Class Summary Sheets. This data does not include students in all day Academic Instruction.

		Below	At	Above
<b>K</b>	Trimester 1	No data in Kinder until January 2019.		
	Trimester 2	83%	7%	10%
	Trimester 3	61%	22%	17%
<b>1</b>	Trimester 1	75%	5%	20%
	Trimester 2	59%	17%	24%
	Trimester 3	72%	15%	13%
<b>2</b>	Trimester 1	67%	14%	19%
	Trimester 2	52%	20%	28%
	Trimester 3	52%	30%	18%
<b>3</b>	Trimester 1	51%	8%	41%
	Trimester 2	46%	10%	44%
	Trimester 3	37%	18%	45%
<b>4</b>	Trimester 1	65%	17%	18%
	Trimester 2	58%	3%	39%
	Trimester 3	52%	21%	27%
<b>5</b>	Trimester 1	70%	7%	23%
	Trimester 2	54%	18%	28%
	Trimester 3	56%	11%	33%
<b>S I T E</b>	Trimester 1	65%	10%	25%
	Trimester 2	58%	13%	29%
	Trimester 3	54%	20%	26%

*As a site, we moved our students forward 1,495 F&P reading levels this school year. This means that our average levels moved was 3.23 levels for our 462 assessed students.*

# Student Demographics 2019-2020

Grade Level	Initial Testing	EL	2019-2020 RFEP (included in total RFEP)	Total RFEP	IFEP	EO	Total Students
<b>TK/K</b>	70	4	0	0	0	17	91
<b>1<sup>st</sup> Grade</b>	1	43	9	9	10	10	73
<b>2<sup>nd</sup> Grade</b>	1	36	3	25	0	12	74
<b>3<sup>rd</sup> Grade</b>	1	33	11	41	1	20	96
<b>4<sup>th</sup> Grade</b>	1	29	1	36	2	15	83
<b>5<sup>th</sup> Grade</b>	3	33	17	35	0	13	84
<b>Total Students</b>	77 15%	178 36%	41	146 29%	13 3%	86 17%	501

# EL GOALS

- Academic language through the daily instruction of Designated and Integrated ELD by implementing BeGLAD strategies.
- *Provide students with the needed skills to move from oral expression into elaborative writing.*
- *Support our staff and engage everybody to use data to monitor student learning, set individual and grade level goals and adjust instruction to fit the learning needs of our students.*

# Student Support/Intervention

- Small Group language Instruction (Paraprofessional support)
- Academic Centers (Before & After School Academic support focused on Language & Math)
- Small Group Newcomer Support ( push in/pull out)
- Title I Reading Intervention (Small Group) Implementing Fountas & Pinell Leveled Literacy Intervention
- Grouping students based on language skills
- School Wide focus on BeGLAD
- On-going Professional Development supporting small group intervention & language development (TOSAs)
- Providing ongoing parent education on language acquisition (home school connection)

# POSITIVE LEARNING EXPEREIENCE





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**Thank you!**  
**Mochas Gracias!**

A yellow L-shaped graphic element is located in the bottom right corner of the slide, consisting of a vertical line and a horizontal line meeting at a right angle.