

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Ted Porter Elementary School 36 67710 6120042		SSC Approval Date: May 11, 2022
School Address	8330 Locust Avenue, Fontana, CA 92335		Local Governing Board Approval Date: pending approval on 06/8/2022 Original
Name of Principal	Jawad Pearson	Phone # and Email	(909) 357-5320, Jawad.pearson@fusd.net
Name of SSC Chairperson	Cassandra Sanchez-Loaiza	Phone # and Email	(909) 357-5320, sancchr@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

What We Will Do for Our Students:

We will examine our own personal assumptions, values, and beliefs to address each student's various academic, linguistic, cultural, social-emotional, physical, economic assets and needs. We will promote equitable practices and access appropriate resources.

All students will learn at Porter through positive relationships, strategic planning and research proven instructional strategies.

To eliminate the achievement gap according to state testing proficiency results we have taken an experimental and data-based scientific approach. We draw upon observation and experience to describe, predict, and ethically manage learning behaviors.

Overall Goal: Decrease & Eliminate the Achievement Gap According to State Testing Results

SCHOOL AND COMMUNITY PROFILE

LEARNING FOR ALL STUDENTS

Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS

Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE

Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

SCHOOL BACKGROUND

	<p>Porter currently serves the following student demographics:</p> <ul style="list-style-type: none"> • Black or African American 4.4% • American Indian 0.1% • Asian 0.8% • Filipino 0.1% • Hispanic or Latino 89.7% • White 3.6% • Two or More Races 1.1% • English Learner (EL) Students 32% • Socioeconomically Disadvantaged (SED) 84.3% • Students with Disabilities (SWD) 12% • Foster Youth 0.1%
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • Ted Porter will continue to focus on closing the achievement gap through evidence based practices focusing on 21st Century Learning - Critical Thinking, Communication, Collaboration and Creativity. • Ted Porter will continue to promote Collaboration with teachers to build teacher efficacy, foster growth mindsets, and provide timely and specific feedback.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Provide differentiated instruction in ELA and Math • Provide staff development opportunities to help teachers identify teaching practices that are aimed at identified student(s) and to promote collaboration in the areas of Delivery Instruction, Critical Thinking Skills, Differentiation/Small Group Instruction and Positive Classroom Environment. • Provide support for Blended Learning, Small Group Instruction (All Content Areas). • Provide materials and training to help parents work with their children to improve achievement and foster parental involvement. (As stated in Title 1 School-level Parent and Engagement Policy - Building Capacity for Involvement)
<p>MOONSHOT</p>	<p>Overall Goal: Decrease & Eliminate the Achievement Gap According to State Testing Results</p> <p>What We Will Do for Our Students:</p>

SCHOOL BACKGROUND

We will examine our own personal assumptions, values, and beliefs to address each student's various academic, linguistic, cultural, social-emotional, physical, economic assets and needs.

We will promote equitable practices and access appropriate resources.

All students will learn at Porter through positive relationships, strategic planning and research proven instructional strategies.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Student Population

This section provides information about the school's student population.

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
720	84.3	30.1	0.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	217	30.1
Foster Youth	1	0.1
Homeless	5	0.7
Socioeconomically Disadvantaged	607	84.3
Students with Disabilities	91	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	4.4
American Indian or Alaska Native	1	0.1
Asian	6	0.8
Filipino	1	0.1
Hispanic	646	89.7
Two or More Races	8	1.1
Native Hawaiian or Pacific Islander		
White	26	3.6

These data points indicate:

1. Socioeconomically Disadvantaged (SED) students account for 84.3% of the student population at Ted J. Porter Elementary. The SED student group is the most significant at the school site, therefore when looking to improve student success focus must be given to research based teaching strategies that have maximum effect size.
2. Additional large student groups represented at Ted J. Porter Elementary are English Learners (EL) at 30.1% and Students with Disabilities (SWD) at 12.6%. To improve the academic achievement of the student groups, focus must be given to research based teaching strategies that allow for differentiation to support diverse student groups.
3. The primary race/ethnicity at Ted J. Porter Elementary is Hispanic at 89.7%. African American students account for the second largest race/ethnicity at 4.4%. To improve the academic achievement of students, focus must be given to research based teaching strategies that promote social equity.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. In the area of ELA Academic Performance, two student groups (EL and SED) fall in the Yellow range and one group (Hispanics) falls in the Green range. In the area of Math Academic Performance, three student groups (EL, Hispanic and SED) fall in the Yellow range. Focus on instructional practices in ELA and Math needs to be addressed to move student groups to the Green and Blue range.
2. In the area of Academic Engagement, over all the school falls in the Red range. When the color bands are looked at independently; two student groups, African American and SED, fall in the Red range, one student group, Hispanic, falls in the Orange range, one student group, EL, falls in the Yellow range, one student group, SWD, falls in the Green range and no groups fall in the Blue range. Attention needs to be paid to improve the attendance habits of students and minimize Chronic Absenteeism. Student groups need to show improvement and move from the red and orange zones, into the yellow, green and blue zones.
3. In the area of Conditions and Climate, over all the school falls in the Green range. When the color bands are broken down by student groups; no student groups falls in the Red range, one student group, African American, falls in the Orange range, no student groups fall in the Yellow range, one student group, SED, falls in the Green range and three student groups: EL, Hispanic and SWD fall n the Blue range. Continued cultivation of positive adult relationships, counseling focused on growth mindset and goal setting, and implementation of educational policies that promote social justice and equitable expectations will be maintained and fine tuned to continue with low suspension rates.

School and Student Performance Data

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)]

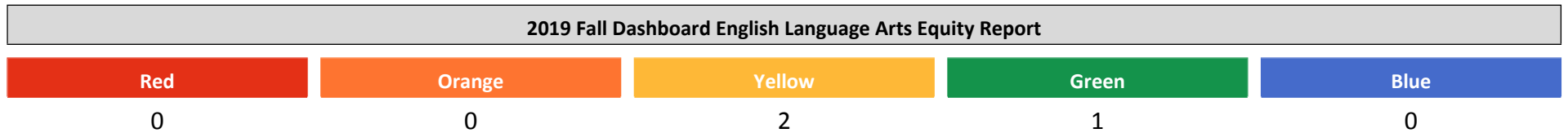
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group


All Students


 Yellow

6.2 points below standard

Increased
 Significantly
 ++18.4 points
 346


English Learners


 Yellow


14.1 points below standard

Increased ++13.7 points
 176


Foster Youth


 No Performance Color
 Less than 11 Students - Data Not Displayed for Privacy
 2

Homeless


 No Performance Color
 Less than 11 Students - Data Not Displayed for Privacy
 2


Socioeconomically Disadvantaged


 Yellow









10.7 points below standard

Increased
 Significantly
 ++15.7 points
 278

Students with Disabilities


 No Performance Color
 58.2 points below standard
 Increased
 Significantly
 ++57.3 points
 35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 51.9 points below standard Increased ++5 points 26	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 points below standard Increased Significantly ++20.9 points 301	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 48.8 points above standard 12

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.4 points below standard Increased Significantly ++28.4 points 97	34.1 points above standard Increased ++11.4 points 79	2.1 points below standard Increased Significantly ++21.5 points 163

These data points indicate:

1. Students at Ted J. Porter are increasing in academic performance in ELA, regardless of student group, race/ethnicity, or EL classification. The range of increased performance goes from 5 points with African American students to SWD at 57.3 point increase. Focus needs to remain on the practices currently in place at school that have been effective in achieving positive growth towards minimizing the achievement gap.
2. Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps between student groups exist. African American students are performing 51.9 points below standard, whereas Hispanic students are performing only 3.3 points below standard creating discrepancy of 48.6 points. On the other hand, White students are performing 48.8 points above standard creating a 52.1 point and 100.7 point discrepancy with Hispanic and African American students respectively. Focus needs to be placed on differentiation in the classroom, so as to minimize the achievement gaps amongst student groups while still closing the overall achievement gaps.
3. Students at Ted J. Porter who are designated as EL are showing significant increases in ELA performance. Reclassified EL students are out performing English only and EL learners, by scoring above standard in ELA. Current EL students are performing at a 51.3 point deficit as compared to their English only counterparts. Focus needs to be on differentiation in the classroom to meet the needs of all learners, but specifically EL learners to work towards closing the achievement gap and moving towards English language proficiency.

School and Student Performance Data

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)]

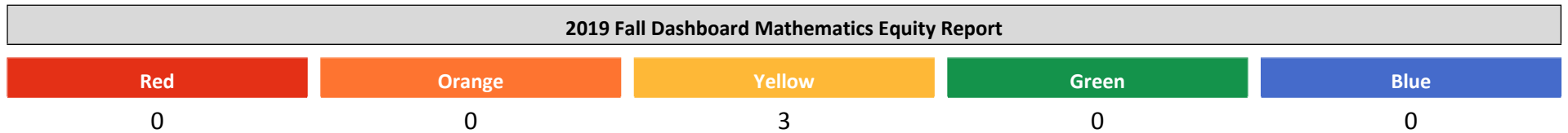
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



 Yellow

27.3 points below standard

Increased ++9.2 points

346

English Learners



 Yellow

30.7 points below standard

Increased ++11 points

176


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged



 Yellow

29.8 points below standard

Increased ++6.8 points

278

Students with Disabilities










 No Performance Color

79.8 points below standard

Increased Significantly
++37.6 points

35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 71.7 points below standard Increased ++7.3 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 34.2 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.2 points below standard Increased ++9.8 points 301	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 34.2 points above standard 12

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.9 points below standard Increased Significantly ++24.3 points 97	8.9 points above standard Increased ++8.5 points 79	26.4 points below standard Increased ++5.8 points 163

These data points indicate:

1. Students at Ted J. Porter are increasing in academic performance in Math, regardless of student group, race/ethnicity, or EL classification. The range of increased performance goes from 6.8 points with SED students to SWD at 37.6 point increase. Continued focus on instructional practices and strategies need to be maintained and improved, so as to continue to grow and lessen the achievement gap.
2. Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps between sub-groups exist. African American students are performing 71.7 points below standard, whereas Hispanic students are performing 25.2 points below standard creating discrepancy of 46.5 points. On the other hand, White students are performing 34.2 points above standard creating a 59.4 point and 105.9 point discrepancy with Hispanic and African American students respectively. Focus needs to be placed on differentiation in the classroom, so as to minimize the achievement gaps amongst student groups while still closing the overall achievement gaps.
3. Students at Ted J. Porter who are designated as EL are showing significant increases in Math performance. Reclassified EL students are out performing English only and EL learners, by scoring above standard in Math. Current EL students are performing at a 36.5 point deficit to their English Only counterparts. Focus needs to be placed on differentiation in the classroom to meet the needs of all learners, but specifically EL learners to work towards closing the achievement gap and moving towards English language proficiency.

School and Student Performance Data

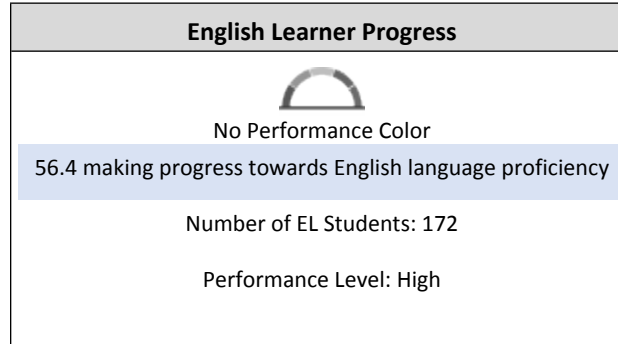
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.2	27.3	5.8	50.5

These data points indicate:

1. EL students at Ted J. Porter showed high performance in making progress toward English language proficiency with 56.4% showing expected growth. Continued focus on instructional practices and strategies must be addressed, but also ways to improve those practices so all EL students make growth towards proficiency.

2. Ted J. Porter had 27.3% of EL students who maintained their ELPI levels 1 through 3H. Focus needs to be given to differentiation practices in the classroom to insure EL students are progressing towards the next level. Differentiation practices must be maintained beyond ELD instruction to insure EL students are able to be reclassified.
3. Ted J. Porter had 16.2% of EL students who decreased by one ELPI level. Focus needs to be given to differentiation practices, but past practices need to be revisited and improved so that EL students grow. EL students need to be identified, so that supports can be implemented to insure their growth in English language acquisition.

School and Student Performance Data

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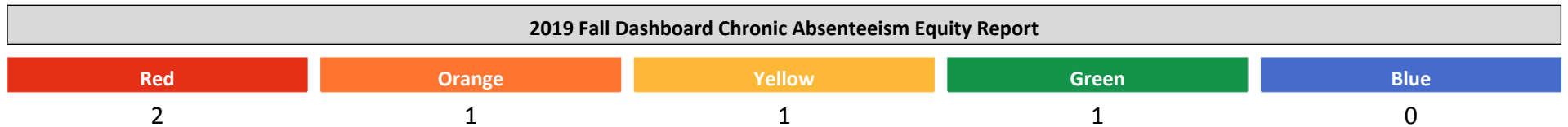
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 12.4 Increased Significantly +3.1 783	 Yellow 7.8 Maintained -0.4 245	 No Performance Color 30.8 Increased +7.7 13
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 23.8 Increased +3.8 21	 Red 13.3 Increased Significantly +4 647	 Green 9.9 Declined -4.4 91

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 22 Increased +6.6 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.6 Increased +2 679	 No Performance Color 30.8 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 29.2 Increased +15.8 24

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	772	154	20.4
Female	358	75	21.4
Male	414	79	19.6
American Indian or Alaska Native	1	1	100.0
Asian	6	0	0.0
Black or African American	40	10	30.3
Filipino	1	0	0.0
Hispanic or Latino	683	135	20.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	8	3	37.5
White	33	5	15.6
English Learners	237	35	15.0
Foster Youth	7	2	50.0
Homeless	5	3	60.0
Socioeconomically Disadvantaged	656	142	22.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	100	17	17.7

These data points indicate:

1. Ted J. Porter Elementary's overall with 20.4% an increase of 6 points from the from pre-pandemic rates. Focus needs to be given to strategies and protocols to combat chronic absenteeism. Time to identify the students and families need to be allotted and from the findings plans to improve attendance that include Socioemotional concerns, academic support, and extended school/community support.

2. Ted J. Porter's students who are African American are performing lower than in the area of chronic absenteeism by 30.3% (an 8 point increase from the pre-pandemic rates), and 20.1% (a 10 point increase from the pre-pandemic rates) respectively with our Hispanic student group. Not only has African American rate increased, but their rates are disproportionality higher than other student groups. Both student groups have decreased with attendance rates during the measured time, and continue to fall in levels for chronic absenteeism. Focus needs to given to create programs that include all students

that are equally accessible and preferred by students regardless of race, gender, or socioeconomic status. Programs should focus on skill sets that promote self-esteem, self-efficacy and student advocacy, to help create individuals with skills that go beyond the school years.

3. Ted J. Porter Elementary had a 8 point overall increase in chronic absenteeism, that reflected an increase in all but one of the significant subgroups. Focus needs to continue with protocols already in place, but further fine tuning is needed to increase attendance. The established SART process, use of Community Aide, MTSS services and continued support from stakeholders can be improved to reach increased attendance by all students.

School and Student Performance Data

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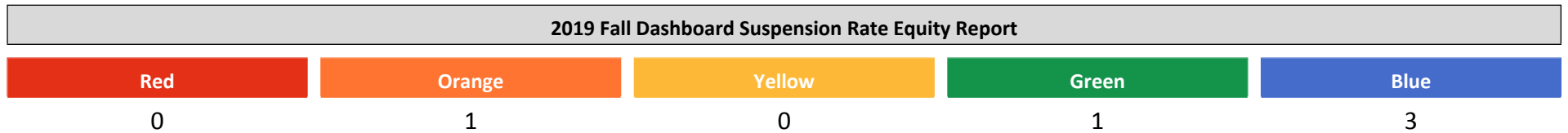
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.










This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 0.7 Maintained 0 808	 Blue 0 Declined -0.3 251	 No Performance Color 0 Maintained 0 14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 24	 Green 0.6 Declined -0.3 662	 Blue 0 Declined -1.2 92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 3.2 Increased +1.5 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Maintained -0.2 700	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 4.2 Increased +4.2 24

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.7

These data points indicate:

- Ted J. Porter Elementary students' fall in the Green Range when analyzing the Suspension Rate at 0.7%. The school was able to maintain their rate from previous year. Continued focus needs to be placed on the practices and protocols that have kept the suspension rate low. Improvements to the process should always be sought out and made.

2. Students within the African American and White demographic had a an increase in suspension rates. Focus must given to proactive programs that the school has in place and check to be sure the intended audience includes equal access and is appropriate for all learners. Focus needs to continue to address positive behaviors and self discipline strategies to handle difficult situations.
3. Ted J. Porter Elementary needs to continue to maintain a priority on building and creating adult-student and peer relationships. Structures at the school need to support academic learning and social emotional growth of students. Strong adult-student realtionships allow for additonal student in support in making better decisions.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.64 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.69
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.32 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: iReady data: percent of students demonstrating grade level performance from first diagnostic assessment to the next.	<p>Math: First diagnostic: 7% performed at grade level Second diagnostic: 19% performed at grade level</p> <p>Reading: First diagnostic: 17% performed at grade level Second diagnostic: 26% performed at grade level</p>
Site Specific Measures: Classroom walkthrough data: Percent of classrooms demonstrating effective implementation of small group instruction.	87% percentage of classrooms demonstrated small group instruction during classroom walkthroughs.

These data points indicate:

Data points taken from Fall MAP testing indicate that Ted J. Porter Elementary did not meet expected growth in reading, language or math. In math, students had the least amount of growth as they made less than a half a year's growth on the Fall MAP testing. We had the least amount of growth occurring in Math across the school site. Data points taken for achievement in Math demonstrated that 59% of students scored below average in reading and 69% of students scored below average in math. We will meet site specific measures, by promoting Critical thinking and Problem-Solving skills in the classrooms. This will be accomplished using small group instruction, frequent opportunities for academic discourse amongst peers and teacher to student, the use of success criteria, blended learning, flexible seating, and college and career preparedness. We also showed that Grades 1 and 3 need more support in reading in comparison to the other grade levels at Ted Porter. At Ted Porter, we are noticing a negative trend in growth at which we can attribute to Distance Learning in the 2020-2021 school year. The iReady data indicated that students are progressing towards grade level in both math and reading, but are not where they need to be.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.87 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.84
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.57 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Classroom walkthrough data: Percent of classrooms demonstrating effective implementation of small group instruction.	87% percentage of classrooms demonstrated small group instruction during classroom walkthroughs.
Site Specific Measures:	

These data points indicate:

EL students at Ted J. Porter Elementary demonstrated less growth in Reading, Language and Math when compared to the overall school population. The MAP data indicates that continued focus on EL instruction needs to be maintained to promote current levels, and differentiation strategies need to be placed so that all EL students succeed.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 6% Level 3: 33% Level 2: 39% Level 1: 22%
2020-2021 ELPAC Listening Domain: % by Performance Level	20% - Well Developed 70% - Somewhat/Moderately Developed 11% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	29% - Well Developed 49% - Somewhat/Moderately Developed 22% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	6% - Well Developed 55% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)	
	39% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	8% - Well Developed 55% - Somewhat/Moderately Developed 36% - Beginning Development
Site Specific Measures: Provide ongoing Professional Development and Additional time for teachers to Collaborate Classroom Walkthrough Data: % of Teachers demonstrating implementation of ELD strategies Learned in 2021-2022 Professional Development	80% of teachers demonstrate the implementation of ELD strategies during classroom walkthroughs
Site Specific Measures:	

These data points indicate:

These data points indicate that focus must continue to be placed on differentiation of instruction to meet the needs of all learners. There is also an over dependency on Thinking Maps. We will continue the practice of small group instruction and flexible seating for all students.

Based off of the 3 year ELPAC performance data, EL's are more developed in oral language than in written language. Some of the past practices have created ineffective dependencies for our EL population. We need to remove those past practices and are working towards that.

Overall as a school, 27% of EL students made adequate progress in relation to 41% made adequate progress in the prior year. Note: Our current 4th grade population did not show adequate progress on the ELPAC. Although our current 4th graders showed a lack of progress, we will not only target that student group. We will equally distribute and maintain the practices and strategies that have proved success in the previous years. These strategies include embedding supports within daily classroom instruction, small group instruction by means of rotation stations, and providing push in supports from our bilingual aide to EL students. In addition to the strategies we will implement the use of iReady campus wide which has embedded supports within the program to meet the needs of English Language Learners.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes

Parent/Family Engagement	
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%
Site Specific Measures: The number of parent/community events provided	3 virtual events held via Teams
Site Specific Measures: Parent Square Communication: Percent of parents contacted and percent of parents interacting with messages	98% of our parents contacted using parent square 9% of parents interacted with messages

These data points indicate:

These data points indicate that Ted Porter did not meet the 25% participation rate with the Parent/Family Climate Survey. We will continue to reach out to our community. Additionally, we will use platforms like Parent Square to aide in increasing the participation in parent surveys. This was our first year of implementation of Parent Square. The limited interaction percentage of 9% indicates that although parents are receiving messages they might not be actually reading what is being pushed out. Due to limited support staff and the pandemic, we were unable to hold as many events as intended. Additionally, we did not have as many parents participate as expected. We only had 3-10 parents participate at each event that was held.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.22 Fall 3rd to Fall 4th: -0.64
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 55% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56%

	24-25 3rd Gr. Cohort (21-22 Kinder): 27%
Site Specific Measures: iReady data: percent of students demonstrating grade level equivalence	<p>Kindergarten: Reading Diagnostic 1: 21% scored at grade level or above Reading Diagnostic 2: 40% scored at grade level or above</p> <p>1st Grade: Reading Diagnostic 1: 8% scored at grade level or above Reading Diagnostic 2: 17% scored at grade level or above</p> <p>2nd Grade: Reading Diagnostic 1: 12% scored at grade level or above Reading Diagnostic 2: 22% scored at grade level or above</p> <p>3rd Grade: Reading Diagnostic 1: 32% scored at grade level or above Reading Diagnostic 2: 42% scored at grade level or above</p>
Site Specific Measures: Classroom walkthrough data: Percent of classrooms demonstrating effective implementation of small group instruction.	<p>Kindergarten: 83% 2nd: 83% 3rd: 100%</p>

These data points indicate:

Based on the CGI data and the MAP growth Reading outcomes, more than half of our current 3rd graders are At-risk of not reading at grade level by the end of 3rd grade. We have also shown growth in student achievement in all grade levels according to the Diagnostic Assessment. Emphasis needs to be placed on 1st and 3rd grade instruction, so that practices diminish the achievement gap, rather than widen the gap. Focus on differentiated instruction, including small groups, blended learning, early intervention, etc. needs to be continued and improved so that all students are developing the literacy skills by grade three. Early literacy skills need to be spotlighted in first and second grades so as to increase the number of at-promise students reading at grade level by the end of third grade. This will be measured based off of iReady assessments and classroom walkthroughs.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: School Suspensions	During the 2020-2021 school year we had no suspensions

Behavior	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

These data points indicate that during distance and hybrid learning, we did not have any suspensions. We will continue our current practices in supporting students social and emotional needs.

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

The effective implementation of integrated ELD has been shown through the achievements made by the EL students at Ted Porter Elementary. The data reflects that not as many students are making adequate progress which can be due to the COVID-19 Pandemic.

Overall as a school, 27% of EL students made adequate progress in relation to 41% made adequate progress in the prior year. Note: Our current 4th grade population did not show adequate progress on the ELPAC. Although our current 4th graders showed a lack of progress, we will not only target that student group. We will equally distribute and maintain the practices and strategies that have proved success in the previous years. These strategies include embedding supports within daily classroom instruction, small group instruction by means of rotation stations, and providing push in supports from our bilingual aide to EL students. In addition to the strategies we will implement the use of iReady campus wide which has embedded supports within the program to meet the needs of English Language Learners.

Observational data reflects effective integrated ELD practices being used across curriculum and throughout the day. These practices include; think time, speaking in complete sentences, use of graphic organizers, academic language, student collaboration, cooperative learning and classroom discussions. 80% of teachers demonstrate the implementation of ELD strategies during classroom walkthrough visits.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

The effective implementation of designated ELD is shown through the achievements made by the EL students at Ted Porter Elementary. The data reflects that not as many students are making adequate progress which can be due to the COVID-19 Pandemic.

27% of EL students made adequate progress in relation to 41% made adequate progress in the prior year which can be due to the lack of face to face instruction over the past two years.

Observational data reflects effective designated ELD practices occur during the day in individual classrooms. The designated ELD block is supported with the the push-in of the bilingual aide.

80% of teachers demonstrate the implementation of ELD strategies during classroom walkthrough visits. These practices include; think time, speaking in complete sentences, use of graphic organizers, academic language, student collaboration, cooperative learning and classroom discussions.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

Focus on the differentiation of instruction needs to continue, so that teachers can implement strategies that help all students succeed. Differentiation must highlight the use of academic language, productive pairing, and scaffolding to insure EL students continue to receive quality instruction in all areas of the curriculum.

Comprehensive Needs Assessment

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)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Our site did not meet the 25% participation rate with the Parent/Family Climate Survey. We will continue to reach out to our community. Additionally, we will use platforms like Parent Square to aide in increasing the participation in parent surveys.</p> <p>SURVEY: Fall 2021 Student Climate Survey (Panorama)</p> <ul style="list-style-type: none"> • Administered in Fall 2021 to Grades 3, 4, and 5. • The participation rate was 79 students which makes up 22.6% of the 3rd, 4th, and 5th graders. • The Identified strengths were supportive relationships, rigorous expectations, and positive teacher-student relationships. • The identified areas of need were learning opportunities and self efficacy. 27% of students believed that they were given a chance to decide on classroom activities and/or rules. 58% of students did not believe that they could succeed in achieving academic outcomes. <p>Students SEL Survey (Panorama)</p> <ul style="list-style-type: none"> • Administered in Fall 2021 to Grades 3, 4, and 5. • The participation rate was at 70% • The Identified strengths were supportive relationships and a sense of belonging • The identified areas of need were students emotional regulations and self efficacy <p>Fall 2021 Family Climate Survey (Panorama)</p> <ul style="list-style-type: none"> • Administered in Fall 2021 • Participation rate was 6% • This was lower than our goal of 25%

Analysis of Qualitative Data

- Some challenges we faced were lack of parents willing to participate. To help increase the participation rates we will push out more notifications in Parent Square and send letters home with a QR code that parents can use.
- The Identified strengths were the school environment and efforts of inclusion.
- The identified areas of need were learning modeled and family engagement.

Other Site Based Survey: Conducted an informal site based survey to all staff in order to access their needs and obtain feedback in regards to Fall MAP completion rates

- The survey was done via Forms mid September after the Fall Map deadline.
- This evaluated the needs of the staff to ensure 100% MAP completion rate
- 59% of the staff responded to the optional survey at which reported that MAP testing didn't go as well as expected. The average was a 3 out of 5 in how well the MAP testing went.
- Overall, we found that teachers felt supported during testing, but one of the main issues which negatively impacted MAP completion rates were the amount of students absent due to COVID-19. We can help support this by sending laptops home and attempting to remote test those that are out for an extended period of time.

Parents were asked to submit nomination names for School Site Council representatives.

* Two parents were voted to the council

Teachers are informally surveyed twice monthly through the use of PLC collaboration notes. PLC teams have a real time document that is accessible through Microsoft Teams that allows administration to see teacher needs and questions.

* Teachers across the grade levels were interested in additional technology devices in the classroom.

* Teachers across all grade levels were interested in flexible seating options

Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Classroom observations are conducted on a daily basis, with all classrooms visited at least once weekly. Classrooms are observed to identify four observable measures; frequency, duration, rate and percentage/proportion and four observable descriptors; topography, accuracy, latency, and intensity. Skills that are monitored and provided feedback on include, Critical Thinking Skills, Collaboration/Problem Solving Skills and Communication/Interpersonal Skills. Feedback is given to staff as a whole as needed and individually. The frequency and immediacy of the feedback allows for quick intervention to remedy any concerns.

- Identified strengths on our campus have been frequent student collaboration, small group instruction, the use of iReady, and the collaboration done by grade level teams.
- Identified areas of need is for students to engage in appropriate communication skills at which can be done with the teacher modeling, the use of sentence frames, and making sure students are using complete sentences when they are speaking at which will transcend into their writing.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>Overall the students at Ted J Porter Elementary are not making growth towards the state expectation of meeting standards based on MAP assessment.</p> <ul style="list-style-type: none"> * The overall student population did not show growth in the MAP reading and math data. We are showing -0.58 and -0.70 Average Conditional Growth Index (CGI) <p>The largest student subgroups did not show growth as well.</p> <ul style="list-style-type: none"> * EL learners showed -0.61 CGI in Reading and -1.57 CGI in Math * Homeless students showed -0.50 CGI in Reading and -1.87 CGI in Math * SWD students showed -0.90 CGI in Reading and -1.42 CGI in Math * Hispanic showed -0.65 CGI in Reading and -1.27 CGI in Math <p>Grades Kinder through fifth administer the iReady math and reading diagnostic test to determine beginning level. The test is re-administered at the mid year and end of year to track progress in reading and math.</p> <p>Through PLC collaboration grade levels collaborate and determine their students needs to reach their goals for growth and grade level equivalence in both math and reading through iReady diagnostics. This diagnostic is used to determine what needs to be retaught and how to implement differentiate instruction.</p> <p>We will continue to strive for growth and grade level equivalence by students across the school and grade levels at Ted J. Porter's to ensure that our instructional Program is making progress in moving all students towards academic success.</p> <p>The instructional practices that Ted J. Porter has implemented, include Teacher Collaboration, Blended Learning in Classrooms, Small Group instruction, Differentiated Instruction, Visible Learning, and the Learning Targets with Success Criteria (Four Observable Measures and student awareness).</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Ted J. Porter ELD instructional practices include both integrated and designated ELD protocols. It has been noted that distance learning and hybrid learning have negatively impacted our EL students. EL learners do not show progress towards English language proficiency and Reclassified learners continue to make progress in academics.</p>

Standards, Assessment, and Accountability

- * Overall 38% of EL students made progress towards proficiency in MAP reading
- * Current EL students decreased by -0.87 CGI (Conditional Growth Index) in ELA, and -1.57 CGI in Math
- * Overall, EL some students show the trend of maintaining their ELPAC performance levels, while others demonstrate a decline in their ELPAC Performance Levels.
- * Ted Porters current 4th graders went from 33% to 6% scoring in the Well Developed range, 67% to 50% scoring in the Moderately Developed, and therefore showing an increase in our current 4th graders scoring in the Somewhat Developed (0% to 19%), and in Beginning to Develop (0% to 25%). This is a common trend across all grade levels where we have seen an increase of students performing in the lower Performance Levels (Levels 1 & 2) and a decrease of students performing in the upper Performance Levels (Levels 3 & 4).

This lack of growth by EL students across the school and grade levels provides proof that we will need to continue to focus on Ted J. Porter's instructional Program so that we can make progress in moving all students towards academic success.

The instructional practices that Ted J. Porter has implemented rest heavily on integrated ELD strategies that help students succeed throughout the day, rather than one specified time. These instructional practices, include but are not limited to; Teacher Collaboration, Scaffolding instruction, Providing academic Language Supports, Blended Learning in Classrooms, Small Group instruction, Differentiated Instruction, Visible Learning, and the Science of Objectives/Criteria (Four Observable Measures and Four Observable Descriptors).

Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.

Ted J. Porter Elementary monitors instructional programs on a daily, weekly and monthly basis. This model allows teaching and curriculum to be monitored on a continuous basis. Timely feedback is provided to staff as a whole (staff meetings), small groups (Grade Level PLCs) and individually to promote change of practices and highlight effective practices. Formative and summative data is collected through class walk-throughs, which allow for monitoring of differentiated practices, small group learning, and student engagement.

Daily, weekly and monthly monitoring insure the following expectations are implemented:

Teacher Estimates of Achievement

- * Fostering Relationships Through Strategic Thinking “Think-Time”
- * Demonstrating a growth mindset
- * Teaching & Modeling (College & Career Practices)- Critical Thinking (Self-management Skills), Collaboration & Communication
- * Integrating frequent Interaction & engagement strategies during whole-group & small-group instruction
- * Understanding Cultural Values/Learning Environments (Examine our personal assumptions)

Collective Teacher Efficacy

- * Observing, Collaborating, Analyzing, Reflecting & Implementing Effective Teaching Practices
- * Content Standards- Focusing on delivery, engagement and follow through
- * Demonstrating - Trust, Competency, Passion & Immediacy

Assessment Capable Learners

- * Small Group/Blended Learning in Every Classroom
- * Growth & Goal Setting for all Students

Standards, Assessment, and Accountability

	<ul style="list-style-type: none"> * All students receiving individual feedback. * Learning Environment Preferences Questionnaire * Utilizing Learning Targets & Success criteria <p>SPSA Actions and Services are monitored by SSC monthly and incorporated into the process above. SPSA Actions and Services are evaluated in April and SSC determines whether to continue, modify or discontinue Actions/services for the upcoming year based on the data.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>Ted J. Porter Elementary monitors on a daily, weekly and monthly basis. This model allows teaching and curriculum to be monitored on a continuous basis. Timely feedback is provided to staff as a whole (staff meetings), small groups (Grade Level PLCs) and individually to promote change of practices and highlight effective practices. Formative and summative data is collected through class walk-throughs, which allow for monitoring of differentiated practices, small group learning, and student engagement.</p> <p>Through Evidence Based Practices, Ted J. Porter Elementary will insure EL program goals by monitoring the following expectations:</p> <ul style="list-style-type: none"> * Incorporating Academic Language Acquisition Strategies such as productive partnering, think-pair-share, utilizing sentence/response frames, and academic discussions within the daily classroom instruction * Implementing designated ELD time * Incorporating Integrated English Language Development (ELD) supports * Differentiating curriculum through small-group instruction * Ensuring teachers are up to date & trained on effective practices, * Ensuring parents/guardians are aware of their child’s language acquisition levels * Applying goal setting for students to achieve proficiency

Identified Needs based on Findings:

Ted J. Porter's focus's are to continue in the following:

The evidence based practices that need to continue include:

Teacher Estimates of Achievement

- * The ability to Foster Relationships Through Strategic and Intentional Practices
- * Understand Cultural Values
- * The aptitude to create Learning Environments that are beneficial to all learners

Collective Teacher Efficacy

- * Observe, Collaborate, Analyze, Reflect & Implement Effective Teaching Practices
- * Implement Blended Learning Strategies

Standards, Assessment, and Accountability

Assessment Capable Learners

- * Facilitate Growth & Goal Setting for all Students
- * Provide All students with individual, specific and precise feedback

Support student language acquisition

- * Incorporate productive partnering, think-pair-share tasks, sentence/response frames, and academic discussions within daily routines
- * Create designated ELD support time for the most in need ELD students that incorporate real-life scenarios and real world adaptations to help acquire the new language in a natural progression
- * Utilize integrated English Language Development (ELD) supports throughout content areas and curriculum to make material accessible
- * Implement small-group instruction to differentiate studies
- * Insure teachers are current on effective practices
- * Aide parents/guardians in understanding their child's progress towards language proficiency
- * Facilitate growth and goal setting for students achieve proficiency

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development at Ted J. Porter Elementary focused around the three goals of :

1. Staff examines their own personal biases, modifying as needed and in turn creating High Teacher Estimates of Achievement
2. Empowering teachers' to create Collective Teacher Efficacy
3. Providing teachers with the tools and skills necessary to create Capable Learners

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

These skills are the focus throughout the school year and are repeated every staff meeting and PLC meeting. TOAs are available to teachers on an as needed basis, where they provide coaching, curricular ideas, hands-on lessons, and data analysis. TOAs are included in schoolwide communication, invited to staff meetings and allotted their own space at the site.

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

Teachers are provided collaboration time every other week on site (during Admin. Wednesday's), where planning, reflection, data analyzation, assessment creation, and discussion around effective teaching practices.

Identified Needs based on Findings:

Ted J. Porter is progressing towards meeting goals and closing the Achievement Gap of its learners by increasing their average growth and diminishing the difference between the "Meets Standard" criteria. Staffing and Professional Development needs to continue in these areas to continue with the progress that has been made.

Staffing and Professional Development

The evidence based practices that need to continue include:

- * Conduct staff meetings that support how to manage bias
- * Model growth mindset practices in all aspects of the school day that carry over into the planning and delivering instruction
- * Provide teachers with Classroom Walkthrough Criteria focusing on

Teacher Goals

Fostering Critical Thinking

Maintaining a Positive Classroom Environment

Differentiation

Student Engagement

Critical Thinking, Collaboration and Communication

Collaboration/Problem Solving

Communication / Interpersonal Skills

- * Training staff on Blended Learning, CCSS, Integrated and Designated ELD supports, Differentiation Strategies, SEL supports, and the use of the iReady platform

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Ted J. Porter Elementary uses the district adopted curriculum in the classrooms.

Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

- * TK-5th grade My Math, McGraw Hill
- * TK-5th grade Wonders, McGraw Hill
- * TK-5th grade Social Studies Alive! TCI
- * TK-5th grade Mystery Science to support NGSS

Ancillary products are used to support designated ELD.

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies.

Teachers on Assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.

Teachers utilize differentiated instructional groups during class.

The instructional support teacher provides targeted literacy supports through programs such as Read 180,

Teaching and Learning

	<p>System 44, WonderWorks, iReady, and Lexia.</p> <p>The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p> <p>Grade levels implement Common Formative Assessments (CFA) in accordance to the timeline given by the district office.</p> <p>Teachers implement visible learning strategies throughout their daily instruction and in communication as a department. (i.e.: Learning Targets and Success Criteria and unpacking of grade level standards for clarity)</p> <p>MAPs tests are given twice annually by K-2 and minimally one in grades 3-5, additionally iReady Diagnostics are given three times a year to K-5.</p> <p>Ted J. Porter's students who are African American are performing lower than in the area of chronic absenteeism by 30.3% (an 8 point increase from the pre-pandemic rates), and 20.1% (a 10 point increase from the pre-pandemic rates) respectively with our Hispanic student group. Not only has African American rate increased, but their rates are disproportionality higher than other student groups. Both student groups have decreased with attendance rates during the measured time, and continue to fall in levels for chronic absenteeism. Focus needs to given to create programs that include all students that are equally accessible and preferred by students regardless of race, gender, or socioeconomic status. Programs should focus on skill sets that promote self-esteem, self-efficacy and student advocacy, to help create individuals with skills that go beyond the school years.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<ul style="list-style-type: none"> * All students have access to the grade level adopted curriculum and a laptop. * Instruction is delivered in small group fashion to support differentiation. * Modifications and scaffolding is provided to students with identified needs through documents such as an IEP. * Bilingual aide support is afforded to students, whose language development interferes with instruction. * Students requiring reading interventions receive additional support through the IST. In addition to the support the IST provides, Read 180 /System 44 are utilized to deliver remedial reading instruction to students in third through fifth grades. * STEAM and enrichment curriculums are delivered through district adopted programs. * iReady, Lexia and Moby Max are online resources that support students in the classroom and are also available to students at home * Math Facts in a Flash and AR are online programs that support student learning in the classroom <p>Ted J. Porter Elementary students have access to the curriculum and supports as necessary by their skill level.</p>

Identified Needs based on Findings:

Ted J. Porter is meeting goals and closing the Achievement Gap of its learners by increasing their average growth and diminishing the difference between the "Meets Standard" criteria. Teaching and Learning support and materials needed to continue to support this progress include:

Teaching and Learning

- * Collaboration time for teachers to design, analyze, implement and reflect on effective practices
- * Implementation of Renaissance Learning software/licenses to provide in class and at home learning opportunities
- * Implementation of iReady software/licenses to provide in class and at home learning opportunities and diagnostic assessments
- * Coordination personnel of software/licenses to troubleshoot and master products in-house
- * Funding to support universal access materials for all students

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Ted J. Porter Elementary enables its instructional program by implementing teaching strategies designed to meet the needs of all learners. Teachers regularly implement small group instruction as a way to differentiate the curriculum being presented. This protocol allows teacher to enrich, reteach, and challenge as necessary. The use of small groups also works in conjunction with SEL practices, by lowering the affective filter and encouraging students to take risks and engage more with the lesson.

Ted J. Porter Elementary teaching staff work in collaboration with the school counselor to provide SEL lessons to students. The counselor provides services, small group instruction and individually to designated student groups (Foster students, At-Promise, etc.) to insure equal access to learning needs.

Student groups for whom there exist disparities in achievement and summary of the root causes.

Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps, in both ELA and Math, between student groups exist (assessment discussed is the MAP reading and math).

- * 36% of African American students are performing at or above standard in Reading and 25% are performing at or above standard in Math.
- * 40% of Asian students are performing at or above standard in Reading and 20% are performing at or above standard in Math.
- * 36% of Hispanic students are performing at or above standard in Reading and 22% are performing at or above standard in Math.
- * 42% of White students are performing at or above standard in Reading and 33% are performing at or above standard in Math.
- * 38% of English learner students are performing at or above standard in Reading and 24% are performing at or above standard in Math.
- * 25% of Homeless students are performing at or above standard in Reading and 0% are performing at or above standard in Math.
- * 26% of SWD are performing at or above standard in Reading and 26% students are performing at or above standard in Math.

Based off of the MAP data, work is still needed to insure ALL students are achieving at similar rates. Students with disabilities are showing the greatest disparities. Root causes can be due to transitioning into new programs was found to be disruptive in the learning of the new student and established students. Students were found to regress in behaviors and academics,

Opportunity and Equal Educational Access

resulting in gains that may not have been truly reflective of highest achievement. The underperformance of African American and Hispanic students can be a result of changing perceptions and assumptions of learners. Additionally, our English learners are performing similarly to their peers due to our integrated ELD time. Although that has been a focus and positive movement is noted, teacher bias is still an area of improvement. The data is reflective that the staff is still at various levels of implementation and may need further support of implementing research based strategies.

Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps between sub-groups exist. African American students are performing 71.7 points below standard, whereas Hispanic students are performing 25.2 points below standard creating discrepancy of 46.5 points. On the other hand, White students are performing 34.2 points above standard creating a 59.4 point and 105.9 point discrepancy with Hispanic and African American students respectively. Focus needs to be placed on differentiation in the classroom, so as to minimize the achievement gaps amongst student groups while still closing the overall achievement gaps.

Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps between student groups exist. African American students are performing 51.9 points below standard, whereas Hispanic students are performing only 3.3 points below standard creating discrepancy of 48.6 points. On the other hand, White students are performing 48.8 points above standard creating a 52.1 point and 100.7 point discrepancy with Hispanic and African American students respectively. Focus needs to be placed on differentiation in the classroom, so as to minimize the achievement gaps amongst student groups while still closing the overall achievement gaps.

Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.

SPSA Actions and services are meeting the needs of all students. Professional development on direct and guided instruction focused on allowing students "thinking time", providing sentence frames, and ensuring students are participating in academic discourse with complete sentences.

Identified Needs based on Findings:

Ted J. Porter is closing the Achievement Gap based on classroom walkthroughs.

Continue the focus on Opportunity and Equal Education Access supported through materials and assistance in the following areas:

- * Collaboration time for teachers to design, analyze, implement and reflect on effective practices
- * Funding to support universal access materials for all students
- * Funding to support access to technology through the use of instructional software licenses and accessories
- * Opportunity for learning prospects through professional development, trainings, relevant resources

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>Parents are provided i-Ready reports regarding their child(ren's) academic progress.</p> <p>Parents are welcomed and encouraged to meet regarding their child(ren's) academic progress.</p> <p>A Community Aide supports attendance, home visits, and provides families with information to access community resources.</p> <p>Virtual Parent Empowerment Workshops are provided in spring.</p> <p>Communication sent out using Parent Square.</p>
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Identified Needs based on Findings:

Ted J. Porter will continue to utilize Parent Square to inform parents and provide meeting and workshops.

Ted J. Porter Elementary needs to continue to allocate funds to support Parental Engagement. Student families are a viable part of the learning process. Families must be informed on school policies and protocols.

Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>Ted J. Porter Elementary allocated Supplemental Concentration funds for its instructional programs that service at-promise students in the following manner:</p> <p>Purchase iReady Program to aid in reading comprehension and math skills</p> <p>Provide support for Blended Learning and Small Group Instruction(All Content Areas)</p> <p>Classrooms were outfitted with Flexible Seating options, to meet the diverse needs of at-promise students.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Ted J. Porter Elementary allocated resources for its instructional programs that service at-promise students students in the following manner:</p> <p>Provide support for Blended Learning and Small Group Instruction(All Content Areas)</p> <p>Additional AR reading books were purchased to provide more titles of high interest low reading levels to meet the reading needs of at-promise students.</p>

Funding

Additional hourly was provided for teachers to conduct afterschool tutoring in ELA and Math to help students meet grade level standards. However, teachers were unable to participate in these additional assignments.

Additional instructional materials were purchased to support the scaffolding of curriculum to meet the needs of students struggling at grade level and students who need enriching activities to stimulate learning.

Software licensing and programs were purchased to aid in comprehension and reading goals of students.

Virtual Parent Empowerment Workshops are provided.

Instruction materials were purchased to support Blended Learning/Small group instruction across all grade levels to benefit students in need of differentiated instruction to meet CCSS.

Classrooms were outfitted with Flexible Seating options, to meet the diverse needs of at-risk students.

Additional hourly was provided to support the coordination efforts of students not meeting grade level and prepare for proper SIT support.

Provide staff development through workshops to build on effective teaching practices.

Identified Needs based on Findings:

Ted J. Porter will continue funding the majority of items/services funded in the school year. Exceptions would include the allotted funds for flexible seating/furniture because that objective has been met.

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In December and March SSC met to discuss progress monitoring on the SPSA actions and services most were partially implemented. Small group instruction was fully implemented school wide.

In April ELAC conducted Progress Monitoring on the SPSA actions and services and gave input to SSC.

In late April SSC with input from ELAC determined which actions to continue modify or discontinue based on Progress Monitoring and the anticipated needs of students. SSC determined that all actions and services will be continued.

In May, SSC reviewed and approved the 2022-23 SPSA.

Stakeholder Involvement

Identified Needs based on Findings:

Ted J. Porter will continue to support and encourage stakeholder involvement. Protocols and procedures established by Fontana Unified School District will continue to be upheld. Porter will continue to offer virtual meetings to accommodate all members and uphold safety measures.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The following will be monitored on a daily, weekly and monthly basis:</p> <ul style="list-style-type: none"> • evaluate teaching and the curriculum • regular classroom visits • provide formative & summative feedback <p>Classroom walkthroughs are conducted by administration on a regular basis. Informal and formal data is collected at this time and feedback is provided at the necessary level. For example: if the action is observable schoolwide, the redirect is addressed at a staff meeting to all staff members. If the action is observable throughout a grade level, than the redirect is addressed during a PLC. Teachers receive individual positive feedback based on what is observed in the classroom.</p> <p>Redirection and continuous improvement of teaching practices, helps students succeed at a greater level. With continuous feedback and encouraged self-reflective practices, teachers become better at meeting the needs of learners in their classroom.</p> <p>Teacher Estimates of Achievement</p> <ul style="list-style-type: none"> * Fostering Relationships Through Strategic Thinking “Think-Time” * Demonstrating a growth mindset * Teaching & Modeling (College & Career Practices)- Critical Thinking (Self-management Skills), Collaboration & <p>Communication</p> <ul style="list-style-type: none"> * Integrating frequent Interaction & engagement strategies during whole-group & small-group instruction * Understanding Cultural Values/Learning Environments (Examine our personal assumptions) <p>Collective Teacher Efficacy</p> <ul style="list-style-type: none"> * Observing, Collaborating, Analyzing, Reflecting & Implementing Effective Teaching Practices (Collaboration <p>Wednesday-75 min.)</p> <ul style="list-style-type: none"> * Content Standards- Focusing on delivery, engagement and follow through * Demonstrating - Trust, Competency, Passion & Immediacy 	<p>Differentiated Instruction with Visible Learning- Daily (August - May)</p>

	<p>Assessment Capable Learners</p> <ul style="list-style-type: none"> * Small Group/Blended Learning in Every Classroom * Growth & Goal Setting for all Students * All students receiving individual feedback. * Learning Environment Preferences Questionnaire * Utilizing Learning Targets & Success criteria 	
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> • Teachers use STEAM, small group instruction, academic discourse, and gate to enrich and accelerate curriculum. • Extended Learning opportunities occur outside of the school day within the realm of engineering, math, and science. • Principal will exceed 800 informal classroom walkthroughs and provide individual, grade level, and school-wide formative and summative feedback on frequent and consistent basis. • Ensure teachers are differentiating instruction and providing small group instruction daily. (Blended Learning/Station Rotation Strategies) • Ask students- Do you know what you're learning? Do you know why you're learning it? 	<p>Enrichment and Accelerated Learning: Daily (August - May)</p> <p>Extended Learning Opportunities: 3 times a year</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Grade level RTI based on the data to ensure students are provided access and opportunities to meet grade level standards.</p> <p>The following will continue to be implemented:</p> <p>Teacher Estimates of Achievement</p> <ul style="list-style-type: none"> • Fostering Relationships Through Strategic Thinking “Think-Time” • Demonstrate a growth mindset • Teach & Model (College & Career Practices)- Critical Thinking (Self-management Skills), Collaboration & Communication • Integrate frequent Interaction & engagement strategies during whole-group & small-group instruction • Understand Cultural Values/Learning Environments (Examine our personal assumptions) <p>Collective Teacher Efficacy</p> <ul style="list-style-type: none"> • Observe, Collaborate, Analyze, Reflect & Implement Effective Teaching Practices (Collaboration Wednesday-75 min.) • Content Standards- Focus on delivery, engagement and follow through 	<p>RTI: Bi-Weekly (August - May)</p> <p>PLC: Bi-Weekly (August - May)</p> <p>SIT: 6 week timeline (August - May)</p> <p>IST: Bi-Weekly (August - May)</p>

	<ul style="list-style-type: none"> • Demonstrate- Trust, Competency, Passion & Immediacy <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> • Small Group/Blended Learning in Every Classroom • Growth & Goal Setting for all Students • All students receive individual feedback. • Learning Environment Preferences Questionnaire • Utilize Learning Targets & Success criteria <p>SIT</p> <ul style="list-style-type: none"> • Coordinator and AP will meet with teachers, parents and student to provide supports with implementation of plan, check in's <p>will be done every 6 weeks</p> <p>IST</p> <ul style="list-style-type: none"> • Meets with primary grades to support students in need • Read 180 interventions 	
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Planned Improvements in Student Performance

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)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-6.2	>= 8.8
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-27.3	>= -12.3
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.64 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.69	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.32 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%	>= 25%

Identified Need(s):	<p>Focus need be placed on meeting the expected outcome of 15-point growth in both domains, through the implementation of evidence-based practices delivered to students, taught to teachers and staff, and provided for our families. Professional Development needs to continue in these areas to continue making forward progress.</p> <p>Ted J. Porter students need to be surrounded by an environment that promotes literacy using components such as rubrics. print-rich environment, sentence/response frames, and vocabulary development.</p> <p>Ted J. Porter students need to be actively engaged in their learning through practices that promote, Critical Thinking, Collaboration and Communication.</p> <p>Ted J. Porter teachers need to receive continued Professional Development based on the needs uncovered through Classroom observations and walk-throughs. Professional development needs may include support in Blended Learning Technics, Integrated and Designated ELD Supports, Differentiation Strategies, and SEL supports. Teachers need appropriate modeling by administration of historical, divisive patterns of Bias, and Specific and Timely Feedback.</p>
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	<p>Ted J. Porter teachers need opportunities to collaborate on ways to Fostering Critical Thinking, Maintaining a Positive Classroom Environment, and Differentiation of Instruction.</p> <p>Ted J. Porter families need open communication with the school and classroom to best support their student.</p> <p>Ted J. Porter families need training and resources to help support their role in their student's education and help them voice questions and concerns pertaining to the welfare of their student.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A Provide differentiated instruction in ELA and Math.</p> <p>* Additional instructional materials and instructional software * Additional hourly for certificated and classified staff (PLC Planning and tutoring) * Library books and digital resources (school and/or classroom)</p>	Renaissance and iReady Pre/Post Test	All TK-5th Grade students will benefit and served through these actions.	Administration (Admin.) and Teaching Staff	10,427	27,000
<p>1B Provide staff development opportunities to help teachers identify teaching practices that meet students individual needs and promote collaboration in the areas of Delivery of Instruction, Critical Thinking Skills, Differentiation/Small Group Instruction and a Positive Classroom Environment.</p>	Classroom Walkthrough/Visit Data/ Observations	<p>All TK-5th Grade students will benefit and be served through these actions and services</p> <p>All teachers will be served to ensure</p>	Administration (Admin.) and Teaching Staff	25,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> * Additional certificated and classified staff hourly * Substitute coverage * Contracted Services * Additional PD materials * Travel and conference fees 		<p>students benefit from research proven instructional practices.</p> <p>All teachers who would like to further their professional development will benefit and be served through these actions and services.</p>			
<p>1C Provide support for Blended Learning and Small Group Instruction (All Content Areas).</p> <ul style="list-style-type: none"> * Technology devices and accessories including laptops, headphones, microphones, document cameras, TV's, digital notebooks, and keyboards for students. * Flexible seating * Organizational supplies * Instructional Materials 	<p>Classroom Walkthrough/Visit Data/ Observations</p> <p>Renaissance and iReady Data Results</p>	All TK-5th Grade students will benefit and be served through these actions and services	Administration (Admin.) and Teaching Staff	14,750	250
<p>1D Provide materials and training to help parents work with their children to improve achievement and foster parental involvement. (As stated in Title 1 School-level</p>	Parent Survey	All TK-5th Grade students will benefit and be served through these actions and services	Administration, Teacher Trainers	2,308	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Parent and Engagement Policy - Building Capacity for Involvement) * Additional certificated and classified hourly * Contracted Services and related materials					
1E Provide additional opportunities to promote Critical Thinking, Collaboration and Communication in the classroom. * STEAM/STEM instructional supplies, materials, and activities; contracted services, certificated and classified hourly	walkthrough/observation	All TK-5th Grade students	Principal		250
Total Estimated Cost for This Goal:				52,485	27,500

Planned Improvements in Student Performance

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)]

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in reading through the use of academic discourse structured with response frames.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-14.1	>= 0.9
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-30.7	>= -15.7
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.87 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.84	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.57 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<p>The MAP data shows that they are not reaching growth as expected due to the lack of progress shown in the conditional growth index in all subjects. EL students at Ted J. Porter are failing to increase the expected One or More ELPI levels annually. MAP data demonstrates that students are still working below Expected Standard. Work needs to be done in the areas of academic discourse using structured strategies, such as but not limited to response frames, vocabulary development, and productive partnering to build academic language proficiency.</p> <p>As a result of, EL students at Ted J. Porter Elementary will demonstrate academic growth through SBAC ELA and Math testing.</p> <p>Ted J. Porter needs to focus on increase small group, differentiated instruction to reinforce literacy, comprehension, and vocabulary.</p> <p>Ted J. Porter needs to utilize the bilingual support in classrooms, to deliver targeted instruction to EL students.</p> <p>Ted J. Porter needs to focus on instructional practices (academic discussion, cooperative learning, interpersonal, and critical thinking) to accelerate EL academic growth.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a Provide professional development on differentiating instruction through small group and blended learning scenarios. * PD materials/supplies	Classroom walk-throughs iReady Data	English Learners will benefit and be served through these actions and services.	Administration (Admin.) and Teaching Staff		250
Total Estimated Cost for This Goal:					250

Planned Improvements in Student Performance

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)]

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	56.4%	>= 59.4%

Identified Need(s):	<p>Using the ELPAC, our students need the following support in developing reading skills. The ELPAC data shows that 41% of the EL students at Ted J. Porter are failing to increase the expected One or More ELPI levels annually. Previous SBAC data supports that our students are closing the Distance from Standard, however, are still working below Expected Standard especially during the past years with distance learning. Work needs to be done in the areas of receptive language using structured strategies, such as but not limited to response frames, vocabulary development, and productive partnering to build academic language proficiency.</p> <p>As a result of current practices, EL students at Ted J. Porter Elementary will continue to demonstrate increased language proficiency on SBAC ELA And Math tests.</p> <p>Ted J. Porter will continue to focus on instructional practices and strategies that address and improve EL specific strategies practices.</p> <p>Ted J. Porter needs to focus on increase small group, differentiated instruction to reinforce literacy, comprehension, and vocabulary in all content areas.</p> <p>Ted J. Porter needs to incorporate Integrated English Language Development (ELD) supports in all content areas, to deliver targeted instruction to EL students.</p> <p>Ted J. Porter needs to focus on instructional practices that incorporate Academic Language Acquisition Strategies such as productive partnering, think-pair-share, utilizing sentence/response frames, and academic discussions within the daily classroom instruction throughout all content areas, to deliver targeted instruction to EL students.</p> <p>Ted J. Porter families need open communication with the school and classroom to best support their student.</p>
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	Ted J. Porter families need resources to help support their role in their student's education and help them voice questions and concerns pertaining to the welfare of their student.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b Provide ongoing Professional Development on high yield instructional practices to promote language development and provide additional time for teachers to collaborate.	Classroom Walkthroughs/Visits and Observations iReady Data	All students will benefit and be served through these actions and services.	Administration & EL TOA		250
Total Estimated Cost for This Goal:					250

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	51.2%	>= 54.2%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-6.4	>= 8.6
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.22 Fall 3rd to Fall 4th: -0.64	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 55% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56% 24-25 3rd Gr. Cohort (21-22 Kinder): 27%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 45% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 34% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 46% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 17%

Identified Need(s):	<p>Focus needs to be given to kindergarten to promote literacy skills to tighten the gap that is created from the beginning of kindergarten to the beginning of first grade based off MAP data, iReady data, and classroom walkthroughs.</p> <p>Focus needs to be placed on differentiated instruction to close the achievement gap in grades kindergarten and first, so that less students fall into the at-risk qualifier based off MAP data, iReady data, and classroom walkthroughs.</p> <p>Ted J. Porter teachers need to receive continued Professional Development based on the needs uncovered through MAPs data, iReady data, classroom observations and walk-throughs. Professional development needs may include support in Early Literacy, Blended Learning, Differentiated Strategies, and Intervention supports.</p> <p>Classroom walkthroughs indicate that Ted J. Porter teachers need to receive release time to build Collective Teacher Efficacy through observation, collaboration, analyzation, reflection, and Implementation of Effective Teaching Practices.</p> <p>Ted J. Porter teachers need to receive specific and timely feedback through classroom walkthroughs based on criteria that is front loaded and focused on fostering critical thinking, maintaining a positive classroom environment, differentiation and student engagement.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A Provide Ongoing Professional Development on literacy and additional time for teachers to collaborate and plan for small group instruction. * Additional certificated and classified staff hourly * Substitute coverage * Contracted Services * Additional PD materials * Travel and conference fees	Classroom Walkthroughs/ Observations iReady Data	K-3 will benefit and be served through these actions and services.	Administration (Admin.), Teaching Staff, and Core TOA		2,205
Total Estimated Cost for This Goal:					2,205

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1A: Provide differentiated instruction in ELA and Math</p> <ul style="list-style-type: none"> * Additional instructional materials and instructional software * Additional hourly for certificated and classified staff (PLC Planning and tutoring) * Library books and digital resources (school and/or classroom) 	<p>All students will benefit and be served through these actions and services.</p>	<p>\$3,000</p>	<p>Librarian, Administration (Admin.) and Teaching Staff</p>
<p>Goal 1B Provide staff development opportunities to help teachers identify teaching practices that are aimed at identified student(s) and to promote collaboration in the areas of Delivery Instruction, Critical Thinking Skills, Differentiation/Small Group Instruction and Positive Classroom Environment.</p> <ul style="list-style-type: none"> * Additional certificated and classified staff hourly * Substitute coverage * Contracted Services * Additional PD materials * Travel and conference fees 	<p>All students will benefit and be served through these actions and services.</p>	<p>\$15,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>
<p>Goal 1C Provide support for Blended Learning, Small Group Instruction (All Content Areas)</p> <ul style="list-style-type: none"> * Technology devices and accessories including laptops, headphones, microphones, document cameras, TV's, digital notebooks, and keyboards for students. * Flexible seating * Organizational supplies * Instructional Materials 	<p>All students will benefit and be served through these actions and services.</p>	<p>\$90,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1E Provide additional opportunities to promote Critical Thinking, Collaboration and Communication in the classroom.</p> <p>STEAM/STEM instructional supplies, materials, and activities; contracted services, certificated and classified hourly</p>	<p>All students will benefit and be served through these actions and services.</p>	<p>\$15,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>
<p>New Action Goal 1 SSC Unfunded Priority Equipment, materials, games, and outdoor activities to support student engagement during breaks.</p> <p>Contracted services</p>	<p>All students will benefit and be served through these actions and services.</p>	<p>\$45,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	52,485
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement 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).	2,308
X	Supplemental Concentration (SUPC) Allocation 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)	30,205
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		82,690
Total amount of state funds spent (SUPC)		30,205
Total amount of federal funds spent (Title I)		52,485
Total amount of state and federal funds spent		82,690
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Jawad Pearson	Principal			1
Lorena Cortez	Parent	2 years	05/2023	1
Celene Cruz	Parent	2 years	05/2023	1
Rachel Godinez	Parent	2 years	05/2022	1
Maria Nava	Parent	2 years	05/2022	1
Lisa Ortiz	Parent	2 years	05/2022	1
Casandra Sanchez-Loiza	Teacher	2 years	05/2023	1
Laurie Sharp	Teacher	2 years	05/2023	1
Tracy Volkov	Teacher	2 years	05/2023	1
Desiree Jaramillo	Other Staff: Counselor	2 years	05/2023	1

RECOMMENDATIONS AND ASSURANCES

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

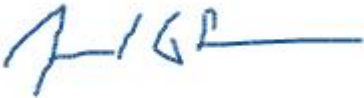
Other: PTA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/11/22.

Attested:



Principal, Jawad Pearson on 5/11/22

SSC Chairperson, Cassandra Sanchez-Loaiza on 5/11/22

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Ted Porter Elementary School

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee Celina Cruz
Signature

Other committees established by the school or district (specify) _____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on: May 11th, 2022 .

Attested:

 Jawad Pearson
Typed name of School Principal

 
Signature of School Principal

 5/11/22
Date

 Cassandra Sanchez-Loaiza
Typed name of SSC Chairperson

 
Signature of SSC Chairperson

 5/11/22
Date