

CSI Elementary School Progress Updates

Progress Update #2 (Progress, Barriers, Next Steps)

Due Thursday, October 29, 2020

Post to school website

School Performance Plan Implementation: Using data from your fall interim assessment(s) please provide a short narrative (100 words or less) to capture your progress in the implementation of your School Performance Plan thus far.

Professional Development

| Progress | Barriers | Next Steps |
|---|---|--|
| <ul style="list-style-type: none">- Creating school wide effective structures- Focus on collaborative team cycle- NWEA and A-Net providing PD on unwrapping standards and analyzing data- Leadership team reading "Learning by Doing"- Strategist setting up PD with i-Ready- Socrates PD conducted with staff- Meeting with staff to ensure that they have the support they need- Admin observing CTs | <ul style="list-style-type: none">- Distance learning makes collaboration more difficult- Teachers are overwhelmed with classroom that it makes implementation of PD calendar/plan difficult- A lot of unknowns with timelines of online learning- Difficult to find PD that is relevant to the current teaching environment- Staff wants PD on teaching in a virtual setting and the leadership has been having a difficult time finding PD to support the staff | <ul style="list-style-type: none">- Instructional rounds with A-Net being planned- Find and prioritize PD that is relevant to teachers-Administration continuing to meet with staff to provide support-Continue to refine the structures we have in place and creating new structures when needed |

Family Engagement

| Progress | Barriers | Next Steps |
|---|--|---|
| <ul style="list-style-type: none">- Social Worker new to MLK to support families- FACES working with MLK- Counselor (half-time) working with families and supporting in conjunction with social worker- Website up and running, Class Dojo being used in every classroom, Parent | <ul style="list-style-type: none">- Technology and connectivity issues- Families feeling overwhelmed- Family support center hotline not qualifying families for internet | <ul style="list-style-type: none">- Math, Language Arts, and Science family day either virtual or in person-Continue weekly Wellness Checks and increase other types of home visits-Develop a structure for daily announcements |

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| <p>Link is also being used but Class Dojo is the most effective way to communicate with MLK ES families</p> <ul style="list-style-type: none"> - Weekly Wellness Checks have been a positive experience - Some positive change is coming from the Wellness Checks - Social worker and school counselor supporting families with their specific needs, doing home visits to support - Staff present to greet kids who come to get breakfast and lunch and when picking up the grade level packets - Class Dojo great for two way communication | | |
|--|--|--|

Curriculum, Instruction, Assessment

| Progress | Barriers | Next Steps |
|--|--|--|
| <ul style="list-style-type: none"> - i-Ready all students tested -Grade levels using standards mastery assessments - Teacher observations/evaluations have begun -Analyzing data and unwrapping standards document used weekly to help teachers plan lessons - MAP test completed by students - Observation cycles have been conducted | <ul style="list-style-type: none"> - Teachers are overwhelmed which makes collaboration difficult, teachers are focused on helping families - Getting students motivated to take assessments is difficult - Teachers have to work around families' schedules, get families to participate - Connectivity and technology issues - Testing more difficult with younger students | <ul style="list-style-type: none"> -Preparing the Math Data Room -Administration continue to conduct observations in classrooms and continue the evaluation cycle -Continue to focus on unwrapping standards and analyzing data |

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| <ul style="list-style-type: none">- Creating an RTI structure- MAP Data analysis conducted with each grade level and next steps determined, meetings set up for December with admin to check on progress of next steps- Reading data room complete- Grade levels meeting weekly to unwrap standards and analyze data- Purchased Socrates and i-Ready toolbox | who need more assistance to log in | |
|--|------------------------------------|--|

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Progress Update #2 (Assessment Data)

Elementary School Data: Fall MAP Assessment

Report number/percent of students scoring at or below the 40th percentile on the **ELA** Assessment

| | K | 1st | 2nd | 3rd | 4th | 5th | Overall |
|---------|------|-------|-------|-------|-------|-------|---------|
| Number | 7/48 | 23/62 | 30/55 | 33/60 | 28/56 | 50/80 | 171/361 |
| Percent | 15% | 37% | 55% | 55% | 50% | 63% | 47% |

Report number/percent of students scoring at or below the 40th percentile on the **Math** Assessment

| | K | 1st | 2nd | 3rd | 4th | 5th | Overall |
|---------|-------|-------|-------|-------|-------|-------|---------|
| Number | 11/42 | 27/61 | 28/52 | 32/58 | 36/56 | 62/80 | 196/349 |
| Percent | 26% | 44% | 54% | 55% | 64% | 78% | 56% |

Progress Update #2 (Targets and Winter Benchmarks)

1. Based on this data, list the adjustments (if any) you will be making to your action plan.
2. Set targets for the **Winter** benchmark based on this initial data:
 - Decrease the percent of K-5 students **scoring at or below the 40th percentile** from 47% to 27% by February 2021 as measured by the MAP **ELA** Growth Assessment.
 - Decrease the percent of K-5 students **scoring at or below the 40th percentile** from 56% to 36% by February 2021 as measured by the MAP **Math** Growth Assessment.
 - 800% of K-5 students **will be meeting and exceeding the established growth target** by February 2021 as measured by the MAP **ELA** Growth Assessment.
 - 800% of K-5 students will be **meeting and exceeding the established growth target** by February 2021 as measured by the MAP **Math** Growth Assessment.

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