

**Progress Update #3 (Progress, Barriers, Next Steps)**

**Due February 28, 2020**

**Post to school website**

School Performance Plan Implementation: Please provide a short narrative (100 words or less) to capture your progress in the implementation of your School Performance Plan thus far.

**Professional Development**

Progress	Barriers	Next Steps
<p>Professional development has been provided weekly with a focus on strategies for teaching to different learning styles, behaviors, gender, ethnicity, etc. Most recently, PD has provided teachers with instructional strategies to support African/American male scholars, such as including activities that incorporate gross motor skills in lessons. Teachers analyze NWEA MAP assessment data to determine the needs of all scholars and develop targeted intervention groups. Classroom walkthroughs, using a data collection tool, are continuing and help to identify the needs for professional development.</p>	<p>Because of the change in administration, the staff development schedule must be revisited and possibly revised. The principal will work to develop a schedule in alignment with the needs of staff and scholars.</p>	<p>The CCSD ELL Division is scheduled to provide professional development on instructional strategies that support the success of English learners. These instructional strategies will benefit the language development and learning of all scholars. The staff will discuss the possibility of adjusting the schedule for next year to better meet the needs for weekly professional development and provide opportunities for teachers to observe effective instructional strategies in other classrooms.</p>

**Family Engagement**

Progress	Barriers	Next Steps
<p>Parent engagement activities are scheduled regularly (Literacy Night, STEM Night, Girl Talk, awards ceremonies, Student of the Month, holiday programs). Kickboard is used in the MS and Class Dojo in ES to facilitate regular communication with parents. A Student Incentive Activity will focus on getting students interested in coming to school.</p>	<p>Grades are not showing correctly in Infinite Campus. The principal will contact the Office of Charter Schools for assistance with IC concerns.</p>	<p>Parent/teacher conferences are scheduled for February 18th. Teachers will create and share portfolios with student work samples, academic performance, attendance, and behavior information. Blackboard will be used to connect to notification system and the staff will continue to work towards providing all documents in English and Spanish. Staff are personally calling parents and inviting them to engagement activities at the school. Upcoming events include a Living History Museum and a Quiz Bowl.</p>

**Curriculum, Instruction, Assessment**

Progress	Barriers	Next Steps
<p>The administration has worked to ensure that all classrooms are staffed with credentialed teachers. Teachers are working to implement Journeys and My Math curriculum. Each class has a scheduled intervention hour towards the end of the day for ELA and math remediation or enrichment. Title I aides and elective teachers provide focused, small-group intervention every day. Staff continue working to relocate and connect projectors, document cameras, and Smart Boards. As part of the RTI process, the Student Study Teams work to identify and implement supports and track progress of students who are not meeting academic or behavior expectations. Informal classroom walkthroughs focus on the objective of the lesson and whether the students know what they are learning. The class walkthrough tools focus on learning environment, instructional practices, and student engagement. Classroom teachers are expected to post the lesson's objective(s) on the board and engage students in understanding what they are learning, why they are learning it, and how they will know if they have learned it.</p>	<p>It is a challenge to get students to read regularly. The staff are encouraging reading by giving away books to students and reading grade-level appropriate novels in the classrooms each quarter. Some Smart Boards are in undesirable places and need to be moved. This requires additional time and resources. Because of the change in administration, the instructional leaders are working to streamline the curriculum materials and focus on what has worked in the past. Student behavior continues to be a barrier. The staff continues to work on implementing a consistent, school-wide system and changing perceptions about effective behavior supports.</p>	<p>Establishing a consistent curriculum for math, science, and social studies is a priority. Some resources for history and science have been located and are being reviewed. An effective curriculum for middle school ELA will also be researched.</p>

**Progress Update #3 (Assessment Data)**

Number/percent of students scoring at or below the 40th percentile on the ELA Assessment

Winter	K	1st	2nd	3rd	4th	5th	Overall
Number	30/35	17/23	30/39	21/26	24/28	22/27	144/178
Percent	85.7%	73.9%	76.9%	80.7%	85.7%	81.5%	80.9%

Number/percent of students scoring at or below the 40th percentile on the Math Assessment

Winter	K	1st	2nd	3rd	4th	5th	Overall
Number	38/45	18/23	34/40	25/27	28/28	20/27	163/190
Percent	84.4%	78.3%	85.0%	92.5%	100.0%	74.1%	85.8%

Number/percent of students meeting growth targets on the ELA Assessment

Winter	K	1st	2nd	3rd	4th	5th	Overall
Number	2/6	1/12	9/36	1/23	7/21	7/17	27/115
Percent	33.0%	8.3%	25.0%	4.3%	33.3%	41.2%	23.5%

Number/percent of students meeting growth targets on the Math Assessment

Winter	K	1st	2nd	3rd	4th	5th	Overall
Number	4/15	1/16	9/35	1/12	0/9	5/15	20/102
Percent	26.7%	6.3%	25.7%	8.3%	0.0%	33.3%	19.6%

**Progress Update #3 (Targets and Spring Benchmarks)**

1. Did you meet the targets you established in progress update #2 submitted October 31, 2019?

The elementary school targets to reduce the percent of students below the 40th percentile in reading and math were not met. The targets of 50% of students meeting growth targets in ELA and math were not met.

2. Based on this data, list the adjustments (if any) you will be making to your action plan.

Yes	No
<b>What, if any, adjustments will be made to the action plan?</b>	<b>What adjustments will be made to the action plan?</b>
	School staff will continue to strengthen Tier 1 instruction through the implementation of new ELA and math curriculum and blended learning components. Teachers will focus on ensuring students have a strong foundation of phonics to support reading success. A school-wide intervention block, supported by standards-aligned, rigorous instructional materials will be implemented in order to provide Tier 2 instruction based on students' needs. Teachers will use MAP data to identify students' needs and develop targeted intervention groups.

**3. Set targets for the Spring benchmark based on this data:**

- Decrease the percent of K-5 students scoring at or below the 40th percentile from 80.9% to 72.8% (10% reduction) by the spring assessment in May 2020 as measured by the MAP ELA Growth Assessment.
- Decrease the percent of K-5 students scoring at or below the 40th percentile from 85.8% to 77.2% (10% reduction) by the spring assessment in May 2020 as measured by the MAP Math Growth Assessment.
- Increase the percent of K-5 students meeting and exceeding the established growth target from 23.5% to 25.9% (10% increase) by the spring assessment in May 2020 as measured by the MAP ELA Growth Assessment.
- Increase the percent of K-5 students meeting and exceeding the established growth target from 20.0% to 22.0% (10% increase) by the spring assessment in May 2020 as measured by the MAP Math Growth Assessment.