

January 10, 2022

ASPC Meeting 7:00 PM

Cognia Standards

[Cognia Performance Standards](#) Effective July 1, 2022

Quality characteristics Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia's peer review process for accreditation and continuous improvement.

CULTURE OF LEARNING: the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision

LEADERSHIP FOR LEARNING: the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways

ENGAGEMENT OF LEARNING: the inclusion of all learners in the learning process, and their development of confidence and love of learning

GROWTH IN LEARNING: the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

These characteristics serve as our model for identifying and discussing school and system quality. Additional information will be available to members to show how the standards align with these characteristic


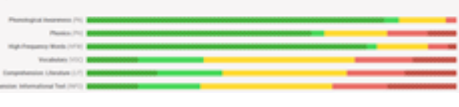




ASCD

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

March 18 – 21 Chicago Illinois



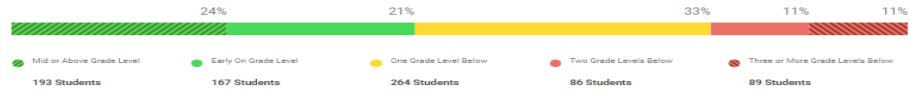
State of RELA at The Main Street Academy Semester 1 2021-2022	
Semester 1 Focus: <ol style="list-style-type: none"> 1. Revamping the Balanced Literacy Program 2. Improving Teacher Capacity and Effectiveness 3. Tracking and Using Data to Inform Literacy Changes 	
Balanced Literacy Program	<p>Through guidance and collaboration with Dr. Walton, the literacy team has worked to build and re-establish a Balanced Literacy Program aimed at fostering student mastery of the Georgia Standards of Excellence for RELA.</p> <ol style="list-style-type: none"> 1. Standards Based Instructional Framework(SBIF) <ul style="list-style-type: none"> -The literacy team worked to align the instructional segment for reading to the guidelines given by the administrators within the SBIF above. This meant adjusting planning as well as actual instruction. Teachers worked in grade bands to delve deeper into what the shift would mean and how it would look on a daily basis. Evidence is provided in this Sample Jigsaw Activity. 2. Daily 5 Implementation <ul style="list-style-type: none"> -To meet our goals for balanced literacy, RELA teachers will be making the transition to a modified version of Daily 5 the week of January 17. Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs. Because it holds no curricular content, it can be used to meet any school, district, state, or national standards. -The modified Daily 5 at TMSA will include Guided Reading, Work on Writing, Word Work, and Read-to-Self as small groups implemented during the work session in alignment to the SBIF. Teachers will also have the freedom to include a fifth small group at teacher discretion. 3. Writing Workshop Wednesdays <ul style="list-style-type: none"> -In addition to Daily 5 being implemented, everyone school wide will participate in Writing Workshop Wednesdays. Teachers will use the 90 minute instructional block for RELA to teach nothing but writing. -Writing Workshop Wednesdays will be taught through small groups as well and will include Guided Writing, Work on Writing, Grammar and Conventions, and Peer or Para Conferencing. <p>Why the shift?</p> <p>This will help us meet our balanced literacy goals and provide a framework that is consistent for all teachers and students across the board. It will also facilitate individualized learning and minimize teaching to the middle ability range by allowing the teacher to plan for and meet the various ability levels present within their classes. Lastly, it will target the areas that we have traditionally shown a weakness in like writing instruction, direct instruction around vocabulary, as well as reading stamina.</p>

<p>Teacher Capacity and Effectiveness</p>	<p>The major focus in this area has been improving teacher capacity and effectiveness around data usage and using it to facilitate planning and instruction.</p> <ol style="list-style-type: none"> Teachers have participated in a combined 160 hours of professional learning using data from I-Ready as well as Cycle assessments to plan for instruction and flexibly group their students according to academic readiness and individual needs. Please see some of the sample data tools below. <ol style="list-style-type: none"> I-Ready and Baseline Data Cycle Data Write Score Data Teachers have also been given the opportunity to participate in ongoing coaching cycles to work on individual elements for improvement within their practices. Please see the coaching cycle facilitation documents below. <ol style="list-style-type: none"> Pre-Coaching Cycle Reflection Pre-Coaching Cycle Meeting Notes
<p>Semester 1 Data Trends</p>	<div> <div> <p>I-Ready Fall</p> <p>Overall School Performance</p>  <p>Placement by Domain</p>  <p>Grade Level Breakdown</p>  </div> <div> <p>I-Ready Mid-Year</p> <p>Overall School Performance</p>  <p>Placement by Domain</p>  <p>Grade Level Breakdown</p>  </div> </div> <p>I-Ready Data Analysis-</p> <p>In comparison to the initial I-Ready benchmark in August, students have achieved remarkable gains in the area of RELA. The only outlier in this instance is Grade 6. The weakest areas of performance are in vocabulary and comprehension, with comprehension of informational texts showing the lowest percentage of mastery. This is to be expected since there have been holes in our direct vocabulary instruction which ultimately equates to the ability to comprehend texts. These areas will be addressed through the consistent implementation of Daily 5.</p> <p>Write Score Data</p>

	<p>As evidenced by the data from the November Write Score administration, special and intentional action must be carried out in order to strengthen our writing instruction and student performance towards mastery in this area. This supports the move to Writing Workshop Wednesdays to address the deficits in writing and allow time to really provide writing instruction. Within Daily 5 as well as the Writing Workshop Wednesdays, students will receive targeted instruction around grammar and conventions as well as the writing process to help them improve their writing mechanics and become better writers.</p>
<p>The Way Forward:</p> <ol style="list-style-type: none"> 1. Provide support around implementation and consistent practice with Daily 5. 2. Classroom observations will be conducted explicitly during the “Work Session” to ensure that small groups are being done and that the tasks within small group time align with the Daily 5. 3. Data analysis will continue to be done after each Cycle Assessment. 4. Teachers will continue to participate in professional learning with emphasis placed on Writing Instruction. These learning opportunities will be extended to Science and Social Studies teachers as well to promote and facilitate writing across content areas. 5. Specific teachers have been selected to be a part of TMSA Curriculum Selection Task Force as we vet new reading programs for the upcoming year in alignment to the direction that Fulton County is heading in. 6. Paraprofessionals will begin receiving professional learning on how to support and lead small groups. 	

Overall Placement

Students Assessed/Total: 799/838



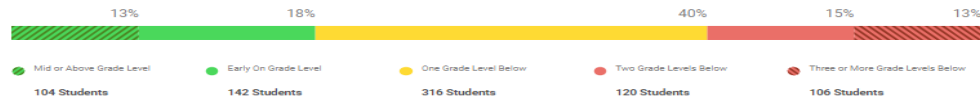
[The Mapping Between 5-Level and 3-Level Placement](#)

Placement by Domain



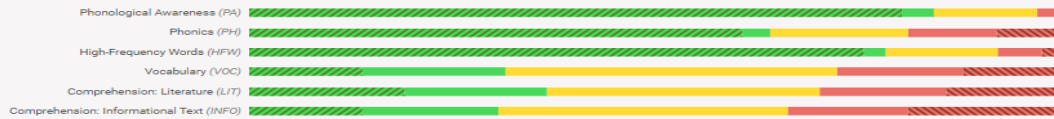
Overall Placement

Students Assessed/Total: 788/838



[The Mapping Between 5-Level and 3-Level Placement](#)

Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

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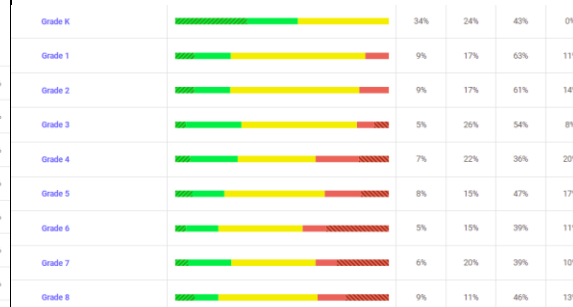
Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		46%	30%	23%	0%	0%	69/69
Grade 1		21%	11%	63%	5%	0%	87/92
Grade 2		27%	15%	43%	16%	0%	94/94
Grade 3		24%	35%	15%	18%	7%	99/99
Grade 4		13%	18%	45%	8%	16%	89/98
Grade 5		13%	26%	37%	13%	12%	86/89
Grade 6		19%	9%	24%	21%	28%	102/106
Grade 7		23%	25%	26%	6%	20%	81/92
Grade 8		36%	22%	23%	5%	14%	92/99

<p style="text-align: center;">State of Math at The Main Street Academy Semester 1 2021-2022</p>		
<p>Semester 1 Focus:</p> <ol style="list-style-type: none"> 1. Discourse (Using Number Talks in during daily instructional block) 2. Data (developing a process for communicating progress) 		
Number Talks (discourse)	<p>As a result of math teachers being lamented by their students' lack of success and wondering what students the previous year did, we aimed to implement strategies to push student's understanding, thinking, and ability to confidently engage in mathematical problems.</p> <ol style="list-style-type: none"> 1. Number Talks <ul style="list-style-type: none"> -Understanding quantities and numerical relationships is within the grasp of all students, yet many of them don't realize it. Students come to us fearing and avoiding math, and worse, thinking they are no good at it. Believing that math is mostly about using procedures correctly, they have learned to focus on getting the right answer, whether the process makes sense to them. Many students don't expect math to make sense at all. The result is that students learn to disengage their reasoning- and even distrust it. - To allow a space for students to come up with and justify their thinking teachers designated a day to Number Talks. Using the attached document teachers create and implemented Number Talks lessons to their students. Number Talks were practiced weekly with the goal moving to daily. 	
Data	<ol style="list-style-type: none"> 2. Data <ul style="list-style-type: none"> -Evaluating student progress is critical in the teacher decision making process. We needed to have a method for determining what students already know, what they are lacking, and after some instruction, whether students made any progress. With pre/post unit tests teacher can assess students' understanding and use the information to guide instruction. By using the attached Unit Test Data Form teachers had a firm understanding of which standards students demonstrated proficiency on. Teachers will then use the data form to create next steps that will be discussed with the instructional coach. - Along with unit test teachers will compare student results to their I-Ready diagnostics to determine reliability and validity which will be discussed during data conversations with instructional coach. <p>Documents attached included:</p> <ul style="list-style-type: none"> • I-Ready Reflection Form • Unit Test data form • Number Talks Template 	
Semester 1 Data Trends	I-Ready Fall Overall School Performance	I-Ready Mid-Year Overall School Performance

Grade Level Breakdown



Grade Level Breakdown



I-Ready Data Analysis

Students in grades k-8 have shown impressive gains. The percentage of students in green (on or above grade level) increased by 15%, and both the number of yellows (students 1 grade below) and reds (students 2 or more grade levels below) decreased by 3% and 12%. In looking at the different domains we are weakest in Geometry followed by Measurement with about 20% of all K-3 students performing below grade level. The numbers jump in grades 4-8, which is to be expected as most of the upper grades will address geometry and/or Measurement during the 2nd semester. Despite the improvement careful attention must be placed on grades 3-8 as the number of students performing on grade tends to drop the higher the grade level.

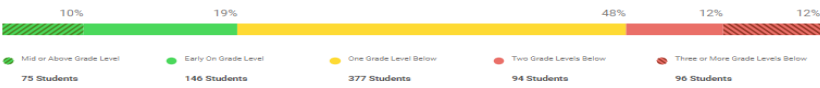
The Way Forward:

1. Monitor Number Talks with observations day (sent to teachers in advance) and a method for moving from weekly Number Talks to Daily Number Talks Data
2. Incorporate data into making flexible groups that will be used at least twice a week for 45mins.
3. Teachers will take a more active role in sharing best practices with each other. Teachers will also record their instructional practices as a means of reflecting and improving the quality of instruction.
4. Incorporate paras more into the instructional practices

Math-

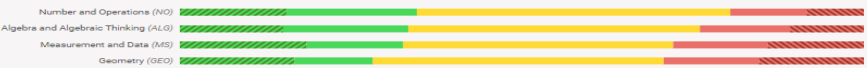
Overall Placement

Students Assessed/Total: 788/840



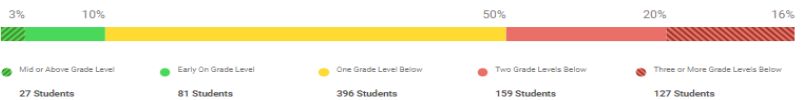
[The Mapping Between 5-Level and 3-Level Placement](#)

Placement by Domain



Overall Placement

Students Assessed/Total: 790/840



[The Mapping Between 5-Level and 3-Level Placement](#)

Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

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Grade

Overall Grade-Level Placement

Students Assessed/Total

Grade K		12%	12%	77%	0%	0%	69/69
Grade 1		4%	5%	74%	18%	0%	85/92
Grade 2		3%	5%	56%	35%	0%	94/96
Grade 3		1%	7%	47%	30%	14%	97/99
Grade 4		1%	14%	42%	18%	24%	90/98
Grade 5		2%	15%	57%	12%	14%	81/89
Grade 6		3%	15%	34%	19%	29%	95/106
Grade 7		1%	15%	37%	23%	23%	86/92
Grade 8		5%	5%	35%	19%	34%	93/99

Learning Interventions

Virtual Saturday School	Beginning January 22 nd
Virtual Tutorial	Beginning January week of January 24 th
Summer Program	Summer 2022
Small Group Instruction	Differentiated lesson planning that supports acceleration using small group delivery models inside the standards-based instructional framework. Protected instructional time in the morning starting at 7:30 am, flex time and afternoon time during dismissal.

Task Force

These school taskforces are designed to gain input from staff members in assessing, providing input, and redesigning of processing critical of school performance.

Literacy Task Force - Buckley

IOT (Internet Of Things) - Abdul-Salaam

Scheduling Task Force – Avery/Mitchell

Math Task Force - Adebisi

COVID

Support a requirement for weekly testing for staff members during the COVID crisis. This will make staff members feel safe and to provide on sight surveillance on community spread inside our school community.

State of the School Address	February 3, 2022 6PM – 7PM
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