

Lemelson STEM Academy
Progress Update #4
June 18, 20212021

Professional Development

Goal #1

Progress: Staff completed 2 day GLAD training in December 2020. The 5-day training was replaced with Peer Observations in collaboration with the GLAD team.

Barriers: There were budgetary and COVID restraints that prevented the 5-day training from occurring

Next Steps: An ELD facilitator provide writing PD to our 3-5 grade students identifying needs from teacher input, student work samples, and WIDA data. Although teachers use the Painted Essay, it has been determined to be like a graphic organizer and direct writing instruction needs to occur. We also plan to focus more on how GLAD strategies are embedded and used by students in the 2021-2022 school year.

Goal #2

Progress: Data review did occur weekly in PLCs; however, the MTSS component was not integrated into the review. Benchmark Digital Platform was a focus only in August and September. Unit planners were completed for all grade levels.

Barriers: With COVID restraints the action plan was not implemented as designed.

Next Steps: Data review will align with grade level SMART Goals in the 2021-2022 school year for more consistency and focus.

Family Engagement

Goal #1

Progress: Met goal for families to participate in Fall Conferences. No Spring Conferences were held or family session on WIDA rubric.

Barriers: Virtual meetings were not well attended by families.

Next Steps: Include as goal for 2021-2022 with ELD facilitator and FACE designing the training together after results are available in November.

Goal #2

Progress: Contact with parents was made using Connect ED, Class Dojo, Lemelson Website, Flyers, etc.

Barriers: Record keeping by teachers was not consistent.

Next Steps: Improve record keeping process for better accountability.

Curriculum, Instruction, Assessment

Goal #1

Progress: GLAD strategies were implemented into all Unit planners. Speaking rubrics were reviewed, but not used consistently.

Barriers: Focus went to lesson design and not assessment.

Next Steps: Provide coaching for successful implementation of GLAD strategies.

Goal #2

Progress: Interventions for K-2 were consistently provided according to plan. Grade 3-5 interventions were part of Tier 1 instruction due to gaps associated with all learners.

Barriers: Interventionist not hired until January.

Next Steps: Use of FOUNDATIONS as an intervention instead of Phonics First; found to be more effective.