

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:
All teaching staff was provided training aligned to our three foci: Planning for Learning, Shifting the Lift and Whole Child supports during the initial weeks of school. These trainings provided specific instruction on (1) standards-based backward planning to create instructional plans for ELA and Mathematics, (2) language acquisition strategies and scaffolds, and (3) lessons to support students' social and emotional growth to support their academic work. Since that training staff has created and implemented these instructional plans and collected student work to determine student progress toward targeted goals. The content of our early release Wednesdays focus on common planning of these instructional plans or collaborative teams (discussion of student work/data and instructional implementation).
Barriers
- COVID-19 safety policies and procedure limit some opportunities for implementation of instructional plan, including small group instruction and instructional centers.
- In the first quarter, smoke days/digital learning days interrupted the implementation of instructional plans and pace.
- Misunderstanding of the instructional planning process and standards-based backward planning.
Next Steps
- Make adjustments to classroom environments for the delivery of targeted instruction for groups of students while adhering to known COVID-19 safety guidelines (determine what practices can relaxed or changes, i.e. directionality of students).
- Provide additional professional development sessions on instructional plans and backward planning during Nov. 3 professional development sessions.

Family Engagement

Progress
We promoted digital parent forums for the opening of the school year, hosted the annual Title I meeting digitally and completed our fall Student-Parent-Teacher Conferences. Our parent forums were attended by a handful of or parents (= 5) and there were no attendees at our annual Title I meetings. We were successful meeting with 92% of our parents during the Student-Parent-Teacher Conference week. Our parent forums and annual Title I meeting were offered on the Microsoft Teams digital platform and the Student-Parent-Teacher Conferences were offered either virtually through Teams/Zoom (and phone) or in person.
Barriers
- Virtual meetings make it difficult to encourage participation and provide personal connection.
- COVID-19 restrictions to campus and campus activities limit our connections with families to provide meetings, trainings and recruit parent council members.
Next Steps

- Our FACE Liaison will develop a monthly newsletter to keep families informed of school information events and supports.

- Our FACE Liaison will schedule recurring meetings either virtually or in-person following safety guidelines.

Curriculum, Instruction, Assessment

Progress

We are implementing our Tier I curriculum in both ELA and mathematics. This implementation follows our standards-based, backward planning processes so that we can target the priority standards for this school year. Included in the plans are specific language-acquisition strategies and scaffolds that support student success in achieving grade level standards. Each instructional plan lists criteria for success and assessments that are used to study the success of the implementation of the instructional plans.

- 26% of students assessed on the Fall MAP in Reading are projected to be proficient at the end of the year.

- 9% of students assessed on the Fall MAP in Math are projected to be proficient at the end of the year.

Barriers

- COVID-19 safety policies and procedure limit some opportunities for implementation of instructional plan, including small group instruction and instructional centers.

- In the first quarter, smoke days/digital learning days interrupted the implementation of instructional plans and pace.

- Misunderstanding of the instructional planning process and standards-based backward planning.

Next Steps

- Make adjustments to classroom environments for the delivery of targeted instruction for groups of students while adhering to known COVID-19 safety guidelines (determine what practices can be relaxed or changed, i.e. directionality of students).

- Provide additional professional development sessions on instructional plans and backward planning during Nov. 3 professional development sessions.

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?
 - **Instructional plans will be adjusted to support targeted instruction in ELA and Mathematics.**
 - **More specific student work samples and common assessments will be aligned to instructional plans and studied through our collaborative team process in order to make instructional adjustments.**
2. What targets will you set for the Winter benchmark based on this initial data?
 - **The number of students meeting standards or above standards on common assessment and student work artifacts will increase by 10%.**
 - **The number of students projected to be proficient by the end of the year will increase by 10% as measured by the Winter MAP assessment.**