

# 2019-2020 School Improvement Plan Evaluation

As a Title I school, CIE is afforded many educational allowances to further promote success. In order to determine the effectiveness of Title I expenditures, data is collected. This is a summary of the results, which are outlined in greater detail in the School Improvement Plan (SIP). Due to the COVID-19 Pandemic, many of the results are partial or not available.

## Goals/Results

### Goal 1

K- 3<sup>rd</sup> students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 5% from Fall 2019 to Spring 2020 as follows:

#### Results:

- K- 55% to 60%, Results: 82%
- 1<sup>st</sup>- 51% to 56%, Results: 56%
- 2<sup>nd</sup>-60% to 65%, Results: 60%
- 3<sup>rd</sup>-51% to 56%, Results: 82%

NOTE: Because of the March school closure due to COVID-19, DIBELS Next Middle of the Year (MOY) scores.

**Reflection:** The DIBELS Next goals were established for End of the Year (EOY), so it cannot be determined whether or not these goals would have been achieved. However, looking at the MOY data verifies that reading levels, other than for kindergarten and third grade indicate significant percentages of students reading below benchmark, particularly in first grade. The ELA Guaranteed Curriculum texts are on grade level, so when students are reading below level, effective rates of mastering the Guaranteed Curriculum are not as high, and many times have a direct correlation with student reading levels. IRLA for grades K-2<sup>nd</sup> is part of the core curriculum and is designed for students to read on their reading level, promoting growth and reading success. Hopefully, IRLA will result in more students reading on benchmark by EOY as well as the rigorous ELA curriculum.

### Goal 2

In Spring 2019 to Spring 2020 the ELA and Math Assessment Index scores on LEAP 2025 as follows:

- **ELA:** Increase by 4 Assessment Index points from 86.0 (2019) to 90.0 (2020)
- **Math:** Increase by 7 Assessment Index points from 79.1 (2019) to 86.1 (2020)

NOTE: Because of the March school closure due to COVID-19, the LEAP 2025 standardized test was not taken by third grades.

**Results:** Third Grade Interim 360 (Assessment aligned with the Guaranteed Curriculum given to third graders at Middle of the Year (MOY))

- ELA-66.5%
- Math-66.18%

**Reflection:** The Third Grade Interim ELA (66.5%) and Math (66.2%) scores indicate instruction was effective given the data. The results are analyzed greatly by staff (third grade teachers, instructional coaches, and instructional para) to continually adjust instruction to promote success and mastery. Also, the instructional para continues to develop EAGLE assessments to further progress monitoring on standards indicating weaknesses.

### Goal 3

In Spring 2019 to Spring 2020 the students in the subgroup “Students With Disabilities” for the Whole School will increase their Assessment Index on LEAP 2025 as follows:

- **LA:** Increase by 5 Index points from 47.0 (2019) to 52.0 (2020)
- **Math:** Increase by 32 index points from 18.0 (2019) to a 50.0 (2020)

Note: Because of the March school closure due to COVID-19, the LEAP 2025 standardized test was not taken by third grades.

**Results/Reflection:** Since the LEAP 2025 was not taken in 2020, the LEAP 360 Interim scores are somewhat indicative of third grade progress, however, these results are for the entire third grade population and are not specific to SWD. Great focus to promote success among Students with Disabilities (SWD) is in place. Co-Teaching is designed to expose all students to Guaranteed Curriculum instruction. With two teachers in the classroom, student individual needs are more adequately met. Also, students needing scaffolding and smaller group instruction can receive this in a co-teaching classroom. We feel more effective results are being witnessed among SWD in relation to the co-teaching model. Also, students needing instruction in a resource setting are also receiving Guaranteed Curriculum instruction with scaffolding as needed. Regular and Special Education Teachers work together collaboratively to develop instruction that yields the most effective results for SWD.

### Parent Survey Results

Note: Due to COVID 19, the Parent Survey was not conducted, so there are not any results available.

### Parent Family Events (PFE’s) Evaluation

- **Meet and Greet (August 8, 2019)**

The overall success based on attendance/participation was highly effective. Over 300 people were in attendance. Classroom teachers continue to report that the parents/families are very receptive to filling out necessary paperwork, so this gets done in a timely manner, allowing a smooth transition into the 19/20 SY. Informative forms explaining what a Title I school is, as well as 18/19 Title Evaluation summary makes valuable information available to families. The majority of Exit Tickets, over 90%, yielded “Excellent” results.
- **Math and Literacy Family Learning Night Parent Family Event (March 10, 2020)**

Over 300 people attended, indicating an effective turn out. The teachers reported a steady flow of families engaging in the learning events and the exit tickets were overall positive with the majority of the ratings being effective.

  - **Staff Overall Feedback-**
    - 1.5 hours as opposed to 2 hours was just as effective
    - Limiting number of areas events took place in led to greater attendance of learning activities, and clearer directions for families
    - Having the Book Fair in conjunction with the event yielded positive results. The importance of reading at home and learning students’ reading levels were promoted greatly. The Reading Interventionist and ELA Instructional Coach working with families/students at the Book Fair had very positive results as well.

## Individual Grade Level Parent Family Events

### ➤ **Grades Pre-K and Kindergarten (October 22, 2019) and Second Grade, (November 20, 2018)**

The overall attendance was good for both grade level PFE's. Some teachers had many family members attend, while others had very few. School hour PFE's are not as well attended as those held after school hours, but they are necessary to meet the needs of all family members. Also, the PFE is very effective in that family members can engage in classroom learning activities and then extend this learning at home. The exit tickets all received positive reviews.

## Educational/Intervention Programs

### ❖ Effectiveness Measure:

- **DIBELS Next**
  - Kindergarten-82% At or Above Benchmark, 18% below Benchmark
  - First-46% At or Above Benchmark, 54% below Benchmark
  - Second-60% At or Above Benchmark, 40% below Benchmark
  - Third-82% At or Above Benchmark, 18% below Benchmark

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| NOTE: All programs effectiveness ratings are based on DIBELS Next MOY scores for those students receiving the intervention. |
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- **BURST**
  - Kindergarten 100%
  - First Grade-41.7%
  - Second Grade-36.4%
  - School-57.8%
- **Project Read**
  - Third Grade-50%
- **MOBYMAX**
  - Third Grade-50%
- **My Reading Assistant**
  - Third Grade-66.7%

**Reflection:** The intervention program is done with great fidelity and intervention groups are developed based on data results so that specific skills are being targeted. For the first semester most students, with the exception of third graders, were getting the BURST intervention. The second semester incorporated other interventions such as Project Read, so to increase effectiveness. MOY DIBELS Next results continue to indicate that interventions are needed. Additionally, Intervention groupings, and the type of interventions being done, are continually evaluated so to improve effectiveness. Designing a school wide intervention plan, meeting specific guidelines/criteria, improved the effectiveness of the intervention program. We are looking forward to implementing IRLA as an intervention for third graders next school year, and are hoping it will yield effective results.

## English Learner Proficiency Test (ELPT) Results

### ❖ Effectiveness Measure:

- **ELPT** Of the 17 students taking ELPT the results indicate that 14 students scored "Progressing", while 3 students scored "Emerging"
- **Third Grade Interim 360**
  - ELA-66.5%
  - Math-66.18%
- **DIBELS Next**
  - Kindergarten-82% At or Above Benchmark, 18% below Benchmark
  - First-46% At or Above Benchmark, 54% below Benchmark
  - Second-60% At or Above Benchmark, 40% below Benchmark
  - Third-82% At or Above Benchmark, 18% below Benchmark

**Results/Reflection:** EL students are placed in/receive interventions according to the schoolwide intervention program policies/guidelines. Because students receiving interventions are grouped according to their needs, the interventions are effective as they meet student needs. Also, if the intervention grouping or type of intervention is not effective, the intervention grouping/type of intervention will be adjusted. Additionally, an EL Para works with some EL students twice weekly for 30 minutes each session. During this time, EL students can receive interventions to further promote academic success.

## Student Assistant Team

- ❖ Effectiveness Measure:
  - DIBELS Next
    - Kindergarten-82% At or Above Benchmark, 18% below Benchmark
    - First-46% At or Above Benchmark, 54% below Benchmark
    - Second-60% At or Above Benchmark, 40% below Benchmark
    - Third-82% At or Above Benchmark, 18% below Benchmark

**Results/Reflection:** This year, thirty-six students were put up for the SAT process. Of these students, twelve were referred for a PAS Evaluation. Seven of these students will/are receive(ing) speech services through Special Education. The other students were/are in the process of getting a classification that will help promote academic success, as they will get an IAP or IEP to better meet their needs. Those students not being referred for an evaluation either moved to another school, witnessed academic success and are no longer in need of SAT, and finally some students will continued to be monitored.

## School Discipline Results

Discipline Frequency Reports were reviewed towards the end of each month beginning August 28<sup>th</sup>. The following data indicates the total number of major and minor behavior incidents:

- September: 22
- October: 13
- November: 10
- December: 10
- January: 56
- February: 47
- March: 21

After reviewing the monthly data, the PBIS team set goals each month in order to improve/decrease specific frequent behaviors. Monthly goals were as follows:

- September: *Physical contact* –not met-increased
- October: *Physical contact* – improved greatly-decreased *Following directions* – improved – decreased
- November: *Physical contact* – decreased (goal is to get to zero referrals for inappropriate physical contact)
- December: *physical contact* decreased
- January: *physical contact* – met this goal, but other specific behaviors increased *Disturbing learning environment* – met this goal, but other specific behaviors increased
- February: *Following directions:* decreased *Being respectful:* decreased VIP rewards implemented this month
- March: *Physical Contact, Following directions* both improved

2019-2020 Major Referral Data:

- 102 total Major Referrals
- 48 total students (15.53%)
- 2019-2020 Out of School Suspension Rate: **4.21%**

## **Professional Development/Professional Learning Communities for Staff Members**

**Results:** According to the End of Year PLC/PD Survey,

- 88.2% of the Chahta-Ima Faculty believed that their PLC time was highly effective
- 11.8% felt that their PLC time was somewhat effective

Qualitative feedback includes comments that PLC was time to focus on students' needs. Qualitative feedback also includes comments that teachers would like

- More time to for grade level collaboration
- Increase opportunity to create common assessments
- To participate in Learning Walks to gain a better understanding of implemented curriculum and programs