



Joe Michell K-8, an IB World School School Plan for Student Achievement 2019-20 Executive Summary

Overview of School Demographics

- 785 Students – 274 Middle School
- 49% White
- 29% Hispanic/Latino
- 6% Asian
- 3% Native Hawaiian, Pacific Islander, or Native American
- 2% Black or African American
- 11% Two or more races
- 20% Socioeconomically Disadvantaged (SED)
- 9% English Learner (EL)
- 18% Students with Disabilities (SWD)

2018– 2019 Data Trends (Highlights)

- In English Language Arts (ELA), 63% of our students met or exceeded standards. School wide this is a 3% increase when compared to our previous year California Assessment of Student Performance and Progress (CAASSP) data. Students in 5th and 8th grades experienced increases between 13-16%.
- Reading, Writing, and Research/Inquiry were claims with the largest percentage of students who met or exceeded standards. Reading Literature (RL1) and Reading Informational (RI1) have been areas of focus embedded within our International Baccalaureate (IB) Units of Inquiry across all grade levels.
- In Mathematics, 47% of students met or exceeded standards. School wide this is an increase of 2% increase compared to previous year CAASSP data. Students in 4th grade had the highest percentage of students (71%), followed by 8th grade (54%) who met or exceeded standards. Almost all grade levels reported a decrease in the percentage of students who were below standards in all three claim areas.
- Student attendance averaged 96.75%. Elementary grades received the Attendance Award 6 months out of this past school year.
- More 5th and 7th grade students are within the Healthy Fitness Zone, an increase of 9% from the previous school year.

2018-2019 Data Analysis and Conclusions

- Sixty three percent of our students met or exceeded standards in ELA. This is an increase of 3% when compared to previous year's data. Students in our 5th (13%) and 8th (16%) grades experienced the greatest increase in ELA scores while a significant decrease was observed in our 7th grade (-14%).
- Forty seven percent of our students met or exceeded standards in mathematics. This is an increase of 2% from the previous student performance data. Fourth grade had the highest percentage of students (71%), followed by 8th grade (54%) who met or exceeded math standards. While two grade levels showed significant increases, other grade levels experienced significant decrease (15-18%).

- An achievement gap still exists for students in our Socioeconomically Disadvantaged, English Learner, and Students with Disabilities student groups when comparing scores in reading, writing, and mathematics with students in all other student groups.
- The overall average score of students tested using the English Language Proficiency Assessment for California (ELPAC) was performance level 3. In the fall of 2019, 10 students were Reclassified Fluent English Proficient (RFEP).
- Students reported being happy and proud to belong to Joe Michell – an IB World School. Students also report feeling safe (79-83%), respected (91%) and connected to a caring adult (89%).

2019-2020 LCAP Site Goals

- Staff will engage students in daily evidence-based conversations using informational text to increase reading comprehension and increase vocabulary by reading a variety of complex text.
- Staff will engage students in evidence-based conversations that communicate the results of their investigations and mathematical thinking. Students will produce coherent writing using mathematical vocabulary to justify their conclusions to increase math proficiency.
- Staff will engage students to produce evidence-based writing using narrative and informational sources to improve writing strategies and improve writing proficiency.
- Create a continuum from TK-8th grade to articulate the IB Approaches to Learning skills.
- Staff will complete the IB Self-study in preparation for our re-evaluation visit during the 2019-20 school year.

2019-2020 Key Strategies to Meet Goals

- Increase collaboration to support staff through implementation of California State Standards, District goals, and IB requirements. This includes designing math and literacy intervention to support students at risk.
- Implementation of visual math strategies to help students understand the connections between mathematics concepts through investigations, visualization and play.
- Collaboration of grade-level and cross grade-level teams to analyze student performance, evaluate instructional practices and align content standards with IB Units of Inquiry.
- School wide implementation of Multi-tiered Systems of Support (MTSS) to address academic, social emotional and behavioral needs of our students.
- Continue IB Training for new staff and existing staff to prepare for reevaluation visit.

2019-2020 Measures of Success

- Common Formative Assessments in addition to Interim Smarter Balanced Assessment Consortium (SBAC) in Mathematics and English Language Arts
- District Write Scores will be monitored at each of three trimesters
- Basics Phonics Skills Test, Developmental Reading Assessment (DRA) and Independent Reading Inventory (IRI) Assessment data will be monitored to target and monitor students at risk of failure.
- Goal setting conference in fall and spring will identify student progress towards grade level expectations.
- Improved CAASPP scores in both ELA and Mathematics.