



# **District Advisory Committee**

## **FH/GFS presentation**

**October 19, 2023**



# Foothill/ Goleta Family School

## Enrollment

TK-6th

400 students

Foothill: 338

Goleta Family School: 62

## Ethnicity

- White- 51%
- Latinx- 27.5%
- Multiple- 12.8%
- Asian- 5.3 %
- American Indian- 1%
- Other- 2.4%

## Multilingual learners

5%

## Students with disabilities

16%

## New staff members

12 joining the team



# FOCUS AREAS

• <u>Literacy</u>	Team collaboration (PLC), Professional Development
• <u>Attendance</u>	Parent education/information, monitoring, meeting
• <u>DEI work connected to PBIS</u>	PBIS: Year 1 / SOAR next level
• Questions	DAC representatives

**A culture of collaboration and connection.....**



# #1: Literacy

## STAR 360 Baseline

- Sept. 2022=68.8% , June 2023=76.2%
- Sept. 2023= 71%, June 2024.....

## SBAC

- May 2022= 78.4%
- May 2023= 77.3%



Action steps to address goal:

- **Team collaboration:**
  - **Guiding coalition** takes the work from our CAPS PD to support our grade level teams. Taking Science of Reading ideas and integrating into grade level team work. Focus on essential standards and vertical alignment. Deconstructing standards. (ladders)
  - **PLT grade level teams** identify essential standards, learning targets, progress monitoring and identifying tiered/differentiated instruction
  - **Data Teams** to analyze progress monitoring data in 6-8 week cycles of intervention (Tiers 2 and 3)
  - **Student Study team** meetings to discuss concerns and develop a plan of action. Proactive strategy.



I can explain how each detail supports the main idea.

I can recount the key details in an order that makes sense.

I can differentiate between main idea and details.

I can determine the main idea of the text.

**Learning  
Ladder  
Progression**

# Professional Development



## PLC Institute over the summer

Six teachers attended with me:

**Highlights:** Student goals (transparent), reading aloud every day, vocabulary in upper grade (semantic mapping), engaging older students, SPED teacher joining grade level PLT, students owning the learning

## Anthony Muhammad

Four teachers attended with me.

**Highlights:** Schools that are highly effective produce results that almost entirely overcome the effects of student background. Being more cognizant of how to change a student's negative perception of themselves. Strategically and concretely identify strengths for all students

## Science of Reading

All teachers provided PD. TK-3 all learning modules.  
**Highlights:** Scarborough's Reading Rope (language comprehension and word recognition), assessments connected to areas of need. SIPPS/Heggerty/Amplify programs to support phonological awareness gaps. Validation of current practices.

## CAPS - Center for Applied Policy

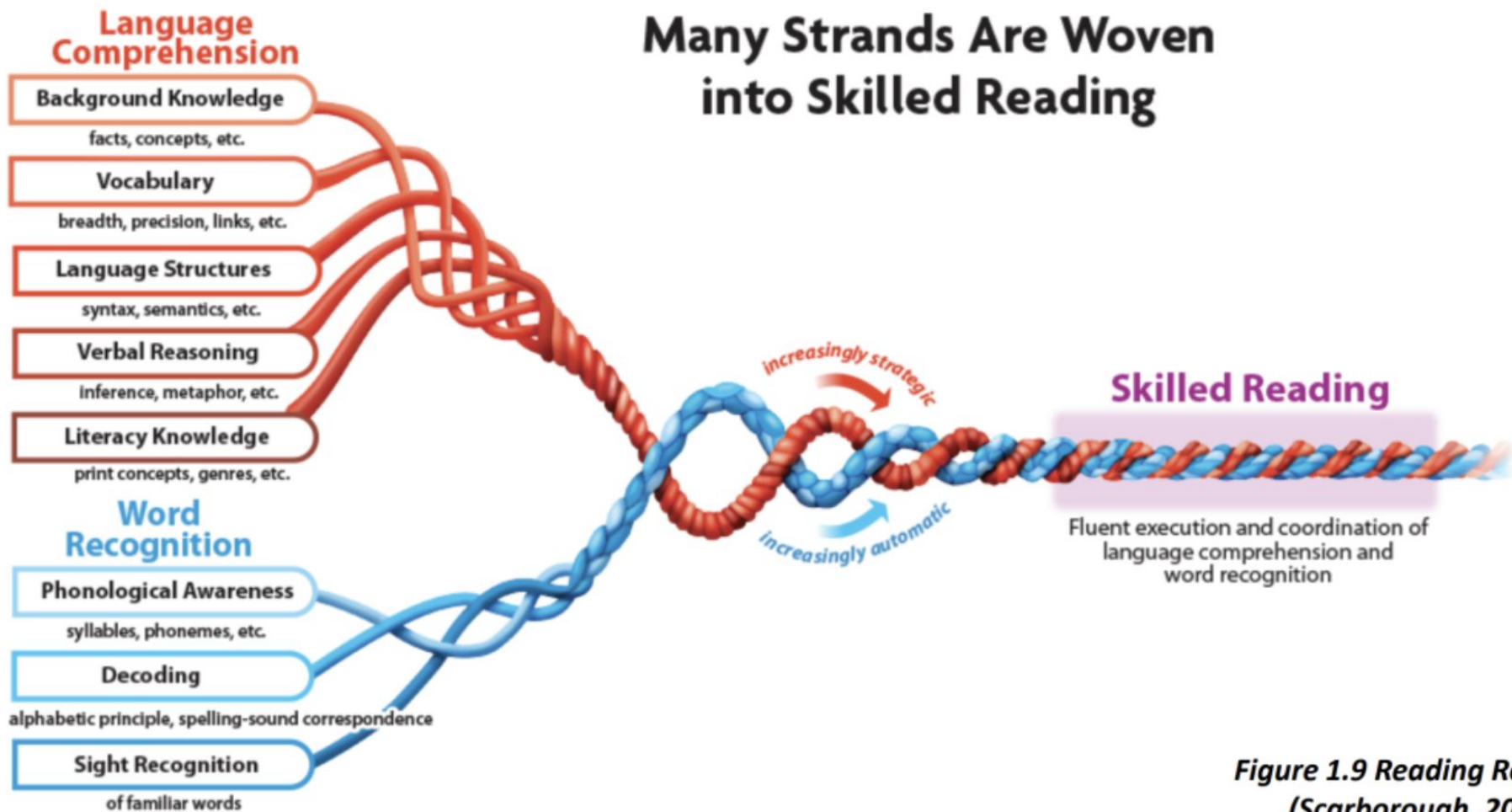
Two teachers with me Year 4.

**Highlights:** supports our work with PLT that focuses on improved student learning and results.

“We have to be students of learning *before* we bring learning to our students.”

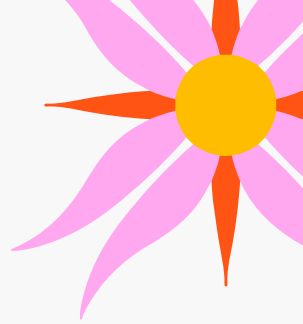


# Many Strands Are Woven into Skilled Reading



**Figure 1.9 Reading Rope**  
(Scarborough, 2001)

# #2: Attendance



Action Steps to Address goal of reducing chronic absenteeism:

- **Parent Education** during Back to School Night, PTA meetings, School Site Council meetings
- **Student education** and connecting attendance to SOAR, Being Responsible by coming to school consistently, especially for upper graders
- **Teacher monthly analysis** of student attendance and contacting parents
- **Parent Square** post two times per semester sharing our attendance data. For example:
  - classes that had least amount of absences
  - how many students have perfect attendance
  - how many students are chronically absent to date (10% of days enrolled)
  - how parents have requested Independent studies
- **Review attendance** during data teams and connect it to student progress, what are the impacts
- Teachers administer the **Mini Dessa** three times per year. Is there an impact with students who score in the red and their attendance. (Social emotional screener)

**Progress:** June 2022= **13%** June 2023= **10.7%**



# #3: Diversity, Equity, Inclusion

PBIS work integrated with our school-wide expectations (SOAR) with emphasis of supporting DEI



**SOAR** supports a safe community of learners where all are accepting and inclusive of others. School-wide agreements.

**SOAR** expectations are school-wide and teachers/staff integrate them throughout the day, within classrooms, on the playground and in all learning environments and throughout the year.

**SOAR** matrix of expectations finalizing this quarter. (student/parent feedback) Goal to add resources for explicit teaching.





# SOAR

	Safe	Open Accepting	Respectful Responsible
<b>Hallway</b>	<ul style="list-style-type: none"> <li>Walk face forward</li> <li>Keep to the right</li> <li>Keep hallways clear and clean</li> <li>Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Follow directions and be open to feedback from staff</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Stay quiet - classes are in progress</li> <li>During class have a pass/ permission</li> <li>Go directly to your destination</li> <li>Set a good example</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>Wash hands</li> <li>Report problems to an adult</li> <li>Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>Accept people's differences</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy</li> <li>Use kind words and actions</li> <li>Use equipment and supplies properly</li> <li>Go, flush, wash</li> <li>Wait your turn</li> <li>Throw trash in receptacle</li> <li>Use time wisely</li> <li>Keep water in sink</li> </ul>
<b>MPR</b>	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Walk at all times</li> <li>Stay in designated area</li> <li>Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Follow directions and be open to feedback from staff</li> <li>During assemblies, be open to performance and performers</li> </ul>	<ul style="list-style-type: none"> <li>Eyes and ears on speaker</li> <li>Participate</li> <li>Use appropriate applause</li> <li>Keep hands and feet to self</li> <li>Inside voices</li> <li>Follow directions of staff</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Report problems to an adult</li> <li>Walk out to the playground</li> <li>Stay in designated areas</li> <li>Hands and feet to self</li> <li>Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Invite others to play</li> <li>Try new activities and equipment</li> <li>Accept people's differences and abilities</li> <li>Follow directions and be open to feedback from staff</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Use kind words and action</li> <li>Line up quietly after recess</li> <li>Line up when you are called</li> <li>Set a good example</li> <li>Play by the rules</li> <li>Take care of needs during breaks (snacks, bathroom, water)</li> </ul>
<b>Lunch Area</b>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Eat only your food</li> <li>Sit while eating</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions from adults</li> <li>Invite others to sit with you</li> <li>Be accepting of others' foods</li> </ul>	<ul style="list-style-type: none"> <li>Respect other's space</li> <li>Use kind words and actions</li> <li>Clean up after yourself</li> <li>Leave a clean table, chair and floor</li> <li>Pick up and throw away trash</li> <li>Use an indoor voice</li> </ul>
<b>Specialists</b>	<ul style="list-style-type: none"> <li>Using materials correctly</li> <li>Walk at all times</li> <li>Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions from adults</li> <li>Use kind words</li> <li>Be accepting of others' abilities</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions from adults</li> <li>Use kind words</li> <li>Be accepting of others' abilities</li> </ul>
<b>Arrival/Dismissal</b>	<ul style="list-style-type: none"> <li>Stay in crosswalks and sidewalks</li> <li>Walk only</li> <li>Wait for name to get called before getting in your car</li> <li>Enter and exit in loading and unloading zone only</li> <li>Walk bikes to bike rack</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions from adults</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions from adults</li> <li>Follow electronic policies on campus</li> <li>SOAR from door to door</li> <li>Keep track of your belongings</li> </ul>





SEARCH VIDEOS

SELECT YOUR PRODUCT  
WonderGrove SOCIALSKILLS

SELECT A PLAYLIST  
All Videos

Keep Your Hands to Yourself

Go Back

How do I use this?

PRINTABLE  
EXTENSION LESSONS

Pre-K/Kindergarten

1st Grade

2nd Grade



# Be Open and Accepting

I Can...

Try new things



Invite others  
to play



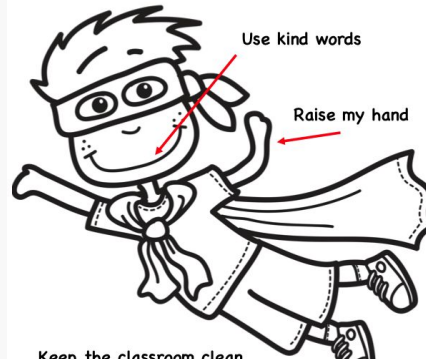
Share

# Be Respectful

I Can...

Use kind words

Raise my hand



Keep the classroom clean





## Friday SOAR Reflection Writing

Use **1** word in the first blank that reflects your week!

Next week, I'd like to continue to work on being safe, open, accepting, responsible, respectful OR the word of the week

because \_\_\_\_\_

Be thoughtful and write good reasons to explain why you chose the **1** word in the first blank.

- 1) This must be written in your best handwriting.
- 2) You need to sound out your spelling words carefully (every syllable has a, e, i, o, u, and sometimes y).
- 3) You must erase your mistakes entirely.

Once you are finished with your SOAR Reflection, please stay in your seat for further directions.

# SOAR Classroom integration

**We SOAR in Room 3**

**Safe**  
I can be safe with my body.  
walking feet  
hands to myself

**Open**  
I can open my heart and include others.

**Accepting**  
I can make mistakes and learn from them.  
BEAUTIFUL

**Respectful**  
I can be a respectful listener and take care of things.

**BE BEST**  
**BE POSITIVE**  
**BELIEVE IN YOURSELF**  
**BE RESPECTFUL OF OTHERS**

How Does This Week's Poem Connect to SOAR?

*Hurt No Living Thing* by Christina Rossetti  
Ladbird, nor butterfly,  
Nor moth with dusty wing,  
Nor cricket chirping cheerily,  
Nor grasshopper so light of leap,  
Nor dancing gnat, nor beetle fat,  
Nor harmless worms that creep.



LIAM, NILO, august, CHRIS,

Be safe & being careful

Lower chance of getting hurt. Other people will want to be safe.

Be considerate of others

WALK DON'T RUN

Our class values...

# SAFER

NO running walk beware of your surroundings don't attract people

personal

Don't run in the classroom

keep the walls of your chair down

no running in hallways

Others safe & being careful

safe, you can keep others safe and assure other people to be safe.

not being safe will get you hurt

The big idea is to accept people for who they are. Another thing is to make people feel comfortable in every way possible.

Others will feel welcome when you are accepting

Our class values...

# Accepting

- Open
- invite
- kind
- join
- welcoming

If you are not accepting the other person may feel... (text partially obscured)

If you are accepting the other person will feel welcome and happy that you invited them.

- Respecting the person in hard situations
- accept all people no matter if they are different or not.
- you need to be open to be accepting.

Open Accept: Ka'isa, Anthony

Soar to New Heights

ALLA WELCOME

IT'S not whether you get beaten down. It's whether you get back up.

Do The Right Thing Even When No One's Looking

Up, roll, and choose wisely

GRAT

MADIE

KATRINA

MYRA

MIA

Jubiana

GRACE

NAHum

ZOE

Ellen

Elle

Blaine

Thatcher

Alliya.T

COLin

bia

NOVA

PO@THILL

# SAFE

Safe means: Calm, gentle, honest, and smart

# WARRIOR

accepting

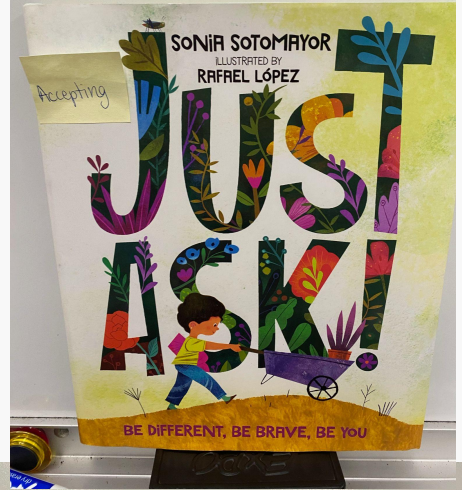
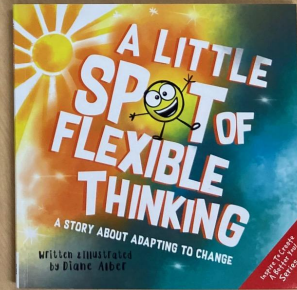
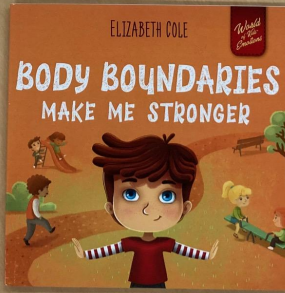
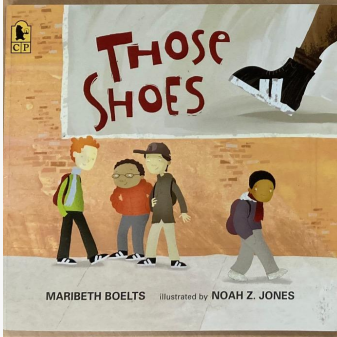
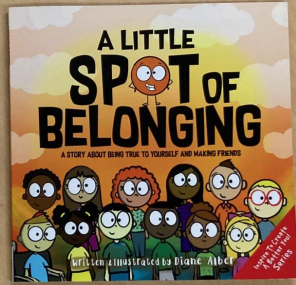
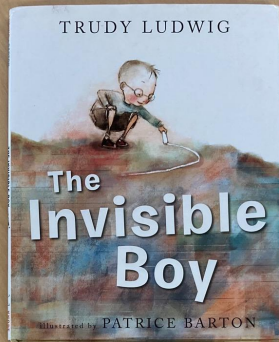
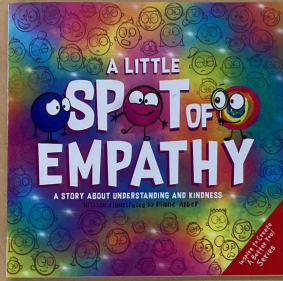
You are Enough

Your Speed does not matter for who is fastest

Show the sun and smile back someone through the stars

The difference between the possible and the impossible lies in a person's determination





SOAR High!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Where do we need to SOAR more?  
 Safe  Open  Accepting  Respect  Responsible

Why are we reflecting on our behavior? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Who did we impact negatively? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What did we learn? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I earned a Foothill SOAR ticket!

Safe  
Open  
Accepting  
Respectful  
Responsible

# Identity and Belonging

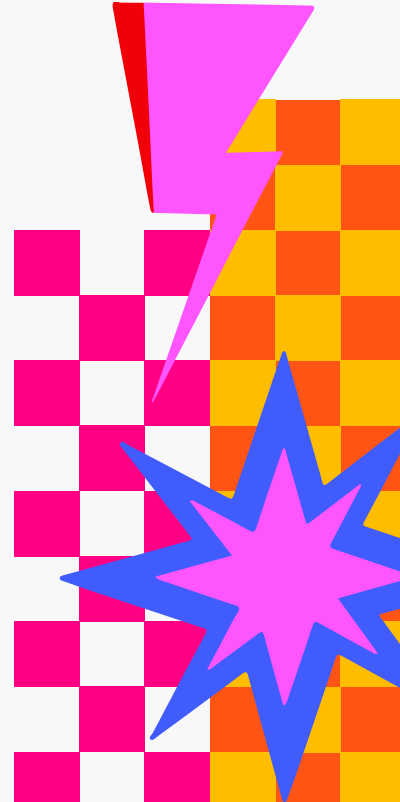


## Sharing each other's stories

- Identity activities with staff and students: Best Part of Me, How I Got my Name, Identity webs, Where I'm From, etc., All About Me posters, Be the Change book
- Morning meetings/greetings and sharing
- Appreciations and gratitude circles
- Connections at each staff meeting: Would you Rather, What's your Talent?, lightbulb moment, What's a Wow..What's a Pow, team song, etc.
- Classroom libraries and read-alouds/author studies (diverse author)

## Connecting school-wide

- Big buddy, little buddy
- Peer tutors during recess for reading
- Yard duty student volunteers
- Classroom and school-wide celebrations, monthly birthdays
- School Spirit Days
- 21 Days of Kindness-October
- Family presentations sharing traditions and celebrations
- Cultural Arts Assemblies
- New family orientation

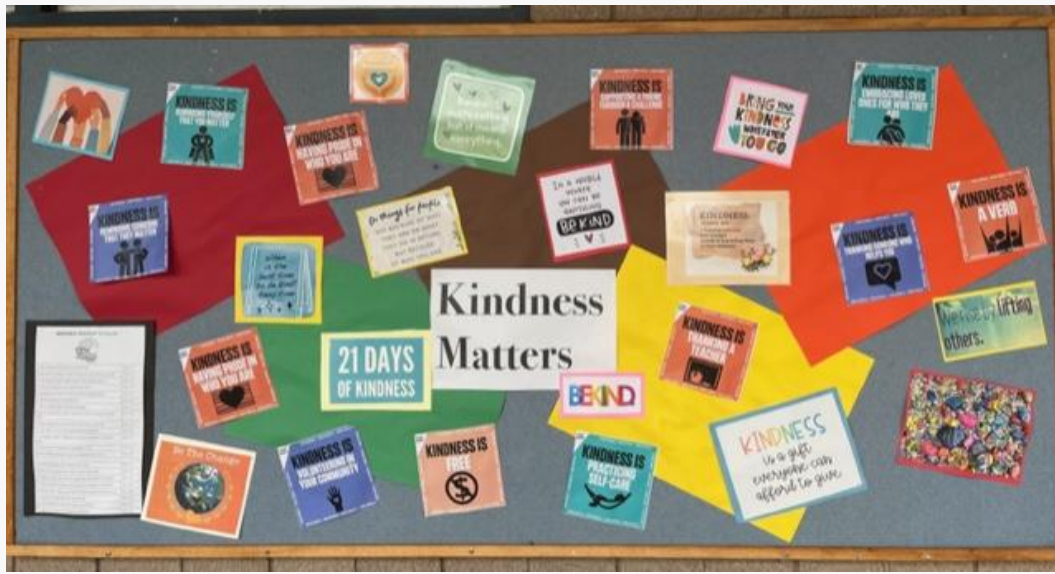


## Day 6-10 of our 21 Days of Kindness to create a HABIT during October!

6. Give someone a compliment	Oct. 16
7. Play a game with a family member	Oct. 17
8. Be an upstander - don't stand by when someone needs help	Oct. 18
9. Take a break from the screen and draw a picture	Oct. 19
10. Say thank you to your parents/grandparents	Oct. 20







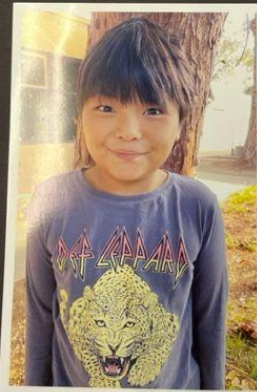
The Best Part of Me  
By, Grant

I believe the best thing about me is my hands. One reason why they are the best part of me is because I can louch things with them. Another reason it 's the best is because I can pick up my little brother. The last reason why my hands are the best is because I can climb with them. As you can see, my hands are the best part of ME!



The Best Part of Me  
By, Hanzo

I think the best part of me is my head and chest. One reason why these are the best parts of me is because they help me live. Another reason they are the best is because they help me breathe and think. The last reason why my head and chest are the best parts of me is because they can help me see. As you can see, my head and chest are the best parts of ME!



By, Nico

I think the best part of me is my teeth. One reason why they are the best part of me is because I can eat with them. Another reason it 's the best is because I can chew. The last reason why my teeth are the best is because I can brush my teeth. As you can see, my teeth are the best part of ME!

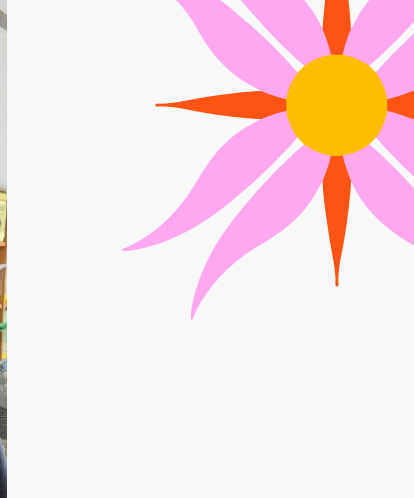
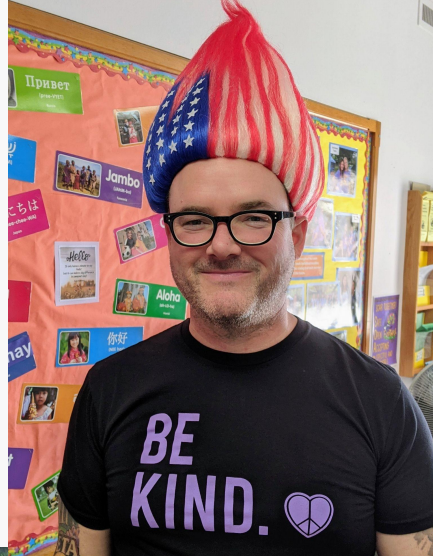
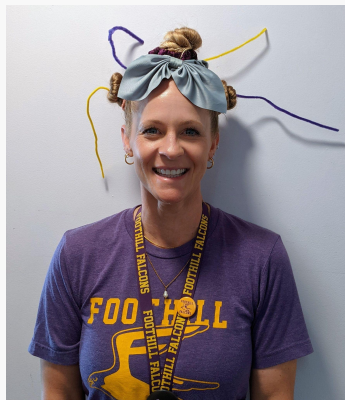


The  
Best Part  
of me

Children  
talk about

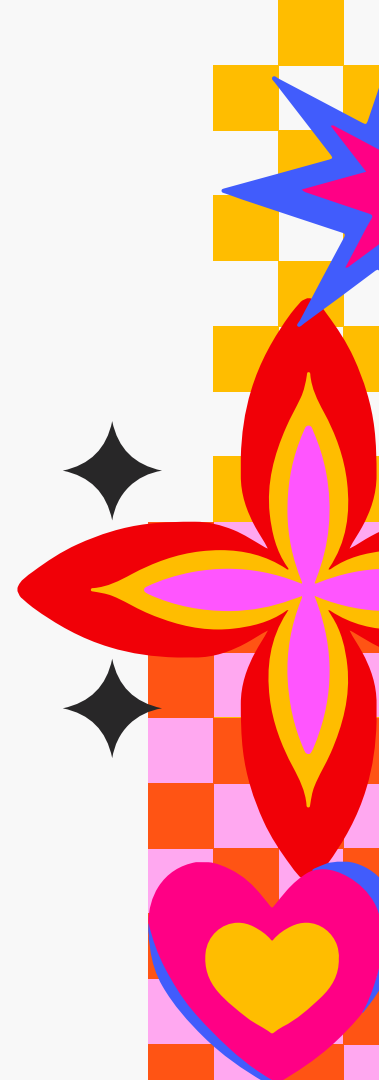


# SCHOOL SPIRIT DAY: WE'RE ALL IN...

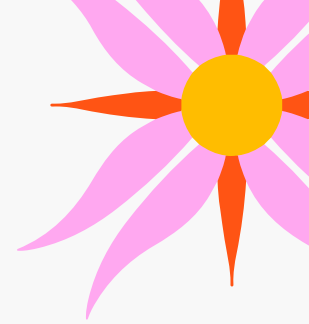


# TEAM CONNECTIONS AND CHECK-INS

- Grade level teams (PLT's)
- SPED team
- Content specialists
- Intervention specialists (LC, Tier 2)
- Playground teachers
- Food service
- Para Educators
- Front office
- After school staff
- PBIS
- CAPS
- Guiding coalition
- UTPG







**The strength of the team  
is each individual member.  
The strength of each member  
is the team.**



# THANKS!

## QUESTIONS ?

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