

# CSI, TSI, ATSI Progress Update Tool

## Progress Update #3

### Professional Development

<p>Progress: CCMS PBIS team led a 2<sup>nd</sup> semester staff refresher on 1/8/20. PBIS team leaders engaged in coaching, agenda setting, and teambuilding PD to improve their monthly meetings And effectiveness as a team on 1/16/20, Continued PD by the PBIS committee 1/23/20, this will be ongoing throughout the school year.</p> <p>Full day PD for Learner Center Framework on 11/8/19 and half-day PD for the Learner Centered Framework was held on 12/6/19 and 1/7/20. PD on Academic Conversations for EL and all learners took place on half days on 12/6/19 and 1/7/19, and will continue in March.</p>	<p>Barriers: PBIS - Falling back on previous habits, continuing the momentum. Staff is struggling with the shift to restorative practices, traditional methods of response to behavior (detention, suspensions) are comfortable, and staff feels lack of support when traditional methods are not used.</p>	<p>Next Steps: Next all staff meeting is 3/4/20. All staff engagements and PBIS team meetings are also scheduled in April and May. The team is refining the data collection process and finalizing the PBIS staff expectations matrix.</p>
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### Family Engagement

<p>Progress: CCMS secured a parent to commit to</p>	<p>Barriers: Participation – lack of involvement</p>	<p>Next Steps: Continue to create opportunities to</p>
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<p>joining and meeting with our School performance Team (she began in December). Two parent focus groups met in November for a meeting with the state Superintendent and with Safe Voice. CCMS held a Literacy and Family Book Club in February and will wrap-up the month long literacy focus on March 19.</p>		<p>invite and connect with families. Math has planned a parent engagement night for 4<sup>th</sup> quarter. CCMS community as a whole is planning and participating in International Night (celebrating world culture) on April 9, 2020</p>
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### **Curriculum, Instruction, Assessment**

<p>Progress: CCMS has implement the TELL assessment to monitor EL students' progress and needs in November, December, and January of the 19-20 school year. Seven PLC meetings have been held to continue to develop the work of the Learner Centered Framework were held between November 1 and February 28 (also see PD). Implement and data collection on Academic Conversations (continued through March). CCMS staff has met on 4 dates to work</p>	<p>Barriers: Time, getting departments, and individuals that instruct in elective areas and others to the same point. Fear or resistance to change is always a learning process/barrier</p>	<p>Next Steps: CCMS will continue to build assessments, learning guides, and vertically align Learner-Centered Framework. CCMS will focus on reaching EL students in an inclusion format. We are continuing to engage in student conversations and building discourse as well as student agency.</p>
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<p>on Learner Agency. CCMS held a working short term committer to evaluate the use of our school day (schedule) and barrier to filling gaps in math instruction to improve student performance. In the end we created a new schedule with a great emphasis on math instructional time, and introducing Project Based Learning opportunities to all students. This committee met in November, December, and January to propose needs and changes in schedule in January to Superintendent Stephens.</p>		
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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
<p>What if any adjustments will you make to your 2020-2021 School Performance Plan?</p>	<p>What adjustments will you make to your 2020-2021 School Performance Plan? Although we did observe growth for students in math and reading it was not the projected growth in 6<sup>th</sup> grade math, 6<sup>th</sup> grade reading, and 7<sup>th</sup> grade reading. In math we have adjusted or plan to include ALEKS math program that is individualized lessons, assessment, and growth monitoring to fill in gaps in instruction.</p>

	This happens in math classrooms and in advisory class. Both math and ELA classrooms are field testing the Learner Centered Framework this semester with a data tracking system with students to goal set, remediate in a timely manner, and adjust instruction quickly.
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2. What targets will you set for the Spring benchmark based on this initial data?

High Schools data here:

% of 9<sup>th</sup> 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?