

CSI, TSI, ATSI Progress Update Tool

Progress Update #3

Numa Elementary

Professional Development

Progress	Barriers	Next Steps
<p>Goal 1: Professional development to ensure academic achievement in reading to support student needs with focus on IEP, ELL, FRL, at risk students for the content standards in English Language Arts.</p> <p>Professional development was planned for and completed for the Learner-Centered Framework (LCF) development, RB3/ILIP, vocabulary strategies, and comprehension strategies. Additional professional development for all staff included effective ways to teach syllables to struggling readers. The EL Specialist teacher has attended several Professional Development days conducted by NWRPDP focused student support focused on co-teaching. The principal and one teacher attended the iNacol symposium which focused on personalized learning. Two Special Education teachers completed training on Leveled Literacy Intervention System (LLI). Two special education teachers, two regular education teachers, the principal, and a parent will be attending the InclusionNV Conference in April to learn about effective educational practices that promote inclusion and success for students with disabilities. A featured are is "Literacy Considerations for Children with Disabilities". The principal attended the Digital Convergence Conference which focused on delivering learning experiences that directly reflect student competencies (i.e. Modern Learning). The principal and two LCF Implementation Specialists will tour Lindsay Unified School District</p>	<p>There are no barriers to providing the needed professional development. However, there are some challenges that will need to be addressed. The biggest challenge is turnover of teaching staff. Numa will potentially have 33% of the licensed staff new to the site for the 2020-21 school year. The challenge will be to provide the needed PD to and support for the new staff. Another challenge is available substitutes to cover staff when participating in professional development opportunities during the school day.</p>	<p>The next steps concerning professional development includes continued professional development opportunities and support for the staff. Next steps also include planning for professional development for next year with supports for all teachers with emphasis on new teachers. The professional development will continue to build on current work. Numa Elementary will continue working on and refining curriculum, instruction, and assessment through the Learner-Centered Framework focused on ELA. Focus will also be placed on completing the units of study, learning targets, course summary documents, rubrics/assessments for ELA.</p>

<p>in California to observe their performance-based system.</p>		
<p>Goal 2: Professional development to ensure academic achievement in math strategies to support student needs with focus on IEP, ELL, FRL, at risk students to embed and strengthen grade level conceptual understanding and procedural fluency through the teaching of math computation. The professional development for math is being addressed primarily from the Learning Centered Framework (LCF) development.</p>	<p>There are no barriers to providing the needed professional development. However, there are some challenges that will need to be addressed. The biggest challenge is turnover of teaching staff. Numa will potentially have 33% of the licensed staff new to the site for the 2020-21 school year. The challenge will be to provide the needed PD to and support for the new staff. Another challenge is available substitutes to cover staff when participating in professional development opportunities during the school day.</p>	<p>The next steps concerning professional development includes continued professional development opportunities and support for the staff. Next steps also include planning for professional development for next year with supports for all teachers with emphasis on new teachers. The professional development will continue to build on current work. Numa Elementary will continue working on and refining curriculum, instruction, and assessment through the Learner-Centered Framework focused on Math. Focus will also be placed on completing the units of study, learning targets, course summary documents, rubrics/assessments for Math.</p>

Family Engagement

Progress	Barriers	Next Steps
<p>Goal 1: Inform and provide information for:</p> <ol style="list-style-type: none"> 1. Nevada Academic Content Standards (ELA) 2. Report Cards 3. Assessments (MAP, SBAC) 4. Parent Compact <p>Information will be provided by various means including, parent/teacher conferences, literacy events, and web page.</p> <p>Provide parent involvement activities. Numa Elementary informed and provided information to parents which included Nevada Academic Content Standards for ELA, Assessments (MAP, SBAC), and the Parent Compact. Information was provided by various means including, parent/teacher conferences, literacy events, and web page.</p> <p>Numa Elementary has provided parent involvement activities for ELA which</p>	<p>There are no barriers to providing the parent information. However, the challenge is parent participation in some activities. Some of the parent participation in activities is due to conflicting activities (i.e. sporting events, clubs, etc.). Every attempt is made to avoid other school and community events when planning for family engagement activities on site.</p>	<p>Numa Elementary will continue to provide information and parent involvement activities throughout the year.</p>

included information provided by Numa’s Literacy Specialist.		
<p>Goal 2: Inform and provide information for:</p> <ol style="list-style-type: none"> 1. Nevada Academic Content Standards (Math) 2. Report Cards 3. Assessments (MAP, SBAC) 4. Parent Compact <p>Information will be provided by various means including, parent/teacher conferences, Math events, and web page.</p> <p>Provide parent involvement activities. Numa Elementary informed and provided information to parents which included Nevada Academic Content Standards for Math, Assessments (MAP, SBAC), and the Parent Compact. Information was provided by various means including, parent/teacher conferences, math events, and web page.</p> <p>Numa Elementary provided parent involvement activities.</p>	<p>There are no barriers to providing the parent information. However, the challenge is parent participation in some activities. Some of the parent participation in activities is due to conflicting activities (i.e. sporting events, clubs, etc.). Every attempt is made to avoid other school and community events when planning for family engagement activities on site.</p>	<p>Numa Elementary will continue to provide information and parent involvement activities throughout the year.</p>

Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
<p>Goal 1: Improve the use of effective instructional strategies and assessments that address the Nevada Academic Content Standards shift in literacy. Intervention work with all students. Completion of Learner-Centered Framework Development work. Numa Elementary staff has been working extensively on curriculum, instruction, and assessment through the Learner-Centered Framework. Units of study, learning targets, course summary documents, rubrics/assessments and other curriculum related tools and materials have been completed for ELA. All teachers have begun implementing some of this work into their classrooms. A Reading Specialist has been hired and is currently providing reading intervention to students who scored less than 40% on NWEA MAP.</p>		<p>Numa Elementary will continue working on and refining curriculum, instruction, and assessment through the Learner-Centered Framework focused on ELA. Focus will also be placed on completing the units of study, learning targets, course summary documents, and rubrics/assessments.</p>

<p>Goal 2: Improve the use of effective instructional strategies and assessments that address math. Continue intervention work with all students. Completion of Learner-Centered Framework Development work. Numa Elementary staff has been working extensively on curriculum, instruction, and assessment through the Learner-Centered Framework. Units of study, learning targets, course summary documents, rubrics/assessments and other curriculum related tools and materials have been completed for Math. All teachers have implemented this work into their classrooms.</p>		<p>Numa Elementary will continue working on and refining curriculum, instruction, and assessment through the Learner-Centered Framework focused on Math. Focus will also be placed on completing the units of study, learning targets, course summary documents, and rubrics/assessments.</p>
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Elementary and Middle Schools report interim data here:

The following table is Numa’s results for NWEA MAP. The preliminary data indicates a reduction in the number of students falling below the 25% in all categories including sub categories from fall to winter.

Numa Elementary School NWEA MAP								
Percent of Students Scoring At or Below 25th Percentile								
	# Students	F17 % Students Scoring At or Below 25th Percentile	S18 % Students Scoring At or Below 25th Percentile	# Students	F18 % Students Scoring At or Below 25th Percentile	S19 % Students Scoring At or Below 25th Percentile	# Students	F19 % Students Scoring At or Below 25th Percentile
Mathematics								
ALL	492	28%	22%	493	25%	14%	499	24%
Non-EL	441	26%	21%	453	23%	14%	464	22%
EL	51	49%	32%	40	48%	25%	35	57%
Non-FRL	241	26%	17%	227	21%	13%	238	18%
FRL	251	31%	26%	266	28%	16%	261	30%
Reading								
ALL	492	28%	22%	492	20%	11%	500	23%
Non-EL	441	25%	20%	453	19%	11%	465	21%
EL	51	61%	37%	39	33%	13%	35	46%
Non-FRL	241	26%	17%	227	17%	7%	238	18%
FRL	251	31%	26%	265	23%	14%	262	27%

The following data tables reflect student outcomes of those student participating in LLI reading intervention. Both 4th and 5th grade students experienced significant gains from fall to winter MAPs.

Teacher 4 th Grade	Fall to Winter Graduated	Fall Percentile	Winter Percentile
Fleming	Student	38/193	58/206
Fleming	Student	31/190	58/206
Fleming	Student	17/183	64/208
Dixon	Student	11/179	58/206
Dixon	Student	11/179	58/206
Dixon	Student	2/165	73/212

Dixon	Student	21/185	51/203
Dixon	Student	25/187	40/199
Stier	Student	33/191	61/207
Stier	Student	33/191	58/206
Stier	Student	31/190	56/205
Hansen	Student	19/184	43/200
Hansen	Student	27/188	58/206
Hansen	Student	36/192	56/205
Hansen	Student	13/180	40/199
Johnson	Student	36/192	64/208
Johnson	Student	19/184	45/201
Johnson	Student	27/188	56/205
Burch-Urquhart	Student	36/192	40/199
Burch-Urquhart	Student	1/158	43/200
Burch-Urquhart	Student	36/192	56/205
Burch-Urquhart	Student	21/185	45/201
Burch-Urquhart	Student	19/184	51/203
Moore	Student	23/186	64/208
Gutierrez	Student	25/187	71/211
Gutierrez	Student	38/193	53/204
Brown	Student	23/186	58/206
Brown	Student	7/175	48/202
Brown	Student	36/192	53/204
Brown	Student	13/180	56/205
Brown	Student	33/191	64/208

Teacher 5 th Grade	Fall to Winter Graduated	Fall Percentile	Winter Percentile
Brown	Student	27/196	58/212
Reibsamens	Student	34/199	81/222
Reibsamens	Student	39/201	55/211
Solinski	Student	39/201	65/215
Wickware	Student	36/200	50/209
Wickware	Student	27/196	55/211
Wickware	Student	34/199	44/207
Wickware	Student	13/199	55/211
Wickware	Student	34/199	47/208
Austin	Student	34/199	60/213
Austin	Student	31/198	70/217
Austin	Student	31/198	52/210
Mills	Student	31/198	41/206
Mills	Student	21/193	73/218
Mills	Student	17/191	55/211
Mills	Student	29/197	58/212
Mills	Student	39/201	58/212
Lee	Student	39/201	70/217
McGowan	Student	17/191	41/206
McGowan	Student	31/198	60/213
Kerr	Student	34/199	65/215
Kerr	Student	34/199	41/206

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

<input checked="" type="checkbox"/> Yes	<input 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?
The plan for the 2020-2021 School Performance Plan is to continue support for the action strategies currently in place. We will revisit the SPP in the spring once MAPs, LLI, and other data is available. Adjustments will be considered at that time. Adjustments will be made based on direction of CCSD's plans for professional development, curriculum, and instruction	

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

- a. Spring benchmark Targets for students are set through NWEA MAP expected growth. Targets are set for those students participating in LLI reading intervention (50 percentile).

High Schools data here:

% of 9th grade student credit sufficient/deficient

% of students (by grade level) on track to graduate

1. Did you meet the targets you established in the last progress update submitted October 31, 2019?
2. Based on this data, list the adjustments (if any) you will be making to your action plan.
3. What targets will you set for the next progress update based on this initial data?