



CSI, TSI, ATSI Progress Update Tool

Progress Update #3

Due Friday, February 26, 2021

Submit/Post to School Website

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

Professional Development

Progress – Teachers have now been trained in our NWEA fluency assessment, as well as Dreambox. Our leadership team engaged in a book study using “Learning by Doing,” focusing on the collaborative practice of our teacher teams and how we might continue responding to student learning data. Our teacher teams meet multiple times per week and engage in common planning, focusing on student assessment data and their instructional response. Our instructional coaches attend weekly, providing guidance and continued reinforcement of past professional learning sessions.

Barriers – Inconsistent school days due to weather, and increased teacher work load due to in-person and online learning options for students.

Next Steps – Continue weekly team meetings using the PDSA cycle, continue focus on common planning, and deepen knowledge of DreamBox and NWEA Fluency and how these programs support monitoring student progress.

Family Engagement

Progress – Currently conducting second round of parent/teacher conferences. Able to meet family technology needs after receiving additional laptops to help families communicate with teachers via Teams and Dojo.

Barriers – Lack of in-person events, consistent internet access for all families.

Next Steps – Continue checking out technology, including hotspots, to families in need.

Curriculum, Instruction, Assessment

Progress – All grade levels have working systems for in-person and DL students. Long term substitute teachers providing acceleration classes, which are used to remediate and extend student learning. Nearly all DL students took both math and reading MAP during winter window along with nearly 100% of in-person learners. Common plans housed in Teams, increasing continuity between classroom teachers and ancillary staff supporting specific grade levels.

Barriers – Inconsistent school days due to weather, and reduced student attendance due to pandemic related challenges.

Next Steps – Incentivize student attendance through school wide college competitions.



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Elementary and Middle Schools report interim data here:

1. Did you meet the targets established after the Fall interim assessment?

Mostly for reading, so we need to focus on progress monitoring for math.

| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|---|--|
| <p>What if any adjustments will you make to your 2020-2021 School Performance Plan?</p> | <p>What adjustments will you make to your 2020-2021 School Performance Plan?</p> <p>Continue focus on implementing NWEA Fluency to progress monitor all students, using Aims Web to monitor students receiving T2 and T3 interventions. Explore efficacy of DreamBox for monitoring student math progress.</p> |

2. What targets will you set for the spring benchmark based on this initial data?

100% of students receiving adequate progress monitoring for math and teachers adjust instruction accordingly.