

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:
All teaching staff was provided training in the first component of the explicit instruction model (modeling, prompted practice, independent practice) in order to ensure the intentional planning of student learning outcomes and the teaching processes that lead students to rigorous learning. At the beginning of the year, teachers received professional development around Planning for Learning. This training session provided specific direction on (1) standards-based backward planning to create instructional plans for ELA and Mathematics. Observation data did not demonstrate that teachers were backward planning from the standard and implementing instruction that met the learning needs of the students and accelerated students in independent practice. After the training session, every classroom teacher planned a lesson and was observed implementing the model. Feedback outlining positive and areas for improvement was provided within 24 hours of the observation.
Barriers
- Misunderstanding of the instructional planning process and standards-based backward planning.
- Teachers learning new teaching practices and implementing them in the classroom mid-year.
- Unclear expectations in planning lessons around the priority standards and use of Tier I curricula.
- Additional responsibilities and challenged related to COVID-19 precautions and procedures.
Next Steps
- Continue observation/feedback processes to hone expectations related to explicit instruction.
- Provide additional professional development sessions on intentional planning and explicit instruction processes.

Family Engagement

Progress
Our FACE implemented monthly newsletters and regular communication through Class Dojo. She provides ongoing support for families via phone, email and direct outreach. She is the initial contact for families that need support and materials for Distance Learning. In addition she is working with families to ensure enrollment is up-to-date- to guarantee a consistent communication with the school and a smooth transition to the 2021-2022 school year. We also just completed our Spring Parent-Student-Teacher conference week. Conferences are required for students in risk factors (like attendance) or students off the pathway scoring below the 40 th percentile in reading and math Winter MAP assessments.
Barriers
- Digital and phone communication make outreach processes more cumbersome. Contact with families relies on one-to-one communication in most cases.

- 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 continue to support families and target communicating helping families complete online registration.

- Our FACE Liaison will continue to support and encourage positive attendance and academic achievement for our Distance Learning students and families.

- Our FACE Liaison will complete end-of-the-year tasks including planning family engagement goals, targets and events based on this year's data.

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.

- 24% of students assessed on the Winter MAP in Reading are projected to be proficient at the end of the year. This demonstrated a decrease of 2% projected proficient during the Fall MAP administration. This data includes Distance Learners assessment data (they were not included in the Fall administration of the assessment).

- 6% of students assessed on the Winter MAP in Math are projected to be proficient at the end of the year. This demonstrated a decrease of 3% projected proficient during the Fall MAP administration. This data includes Distance Learners assessment data (they were not included in the Fall administration of the assessment).

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, snow days interrupted the implementation of instructional plans and pace.

- Misunderstanding of the instructional planning process and standards-based backward planning (noted above).

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.

- Continue observation/feedback processes to hone expectations related to explicit instruction.

- Provide additional professional development sessions on intentional planning and explicit instruction processes.

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?

- ✓ We intentionally shifted professional development to address the needs identified in our observation data. As a result, we implement specific professional development sessions to support teachers in implementing explicit, standards-based instruction.
- ✓ We have additional sessions planned to complete this process.
- ✓ We will continue direct observation and face-to-face feedback processes to communicate expectations and next steps for teachers.
- ✓ Professional development plans will be based on needs assessment from observation data.
- ✓ Collaborative teams will study student learning artifacts and plan instruction to accelerate learning and close learning gaps.

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

- ✓ The number of students projected to be proficient by the end of the year will increase by 10% as measured by the Spring MAP assessment.