





**1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)**

7. What were the results/data findings (curriculum bases assessments, student work, report cards, etc) for strategies/activities supported by categorical programs for each goal?

- a. English Language Arts -
- b. Math -
- c. English Language Development -
- d. Graduation Rate –
- e. Parent Involvement -

8. If there was no improvement or only partial improvement what are the possible underlying causes?

- |  |  |                                  |
|--|--|----------------------------------|
| a. <b><u>Lack of timely implementation</u></b> | b. Limited or ineffective PD to support implementation | c. Not implemented with fidelity |
| d. Not matched to students' needs              | e. Student attendance                                  | f. <b><u>Need more time</u></b>  |
| g. Limited support personnel                   | h. Other _____   |                                  |

9. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be modified or eliminated next year?



2. FOCUS AREA (CLOSING THE ACHIEVEMENT GAP)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					OBSERVATIONS
1. Does the school have clearly articulated measurable goals for improvement in student achievement?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	We create and share the goals. The data is annual so we do not yet have ongoing measures to compare our ongoing progress .
2. Does the school have clearly articulated strategies/activities for closing the achievement gap?	Not at All 1	Minimall y 2	<u>Partially</u> 3	Substantiall 4	Fully 5	We use a combination of teacher PD and support and software support.
3. Is the school supplementing these programs appropriately based on program gaps and student needs?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	
4. Does the school provide adequate support to English learners in both learning English and gaining access to content?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	We have BIA support for 3/4ths of the year for our ELs. Our teachers provide ongoing daily ELD.
5. Do students with disabilities receive appropriate accommodations and modifications?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	Accommodations and modifications are listed in all IEPs and adjusted as the need occur.
6. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	
7. Based on the comprehensive needs analysis, which subgroup(s) were targeted as needing improvement? All of the subgroups; no subgroups have more than 50% at or above “met.”						
a. English Learners d. Hispanic		b. Students with Disabilities (SWD) e. African American		c. Socio-economically Disadvantaged f. Other _____		



3. FOCUS AREA (PROFESSIONAL DEVELOPMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					OBSERVATIONS
	Not at All 1	Minimall y 2	<u>Partially</u> <u>3</u>	Substantially 4	Fully 5	
1. Does the school have clearly articulated measurable goals for professional development?	1	2	<u>3</u>	4	5	We know our aim in PD, but goals are not clearly stated as smart goals.
2. Does the school provide instructional assistance and support to teachers of language arts and mathematics?	1	2	3	<u>Substantiall</u> <u>y</u> <u>4</u>	5	ELA is very supported through paraprofessionals, Professional Development, and a Literacy Coach. Mathematics is supported through adaptable software in grades K-2 and 6-8
3. To what extent is the school implementing Professional Learning Communities (PLCs)?	1	2	3	<u>Substantiall</u> <u>y</u> <u>4</u>	5	All grades TK-6 teacher get twice monthly collaborative time during the school day for 90 minutes or more. All grades 7-8 get once monthly collaboration plus prep time. PLCs keep notes and their agenda offers time for discussing goals and reflecting on process.
4. How well are we using data to determine professional development for staff?	1	2	<u>Partially</u> <u>3</u>	4	5	Because all of our subgroups require help, the CAASPP data is not helpful in narrowing our focus for PD. We do use the CAASPP claim data to set overall goals.
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? Teachers select all assessments EXCEPT the district interim assessments, EL annual assessments, and district reading ORR assessment. Chapter tests, ongoing unit assessments are determined by teachers. The principal requires pre and post cold writes for each ELA unit of instruction.						
6. What types of professional development has staff attended? This year TK-6 staff members have received PD directed at our ELA program Benchmark. In addition, principal is working with grade level teams on math lesson study.						
7. What is the impact/effect of our professional development program? Still to be determined. It is clear the Benchmark support has helped teachers move past mechanical implementation and dig into the program.						
8. How are collective and individual decisions regarding professional development determined?						

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**Lemon Grove**  
School District

The instructional leadership team determines achievement goals and works with the principal to determine PD needs including topics for staff meetings.

9. How is implementation of professional development monitored?

We do not currently have a school-based monitoring system however the district does use surveys and post-training evaluation sheets.



4. FOCUS AREA (GRADUATION/PROMOTION)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	
1. Does the school have clearly articulated measurable goals for graduation/ <b>promotion</b> ?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	
2. Is there evidence to determine that the curriculum is clearly linked to the Core and other standards for student learning for promotion?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	
3. Is data used to inform curriculum, instruction, and assessment decisions to meet promotion or graduation standards?	Not at All 1	Minimall y 2	<u>Partiall</u> y 3	Substantiall 4	Fully 5	Teachers grade assignments and the GPA determines eligibility at the 7-8 grade levels. More work needs to be done around standards and mastery.
4. Is the staff focused on supporting and challenging all students to meet promotion and graduation goals?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y 4	Fully 5	
<p>5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners for promotion and/or graduation goals?</p> <p>The district does check in with school administrators and teachers regarding their thoughts on curriculum.</p>						
<p>6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?</p> <p>For the most part, teachers use the strategies and activities provided by the curriculum.</p>						



5. FOCUS AREA (PARENT ENGAGEMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated goals for parent engagement?	Not at All 1	Minimall y 2	<u>Partiall</u> y <u>3</u>	Substantially 4	Fully 5	We have used attendance numbers at events but this is a weak measure of parent engagement in our opinion. We are moving toward percent of parents attending parent conferences as a better measure.
2. Are families and community members involved in school decisions?	Not at All 1	Minimall y 2	<u>Partiall</u> y <u>3</u>	Substantially 4	Fully 5	Parents serve on School Site Council, English Learner Advisory Committee, and PTA. Their opinions are sought out regularly as well as surveys given to all parents, however participation levels are low.
3. Does the school regularly communicate to families who speak languages other than English?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y <u>4</u>	Fully 5	We translate all or most materials into Spanish, which is the language spoken by more than 19% of our parents. We also provide translators for parent meetings for other languages.
4. What types of services are available to support families, community members, and students to encourage healthy family relationships?	Not at All 1	Minimall y 2	Partially 3	<u>Substantiall</u> y <u>4</u>	Fully 5	District level parent classes and workshops are available several times each year. Our school social worker works with families in crisis and families that express needs.
5. What evidence exists that families and community members are involved in meaningful activities that support students' learning? Which parents and community members are involved? What trends and patterns do we observe?  Our military families often get involved with volunteering, PTA, and coming to military coffees.						
6. What types of community partnerships exist to support families and students?  Our social worker connects our families with many outside agencies for counseling, drug addiction, housing options, food banks and serves. We do food backpacks for key students. The KROC Center provides art lessons. The military provides extra counseling support on campus as well as a liaison for other potential services.						