



CSI, TSI, ATSI Progress Update Tool

Progress Update #4

Due Wednesday, May 26, 2021

Submit/Post to School Website

School Performance Plan Implementation: Using data from your spring 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 second component of the explicit instruction model (modeling, developing understanding, 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 and feedback sessions provided teachers with specific feedback on their implementation of the modeling portion of the lesson following the initial professional development cycle. The feedback sessions provided an opportunity to identify areas of strength in implementing the modeling portion of the explicit instruction cycle. The follow-up training session in March provided specific information and resources for the developing understanding portion of the cycle. After the training session, every classroom teacher planned a lesson and was observed implementing the model. Feedback outlining positive and areas for improvement was, once again, 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



CSI, TSI, ATSI Progress Update Tool

began planning Ace Day to help families with resources they might need to start school on time. Tentative date is July 26.

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 implement 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.

- 26.2% of students assessed on the Spring MAP in Reading are projected to be proficient or advanced at the end of the year. 29.2% of students assessed were projected to be proficient or advanced after the Winter administration of MAP. 26.8% of students assessed were projected to be proficient or advanced after the Fall administration of MAP. Anderson students demonstrated decrease of 0.2% of students projected to be proficient or advanced for the 2020-2021 school year. However, students were not able to maintain the gains noted in the Winter administration of the MAP Reading assessment. Winter to spring, projected proficiency declined 3%. Winter and Spring data includes Distance Learners assessment data (they were not included in the Fall administration of the assessment).

- 18.2% of students assessed on the Spring MAP in Math are projected to be proficient or advanced at the end of the year. 9.4% of students assessed were projected to be proficient or advanced after the Winter administration of MAP. 14.8% of students assessed were projected to be proficient or advanced after the Fall administration of MAP. Anderson students demonstrated an increase of 3.4% projected to be proficient or advanced for the 2020-2021 school year. Winter and Spring 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).



CSI, TSI, ATSI Progress Update Tool

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 professional development sessions throughout the year. Consistently pair professional development with specific observation and feedback 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 Winter interim assessment?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
What if any adjustments will you make to your 2021-2022 School Performance Plan?	What adjustments will you make to your 2021-2022 School Performance Plan?
<p>For our 2021-2022 School Performance Plan, we will:</p> <ul style="list-style-type: none"> ✓ Review assessments for alignment of leading and lagging indicators that will show incremental growth over the year, but also provide a valid projection of students' proficiency on SBAC. ✓ Provide a specific professional development plan that supports teacher efficacy in backward planning from the standard, implementation of high-leverage teaching techniques and use of effective strategies/scaffolds/inputs that accelerate student learning. ✓ Develop consistent and aligned family engagement activities to support students in and outside the classroom. 	