



CSI, TSI, ATSI Progress Update Tool

Progress Update #2

Due Thursday, October 29, 2020

Submit/Post to School Website

School Performance Plan Implementation: Using data from your fall 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 Swope teachers continued professional development in the area of STEM through Worcestor Polytechnic Institute for the first semester through utilization of NVOSIT Grant and General Budget. Intervention Assistance Team made up of administration, teachers, and counselors working to identify supports for students at the Tier 2 and Tier 3 level. The math department received training and started Dreambox (site license) for students in math support classes. The ELA, Special Education, and Alt Ed. teachers received training in Lexia and completed the initial assessment for students to start the PowerUp program. Teachers have accessed Business Intelligence Gateway (BIG) to gain a better understanding of students' history of achievement/barriers and review of MAP scores was completed by Math Department to support correct math placement for students.

Barriers: Major barriers include meeting the needs of our struggling learners who are accessing instruction through Distance Learning and providing professional development necessary to meet the needs of students and teachers. Maintaining a minimum of 5 different programs to meet the needs of different learners takes away professional development time from colleagues during PLC as many of the teachers are focused on singleton courses. Additional professional development and more time needed to support teachers who are struggling with unit planning in the manner of interdisciplinary STEM units. More time needed to implement interventions in Multi-Tiered Systems of Support (MTSS) tab to accurately track individual progress for students going through Interventional Assistance Team (IAT).

Next Steps Continuation of professional development opportunities for teachers, counselors, and staff to include completion of WPI Training and continuing education scheduled for our Instructional Leaders through monthly district trainings. Introductory professional development for a new teacher working to support our English Language Learners. Swope will continue professional development offerings and embedded support from Implementation Specialists as well as time set aside for our mentor teachers to support new teachers at the site level. Our Instructional Leaders will continue to attend district supported professional development meetings. Instructional Leaders met to discuss grade distribution of progress grades and teachers with common planning preps will use this data to review summative assessments utilized, working to start the conversation regarding formative assessments. Formal observations and walkthroughs to continue through the rest of the semester as well as through the school year.

Family Engagement

Progress Communication of TSI designation rolled out with an understanding Swope continues to make gains, but will remain a TSI school for a total of three years. Weekly communication home to parents for updates and regular progress reports for parents of our distance learners. Monthly Parent Faculty Association (PFA) meetings held and fundraising efforts of Panther Prowl scheduled. Much of this money to be spent on safety and technology for classrooms. CEIS Funds utilized to allow for interpreter to communicate with Spanish-speaking families currently in place after loss of funding at the beginning of



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the year. In the interim, WCSD Family School Partnerships helped provide funding. Quarterly newsletter mailed home to families.

Barrier Low response with regards to communication efforts made to some families with belief that phone numbers and/or email addresses may not be accurate

Next Steps: Continue to work and update parent information in Infinite Campus. Continue supports to include community outreach and gain more connection to families as well as accurate information. Schedule times for Spanish Speaking families to come in and meet with school administration/counselors with interpreter scheduled at times which allow for attendance. Send questionnaire home to Spanish-speaking families to identify those times.

Curriculum, Instruction, Assessment

Progress Core Curriculum Teachers accessing Business Intelligence Gateway (BIG) to gain a better understanding of students' history of achievement/barriers and review of MAP scores used by Math Department to support correct math placement and implementation of Dreambox. Identification of Essential Standards provided by each department and math common formative assessment implemented mid-semester to identify areas of strength and growth opportunities in comparison to the Essential Standards.

Weekly ELA department collaboration to align content, lesson planning, instruction, and assessments with the expectations of the Nevada Academic Content Standards (NVACS) and implementation of Lexia started to improve reading scores for in-person and hybrid students. Quarterly Progress Monitoring to communicate concerns with parents and start referral process for IAT. Monies for Tuesday and Thursday after-school tutoring with a licensed English and Math teacher (47 days) secured. 53 Interventionist dates to support 7th and 8th grade Tier 3 students secured. ELA teachers continue vision for increasing the amount of time reading and working with other departments to increase the relevancy of writing to specific audiences.

Barriers Developing a system for improving the amount of time students have supervision during interventions or implementing a reward system to increase time spent on Lexia and Dreambox. Implementing Lexia with our Distance Learners.

Next Steps Work with 7th and 8th grade teams to coordinate communication to parents on intervention ideas and create PBIS plan to increase attendance for all interventions. Review SLO Data to consider ways to improve classroom instruction. Quarterly Progress Monitoring for Teams. Continue PLC time for teachers so they have a chance to work collaboratively and use action research (common standards, lessons, assessment) to achieve better results in the classroom. Set up opportunity for Instructional Leader walkthrough of their departments. Possible consideration of monies utilized for Saturday School to be transferred for use of additional after-school tutoring second semester.

Elementary and Middle Schools report interim data here:

1. Based on this data, list the adjustments (if any) you will be making to your action plan? At this point in time, Swope Middle School will not be making adjustments to the plan. CEIS monies were recently received and implementation of the intervention plan has yet to be started. Continuing to collect information and data from current action plan and awaiting more information from the Lexia implementation as well as the formative assessment conducted this past week. Possible changes to action plan will be a result of communication with stakeholders regarding current practices as well as data from assessments.



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

Swope Middle School will use formative and summative assessments created in the classroom and by the WCSD, but targets are not yet revised as assessment data must still be analyzed from recent common math assessments. Additionally, Swope is waiting to identify other assessments before adjusting current benchmarks, but will continue to work towards growth on SBAC of 1-2% based on assessment data from 2018-2019 SY due to COVID considerations which eliminated the ability to test, using MAP or SBAC, during the 4th quarter of the 2019-2020 SY.