



CSI, TSI, ATSI Progress Update Tool

Progress Update #3

Professional Development

Progress: Completion of WPI Training for Swope Instructional Leaders and math department was completed in November 2020, utilizing funds from NVOSIT Grant to pay for the training and General Budget funds to pay for substitute teachers. Intervention Assistance Team made up of administration, teachers, and counselors completed CASTLE training for MTSS. The math department continues to utilize Dreambox (site license) for students in math support classes as well as to provide supports for hybrid learners on virtual days. The ELA, Special Education, and Alt Ed. teachers continue to meet regarding data from Lexia and scheduled a data meeting upon return from Spring Break. Teachers Business Intelligence Gateway (BIG) for planning of lessons and Student Learning Objectives. Common PLC Assessments and post-assessment conversations regarding item analysis and learning as the focus for math. Continued focus on Essential Standards and learning in PLCS.

Barriers: Implementing virtual learning was a barrier identified by teachers early due to a lack of experience using technology is less of an issue. Largest barrier has been maintaining structured times for fidelity of MTSS training and PLCs due to missing personnel due to COVID or Leave of Absence, snow, and fire days. Lack of ELD training available at the district level for our new teacher.

Next Steps: Continued focus on PLC time as well as create opportunities for relevant learning opportunities for our students and teachers, utilizing the current construction expansion taking place at our school site. Continue to support professional development opportunities for teachers to improve learning using SIOP Strategies for our ELD students. Our Instructional Leaders will continue to attend district supported professional development meetings. Instructional Leaders continue to consider assessments and teachers with common planning preps to 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. GT Math teachers will be attending a math conference virtually in March with administration.

Family Engagement

Progress Continuation of communication with families through the Swope Weekly Update, distance learners through Edgenuity/Blackboard, and Quarterly Newsletters. Distance learning families receive weekly progress reports and this semester students are scheduled for daily Zoom calls with teachers. Monthly PFA meetings held via Zoom, CEIS funds continue to help fund an interpreter to communicate. Teams of teachers sending out updates on lessons moving forward to parents on a consistent basis. PBIS implementation of rewards for acts of kindness, SEL skills demonstrated, etc. Improved accuracy of Infinite Campus information of parents.



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Barriers	COVID-19 related barriers have limited in-person meetings and ability to meet with parents for home visits.
Next Steps	Begin meeting again on regular basis and reach out to incoming 6 th and 7 th grade families for course selection and increase communication/participation in planning for next school year. 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	Using Essential Standards to backwards plan 2nd semester units and begin next school year units. Incorporation of Essential Standards into SLO and school-wide completion of the SLO. Continued use of Common Assessments and PLC's to identify strengths teaching and best practices for learning. Move to support distance learners through a blended learning model as opposed to full-Edgenuity to decrease number of academic lessons taught and increase personal communication with students and families. 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. Monies for Tuesday and Thursday after-school tutoring with a licensed English and Math teacher (47 days) implemented virtually with a focus to move to in-person after Spring Break. 53 Interventionist dates to support 7th and 8th grade Tier 3 students implemented. Librarian and 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. Nevada Reading Week Activities scheduled for the first week of March.
Barriers	Time and focus on current units limit abilities to give complete focus to future units.
Next Steps	In identifying areas of improvement in planning, creating an action plan to address those areas and improve upon them. 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. Did you meet the targets established after the Fall interim assessment?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
What if any adjustments will you make to your 2020-2021 School Performance Plan?	What adjustments will you make to your 2020-2021 School Performance Plan? Adjustments include working to support students gaining access to on-site intervention opportunities as current virtual tutoring is



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<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	<p>being attended sporadically and at a low rate. We believe maintaining consistent focus on improving instruction through the PLC process and improving access to our current interventions will lead to improvement in a year that has struggled providing students structure.</p>

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

Swope Middle School will use formative and summative assessments created in the classroom and by the WCSD. Targets are based on Essential Standards and assessment data is analyzed from recent common math assessments during PLC. 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.