

**Progress Update Fall Update, #2 (Progress, Barriers, Next Steps)**  
**MONACO MS 276**

**Professional Development**

<b>Progress</b>	<b>Barriers</b>	<b>Next Steps</b>
<ul style="list-style-type: none"> <li>- PD provided by Reading Edge and Carnegie Math</li> <li>- PD focused on how to teach online classes to support teachers with virtual learning</li> <li>- Focus on blended learning, conducting small groups online, engaging students in online learning, student behaviors online</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperative groups for PD is difficult online</li> <li>- Online PD is challenging when modeling or collaborating</li> <li>- Science curriculum PD very expensive</li> </ul>	<ul style="list-style-type: none"> <li>- If students come back to school, focus of PD will be small groups and differentiation</li> <li>- PD for Science department curriculum being scheduled with vendor</li> </ul>

**Family Engagement**

<b>Progress</b>	<b>Barriers</b>	<b>Next Steps</b>
<ul style="list-style-type: none"> <li>- More participation in parent meetings before distance learning</li> <li>- Some success in parent teacher conferences/progress reports</li> <li>- About 50% participation in conferences</li> <li>- CIS and 2 social workers doing home visits weekly to support families</li> </ul>	<ul style="list-style-type: none"> <li>- Plans for in person trainings based on parent feedback but parents prefer in person format</li> <li>- Trouble with participation from parents virtually</li> <li>- No parents available for SOT/online parent meeting</li> <li>- Parents denying Google Meet invites</li> </ul>	<ul style="list-style-type: none"> <li>- Trainings focused on raising a middle school students and using love and logic</li> <li>- Continue communication with families to have them encourage students to engage in distance learning classrooms</li> </ul>

**Curriculum, Instruction, Assessment**

<b>Progress</b>	<b>Barriers</b>	<b>Next Steps</b>
<ul style="list-style-type: none"> <li>- All ELA teachers utilizing Reading Edge and all math teachers utilizing Carnegie math</li> <li>- Reading Edge successful in 6th grade as well as special ed., long-term and</li> </ul>	<ul style="list-style-type: none"> <li>- No Science curriculum outline</li> <li>- Student engagement with distance learning has been challenging</li> <li>- Students sign on and walk away from computers</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase Science curriculum to support Science teachers</li> </ul>

August 2020

School Improvement Department

Assessment, Accountability, Research, and School Improvement (AARSI) Division

<p>newcomer classes, and one 7th grade class</p> <ul style="list-style-type: none"> <li>- Science and Social studies are utilizing same rubrics and writing practices as ELA classes with an emphasis on their content</li> <li>- ELA instruction with Reading Edge going well, vendor very much supporting the teachers with implementation</li> <li>- Students more engaged in ELA classes than other classes</li> <li>- Carnegie Math is working with Math department and supporting those teachers</li> <li>- Science curriculum has been purchased</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of engagement with students on-line: students afraid to turn on cameras and participate</li> <li>- Getting students engaged has been a challenge</li> <li>- Specialists struggling with online instruction and finding ways to engage students and provide effective instruction without materials</li> </ul>	
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**Progress Update #2 (Assessment Data)****Middle School Data: Fall MAP Assessment**

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

	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>Overall</b>
Number	200/328	178/317	195/348	573/993
Percent	61%	56%	56%	58%

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

	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>Overall</b>
Number	212/318	190/309	199/343	601/970
Percent	67%	61%	58%	62%

**Progress Update #2 (Targets and Winter Benchmarks)**

1. Based on this data, list the adjustments (if any) you will be making to your action plan.
2. Set targets for the **Winter** benchmark based on this initial data:
  - Decrease the percent of 6-8 students **scoring at or below the 40th percentile** from 58% to 48% by February 2021 as measured by the MAP **ELA** Growth Assessment.
  - Decrease the percent of 6-8 students **scoring at or below the 40th percentile** from 62% to 52% by February 2021 as measured by the MAP **Math** Growth Assessment.
  - 50% of 6-8 students will be **meeting and exceeding the established growth target** by February 2021 as measured by the MAP **ELA** Growth Assessment.
  - 50% of 6-8 students will be **meeting and exceeding the established growth target** by February 2021 as measured by the MAP **Math** Growth Assessment.