**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