**2020 Progress Update 2 for Drake ES:**

**Data***: (Because of COVID 19 and school closure in the spring, we lack data. In addition,n we lack data for our distance learners who are not required to take district assessments).*

**ACCESS Data from 2020:**

* **Growth in AGP percentages from 2018-2020**
  + 2018 = 52%
  + 2019 = 57%
  + 2020 = 59% (Growth of 7%)
* **Similar school comparison**
  + Drake = 59% (Drake scored in the 75th percentile for the state)
  + Similar schools = 28%
  + District = 45%

**Fall MAP Data:**

* **Students projected to pass SBAC (61st percentile and above)**
  + **Math**
    - 3rd = 20%
    - 4th = 26%
    - 5th = 50%
  + **ELA**
    - 3rd = 48%
    - 4th = 43%
    - 5th = 42%

**Professional Development:**

**Progress:**

* + PD for ELL strategies and analysis of ACCESS data
    - Continue current practices, students are growing
    - Emphasis on speaking (based on area of need from data)
  + PD for SBAC resources
  + Time for planning and vertical alignment of grade level standards for ELA and Math
* **Barriers:** 
  + Time for PD
* **Next steps:**
  + Continued PD for SBAC resources
  + Additional opportunities for planning

**Family Engagement:**

* **Progress:**
  + Virtual and in-person opportunities for meeting with parents and discussing home support
    - Virtual parent meetings
    - Virtual back to school
    - Parent conferences
* **Barriers:**
  + Attendance and students who miss many days of school
    - Exclusions and distance learning days
      * Making up instruction
      * Lack of technology for distance learning
    - Students who are distance learning and not participating
* **Next steps:**
  + Continue to reach out to families virtual and in-person
  + Provide technology for families in need

**Curriculum, Instruction and Assessment:**

* **Progress**
  + Teachers have been using benchmark curriculum with fidelity to address ELA
    - Students provided RAZ kids accounts for independent practice
  + Teachers utilize Envisions and Bridges for Math.
    - Students provided DreamBox accounts for independent practice
  + Teachers utilize assessment data to plan instruction for Math and ELA
    - Teachers common plan with grade level colleagues
  + School wide walk to learn focused on skill-based instruction for small groups of students
* **Barriers** 
  + Lack of assessment date for distance learners
    - Distance learners do not take district assessments
    - Difficult to determine instructional needs
  + Instructional gaps for all students
    - March through June of 2020
    - Intermittent distance learning days
    - Exclusion of students
    - Lack of participation from distance learning students
* **Next Steps**
  + Determine instructional gaps of students
  + Provide resource materials and focused instruction for students needing additional support