

# Hancock ES CSI Elementary School Progress Updates

## Progress Update #4 (Progress, Barriers, Next Steps)

Post to school website - **June 18, 2021**

School Performance Plan Implementation: Using data from your spring interim assessment(s) 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**

<b>Progress</b>	<b>Barriers</b>	<b>Next Steps</b>
<p>The Assessment Department provided professional learning on using common assessments, the MAP Learning Continuum, and analyzing MAP data.</p> <p>The EL Division provided professional development focused on higher level questions to support rigorous instruction.</p> <p>PD was given on Actively Learn and planning for Summer Acceleration Academy. Follow-up emails are sent by the strategist.</p>	<p>PD has been difficult to focus on during the transitions to hybrid and in-person instruction.</p> <p>There is not enough time to follow up on all professional development.</p> <p>We have requested an additional 30 minutes be added to the daily schedule. Some planning decisions are on hold while we wait for approval.</p>	<p>More follow-up professional development is needed to help teachers effectively use MAP results.</p> <p>Professional development next year will focus on implementation of new curriculum (Lucy Calkins, Reading Mastery, Corrective Reading, enVisions 2020).</p> <p>Effective teaching strategies will be broken down to provide teachers with professional development and coaching around a monthly area of focus.</p>

### **Family Engagement**

<b>Progress</b>	<b>Barriers</b>	<b>Next Steps</b>
<p>Planning for the 2021-2022 school year, budget considerations, and grading reform were discussed at the SOT meetings.</p> <p>Family meetings (with a Spanish translator) included information about the hybrid instructional model and provided opportunities for parents to ask questions.</p>	<p>The variety of challenges experienced during the COVID pandemic have made it hard for some families to focus on engaging with the school.</p>	<p>Continuing to communicate with parents about student grades, awards ceremonies, online registration for next year, and Summer Accelerator Academy.</p> <p>Next year staff have indicated a desire to provide virtual options for parent engagement events and conferences.</p>

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<p>The FACES Division provided a family engagement event to help parents support learning at home. The EL Division provided a parent event focused on the WIDA assessment.</p> <p>A drive-through celebration for PreK, K, and 5th grade promotion was held.</p>		
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### **Curriculum, Instruction, Assessment**

<b>Progress</b>	<b>Barriers</b>	<b>Next Steps</b>
<p>Two Certified Temporary Tutors (CTT) provided additional interventions for students.</p> <p>The second FastBridge benchmark results were analyzed to assist teachers with identifying students in need of additional support.</p> <p>FastBridge progress monitoring and final benchmark assessments have been used to track students' growth.</p> <p>WIDA, SBAC, and MAP assessments have been completed. A student engagement event was held to encourage active participation on the SBAC assessments.</p>	<p>Constant changes during the transition to in-person learning made it difficult for teachers and staff to keep up.</p>	<p>Next year, students will continue to be provided with interventions to fill learning gaps and build foundational skills.</p> <p>Next year, students will engage in tracking their own data and setting goals using STAR and FastBridge.</p>

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## Progress Update #4 (Assessment Data)

### Elementary School Data: Spring MAP Assessment

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

	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Overall</b>
Number	48/88	58/82	38/68	53/89	54/90	31/58	282/475
Percent	54.5%	70.7%	55.9%	59.6%	60.0%	53.4%	59.4%

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

	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Overall</b>
Number	47/87	59/82	55/70	67/86	65/87	37/56	330/468
Percent	54.0%	72.0%	78.6%	78.0%	74.7%	66.1%	70.5%

Report number/percent of students meeting growth targets on the ELA Assessment

	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Overall</b>
Number	22/76	27/77	32/63	50/79	45/79	30/55	206/429
Percent	29.0%	35.1%	50.8%	63.3%	57.0%	54.5%	48.0%

Report percent of students meeting growth targets on the Math Assessment

	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Overall</b>
Number	19/75	19/77	15/64	32/80	29/81	18/58	132/435
Percent	25.3%	24.7%	23.4%	40.0%	35.8%	31.0%	30.3%

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## Progress Update #4 (Targets)

1. Did you meet the targets established after the Winter interim assessment?

Targets for spring MAP assessments were not met. There will be a need during summer school and next school year to focus on building foundational skills so that students have the skills they need to master grade-level standards.

2. Based on the information above, what adjustments (if any) will be made to the 2021-2022 School Performance Plan?

What adjustments will you make to your 2021-2022 School Performance Plan?

Next year, a schoolwide math curriculum and intervention materials (enVisions 2020) will support standards-based instruction. A schoolwide reading skills and writing curriculum will support skills-based planning and intervention materials will support closing learning gaps (Smarty Ants /Achieve 3000, Reading Mastery, Corrective Reading, Lucy Calkins). Students will participate in intervention groups that are aligned to the students' current needs and skills.

Academic Support Funds will be used for an intervention strategist to provide instruction to identified students and professional learning for teachers. An additional teacher will be hired to reduce class sizes. Remaining funds will purchase FastBridge licenses to provide academic and behavioral support for students in the bottom quartile and progress monitoring tools for teachers.