



CSI, TSI, ATSI Progress Update Tool

Progress Update #4

Professional Development

Progress We provided professional development to our teachers in April on Special Education Co-Teaching. Also, our two District EL Coordinators came out and worked with our School EL Coordinator and two EL tutors on SIOP strategies and other high-yield strategies to serve that student population.
Barriers We have had very few local, regional, and national face-to-face professional development opportunities due to Covid-19 this year and that has extended to the fourth quarter of this school year as well.
Next Steps Four Amargosa Valley teachers and the principal will attend the NCSD Spring Academy with a focus on EL strategies. Six of our certificated staff will attend the Model Schools Conference in Nashville, Tennessee from June 27 – 30.

Family Engagement

Progress We held our fourth Family Engagement Meeting with parents and students on May 18 th . We discussed our Spring NWEA MAPS data which was fairly solid given that the third through eighth grade students had just completed their SBAC testing. We also stressed the importance of reading over the summer and played a literacy game with the students who accompanied their parents to the meeting.
Barriers Covid-19 restrictions on face-to-face meetings still hampered our in school attendance and participation in these meetings this final quarter.
Next Steps Most indicators point to a significant reduction in face-to-face, pandemic restrictions next year on meetings with parents, students, and other stakeholders. We believe that this will help increase our attendance and participation at these meetings. In addition, our Intervention / EL / Gate Coordinator will be at our school full time next year – this should help her be even more effective working with our stakeholders relative to “Family Engagement”.

Curriculum, Instruction, Assessment

Progress We made significant growth on our NWEA MAPS Growth targets during our Spring Testing. We hit our 70%+ Growth target for Math in both our Elementary School and Middle School with mean scores of 76% and 90% respectively. Unfortunately our ELA/ Reading scores did not hit that mark in our Elementary School and Middle School with mean scores of 57% and 52% respectively. A 21% in Kindergarten and an 11% in Eighth Grade ELA/Reading scores lowered the mean score at both levels significantly.
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Barriers	Doing the NWEA MAPS testing directly after the SBAC examinations negatively impacted those “Growth” scores for most grade levels, especially in ELA due to “Testing Fatigue”.
Next Steps	We will continue to use SBAC Blueprints, SBAC Practice Tests, Standards Pacing Guides, and NWEA MAPS Data next year to design effective learning activities in all classes.

Elementary and Middle Schools report interim data here: The data below represents the percentage of students who scored in the 61st percentile or higher on the Spring Map (Measure of Academic Performance) assessment.

	K	1	2	3	4	5
Math	0%	19%	40%	14%	30%	12%
Reading	0%	19%	20%	38%	40%	6%

	6	7	8
Math	40%	38%	30%
Reading	50%	25%	20%

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

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
What if any adjustments will you make to your 2021-2022 School Performance Plan?	What adjustments will you make to your 2021-2022 School Performance Plan? <i>We will ensure that we have detailed plans for all our Professional Development.</i> <i>We will increase our SBAC Proficiency Rate Targets.</i>

High Schools data here: N/A We are a K-8 School.

Grade Level	% Credit Sufficient – Standard / Alt Diploma	% Credit Sufficient - Advanced / CCR Diploma	% On Track to Graduate - All Diploma Types
9			
10			
11			
12			

- Did you meet the targets established in the progress update submitted on February 26, 2021?
- Based on this data, list the adjustments (if any) you will be making to your 2021-2022 School Performance Plan?