

Progress Update #2 (Progress, Barriers, Next Steps)

School Performance Plan Implementation: 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

Progress	Barriers	Next Steps
<p>At Rundle we are sending teachers and staff members to the Get Your Teach On conferences (October and January), Ron Clark Academy, Silver State technology conference, and a leadership conference</p>	<p>Substitute coverage for teachers while at the conferences.</p>	<p>Finding a leadership conference that aligns with the vision of the school.</p>

Family Engagement

Progress	Barriers	Next Steps
<p>We continue to add to our family engagement opportunities. As in years' past, we have at least one monthly evening event, a monthly after school activity (Snack Time with Books), Academic Parent Teacher Teams (APTT) three times per year, and English classes bi-weekly for parents. This year we have added 16 nutrition classes for parents and our social worker will work with FACES to schedule additional classes. Additionally, we have added a support staff person (funded by an outside source) solely responsible for creating community partnerships to provide more opportunities for our students and families.</p>	<p>We have several ideas that we would like to implement, we don't have time to get them all established and rolled out. We add what we can feasibly facilitate each school year.</p>	<ol style="list-style-type: none"> 1. Our designated support staff will continue to make community connections. 2. Our social worker will continue to work with FACES to schedule classes.

Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
Last year, we adopted Ready Common Core in Math and Reading. This year, we added the iReady component for intervention purposes. Teachers have been taught how to use iReady diagnostic results and individual student progress monitoring to facilitate focused instructional groupings and target deficits. Additionally, teachers are using Ready Common Core formative assessments as a tool in drafting their end of unit assessments. These assessments match the rigor of SBACs.	Shifting historical mindsets to practices is a large barrier. Student readiness is not commensurate with rigor of Ready Common Core so teaching staff is trying to adjust instruction to both meet student needs and get them where they need to be.	iReady growth indicators will be pulled every six weeks. Fastbridge is now ready for student progress monitoring (those under 40%ile in MAP reading and math). Students that need weekly or bimonthly PM will be PM on Fastbridge. Student data binders with admin and teachers doing data checks and goal setting with students.

Progress Update #2 (Assessment Data)

Elementary School Data: Fall MAP Assessment

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

	K	1st	2nd	3rd	4th	5th	Overall
Number	N/A	90	71	71	50	64	346
Percent	N/A	66.6%	65.7	62.8	41.3	62.7	59.7

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

	K	1st	2nd	3rd	4th	5th	Overall
Number	N/A	88	63	71	72	71	365
Percent		65.1%	58.8	62.8	59.5	69.6	63.1

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

	3rd	4th	5th	Overall
Number	54	44	64	162

Percent	48.6	36.6	63.3	48.7
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Progress Update #2 (Targets and Winter Benchmarks)

1. Based on this data, list the adjustments (if any) you will you be making to your action plan. We will continue to follow our school performance plan and the actions steps that we have planned.
2. Set targets for the **Winter** benchmark based on this initial data:
 - Decrease the percent of 1-5 students **scoring at or below the 40th percentile** from 59% to 47% by January as measured by the MAP ELA Growth Assessment.
 - Decrease the percent of 1-5 students **scoring at or below the 40th percentile** from 63.1% to 49% by January as measured by the MAP Math Growth Assessment.
 - Decrease the percent of 3-5 students scoring at or below the 40th percentile from 48.7% to 22% by January as measured by the MAP **Science** Growth Assessment.
 - 53% of 1-5 students **meeting and exceeding the established growth target** by January as measured by the MAP **ELA** Growth Assessment.
 - 51% of 1-5 students **meeting and exceeding the established growth target** by January as measured by the MAP **Math** Growth Assessment.
 - 78% of 3-5 students **meeting and exceeding the established growth target** by January as measured by the MAP **Science** Growth Assessment.