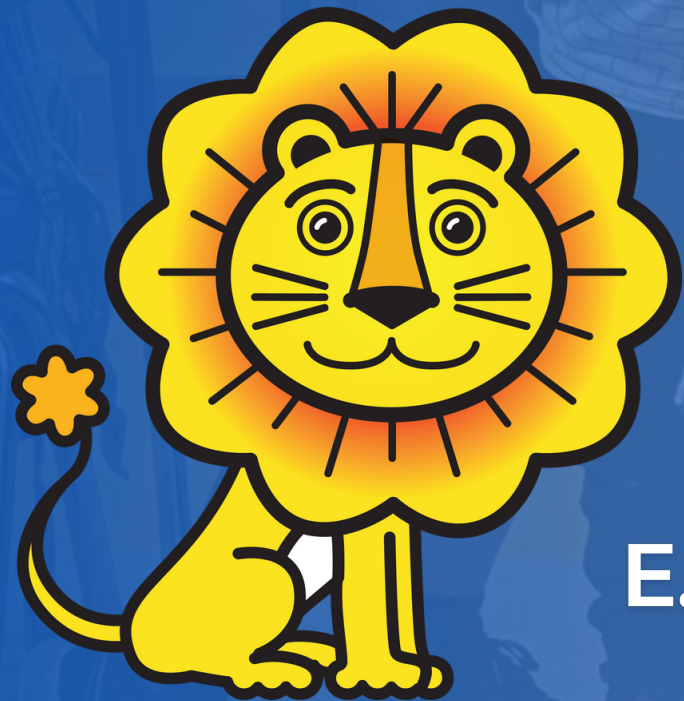


E. Rivers Elementary

# First Semester DATA Overview



Presented by:  
E. Rivers Leadership Team



# E. Rivers at a Glance

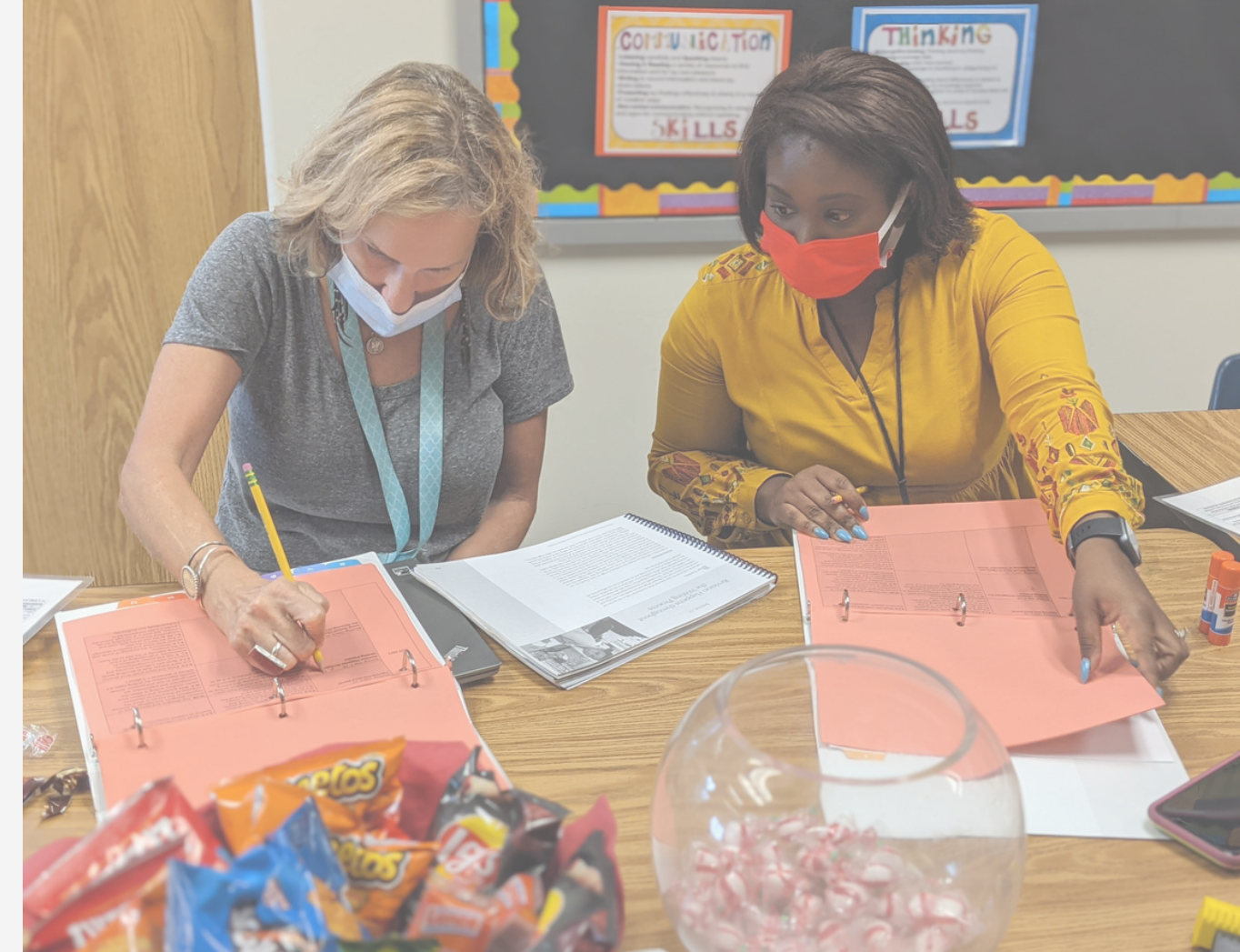
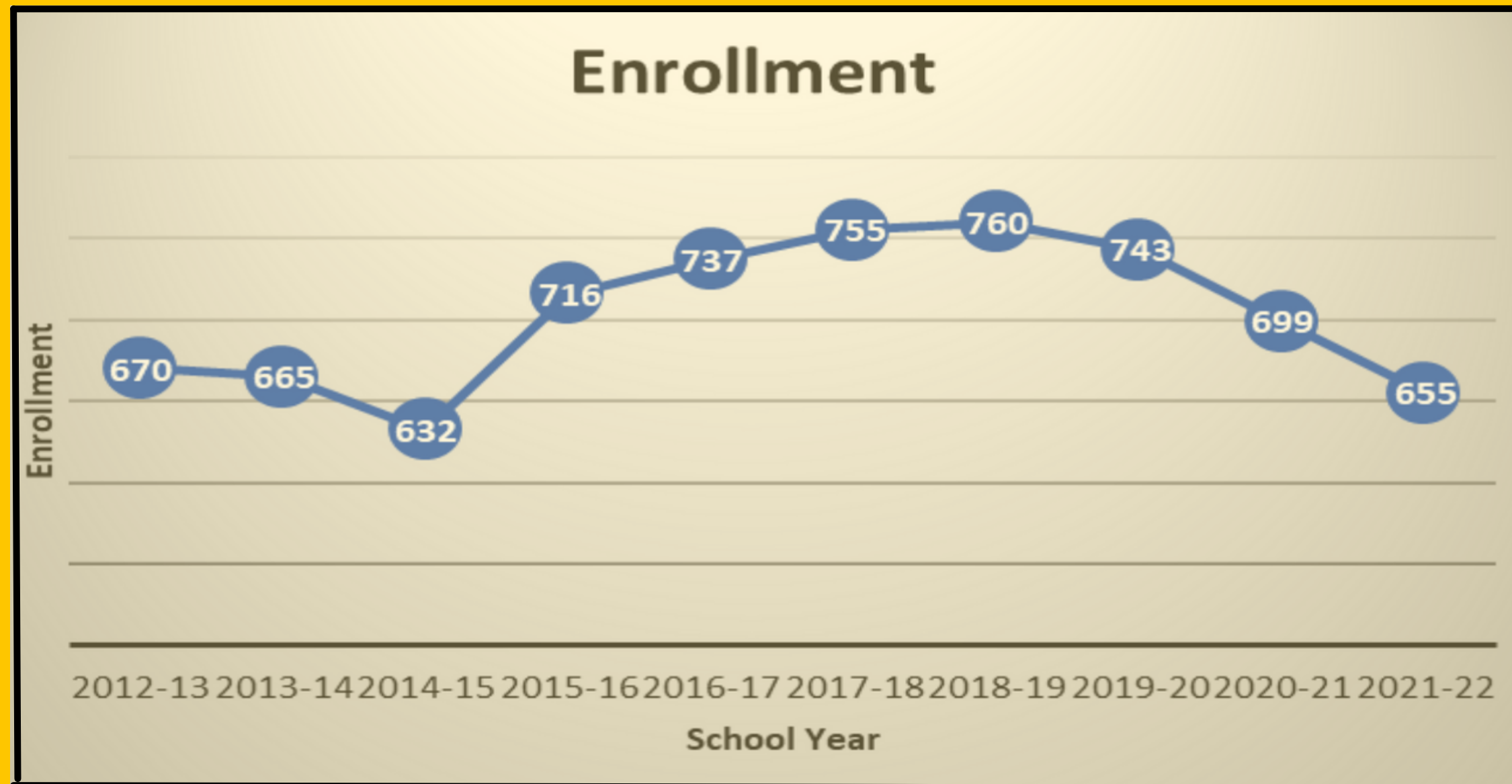
Current Enrollment	
PK	44
K	95
1st	98
2nd	126
3rd	116
4th	117
5th	103
Total Enrollment	699

Gender	
Female	335
Male	364





# E. Rivers Enrollment Trends





# Who is in the Building? (Student Data)

Ethnicity		
	Actual #	Percent
Asian	14	2%
American Indian	7	1%
Black	223	32%
Hispanic	132	19%
Multi Race	48	7%
White	275	39%





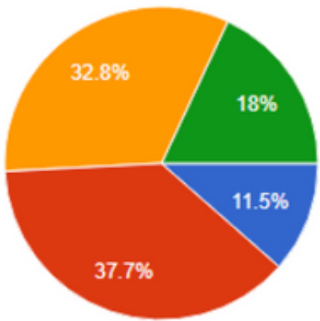
# Who is in the Building? (Staff Profile)

## Certified Staff Profile

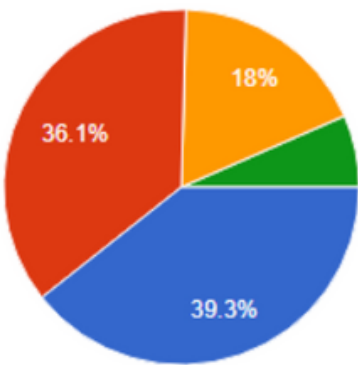
	0 - 5 Years	6 - 15 Years	16 - 25 Years	25 + Years
Total Teaching Years	7 (3 Teachers)	22	22	10
Years in APS	24	22	11	4
Years at Rivers	31	21	8	1

Bachelors	18
Masters	26
Specialist	14
Doctorate	3

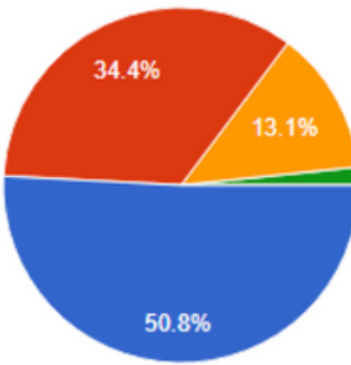
Total Teaching Years



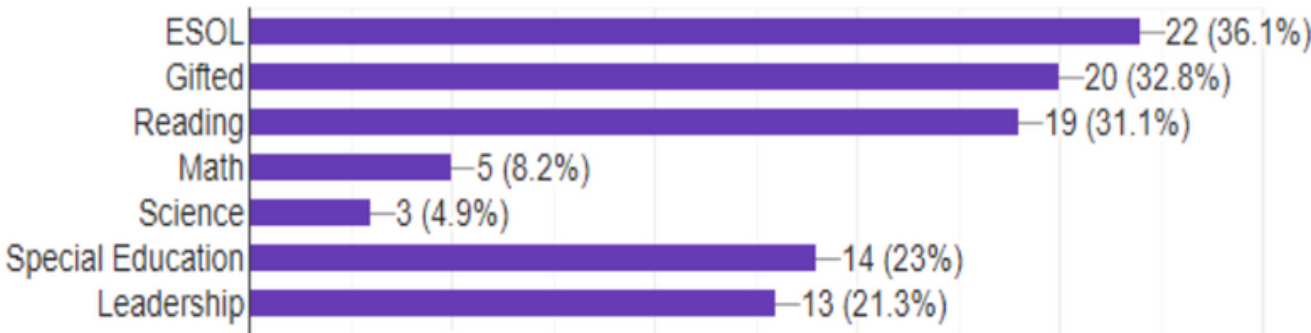
Years in APS



Years at Rivers



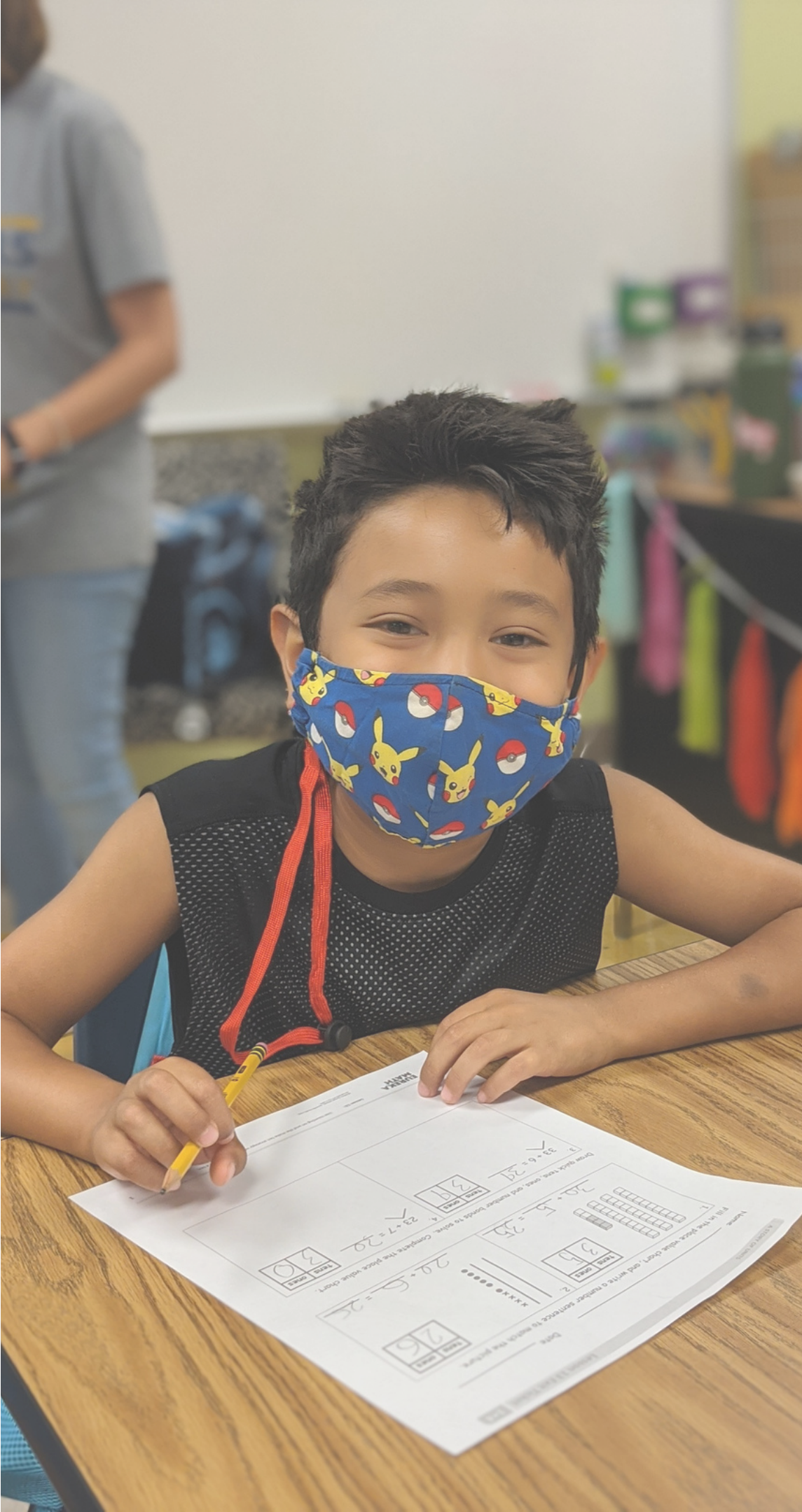
Areas of Certification/Endorsement





# Dual Language Immersion Profile

Grade	Hispanic	White	Multi-Racial	Black	Asian	Total
K	15	21	5	2	1	44
1st	16	21	1	5	0	43
2nd	15	16	1	3	1	36
3rd	15	13	2	5	0	35
4th	16	22	3	0	0	41
5th	21	14	1	3	0	39
	98	107	13	18	2	238

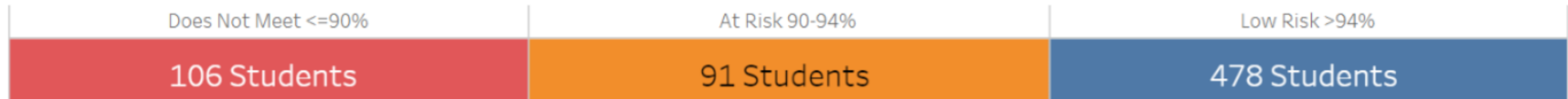




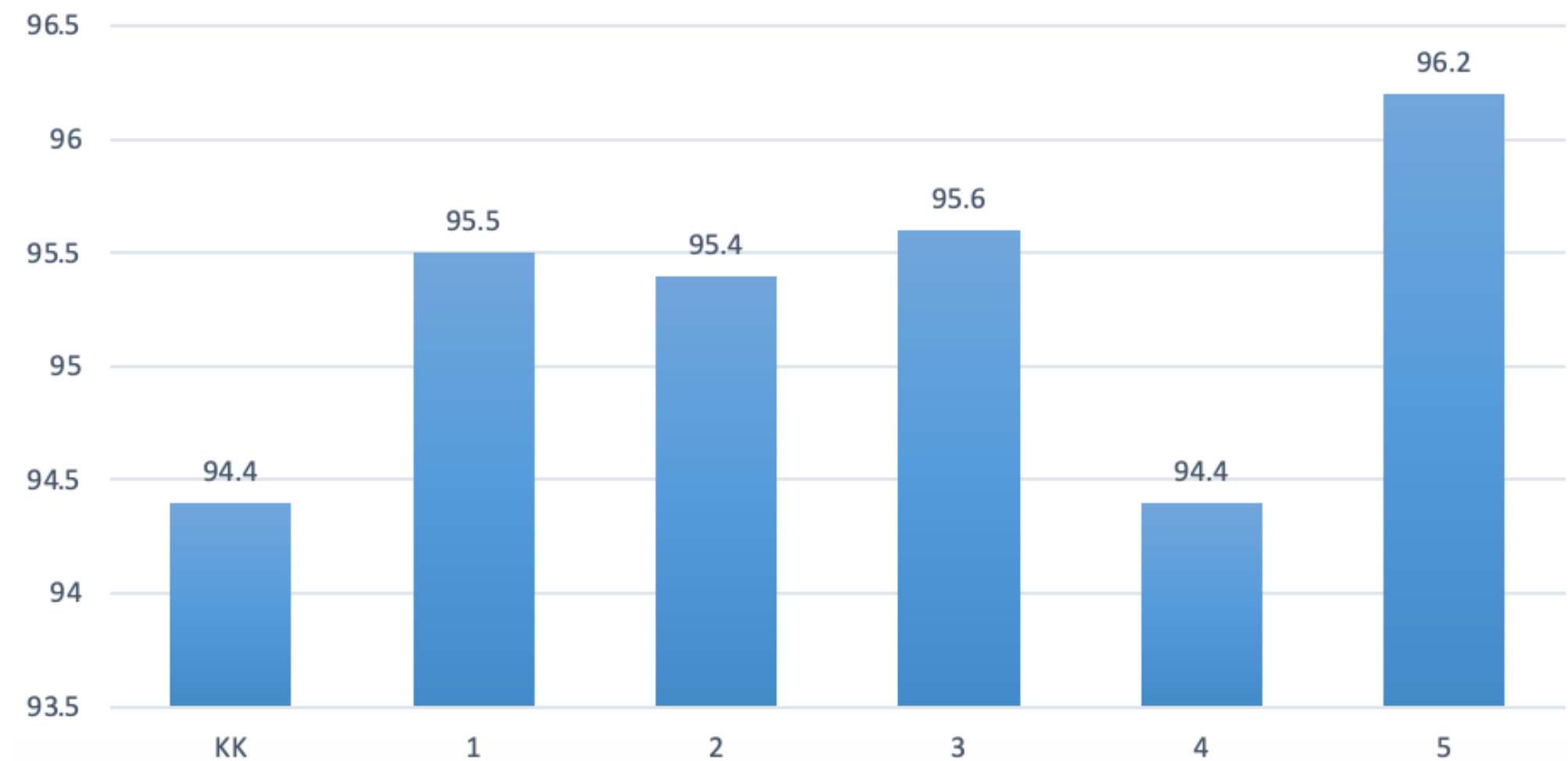
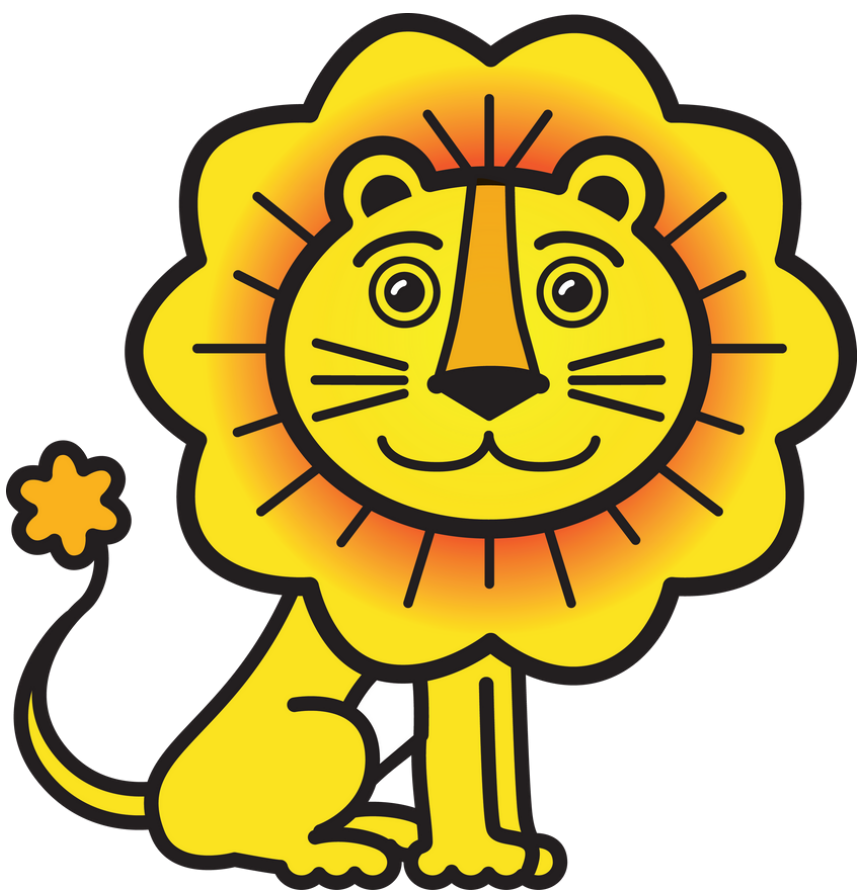
# Attendance Data



## CCRPI Risk Counts



## ADA Attendance Comparison by Grade-Level E. Rivers Overall ADA- 95.2%





# Whole Child Supports

## Attendance Data

- 85.4% of students are meeting CCRPI Criteria
- Weekly CARE Team/Attendance Committee meetings
- Targeted interventions with the social worker and counselor
- Monthly celebrations for top attendance classes
- Mailing district letters





# BASC Data

## Behavioral and Emotional Risk Index

BESS-3 (Teacher)

● Extremely Elevated Risk

**5%**

33 students

District average: 7%

● Elevated Risk

**10%**

66 students

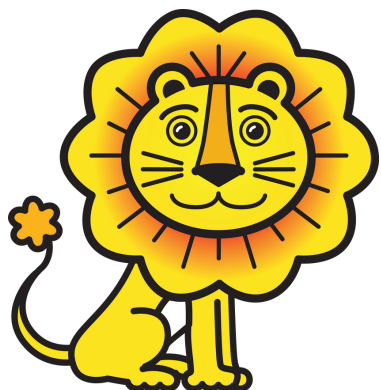
District average: 14%

● Normal Risk

**85%**

542 students

District average: 80%





# BASC Data by Ethnicity

Ethnicity



## All Students

American Indian or Alaska Native

5 students

60%

3

40%

2

0%

0



Asian

10 students

100%

10

0%

0

0%

0



Black or African American

208 students

76%

158

15%

31

9%

19



Hispanic/Latino

134 students

87%

117

8%

11

4%

6



Native Hawaiian or Other Pacific Islander

3 students

100%

3

0%

0

0%

0



White

281 students

89%

251

8%

22

3%

8



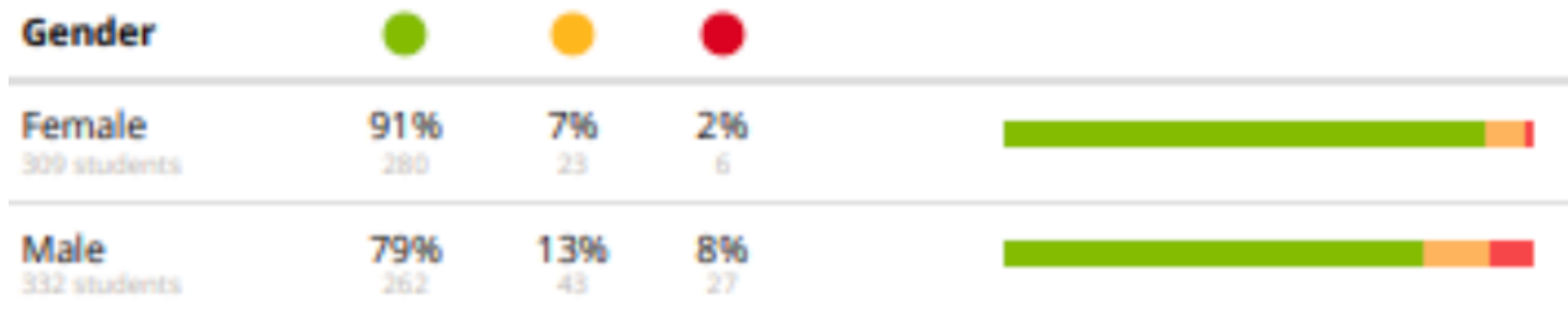


# BASC- Behavior and Emotional Risk Index

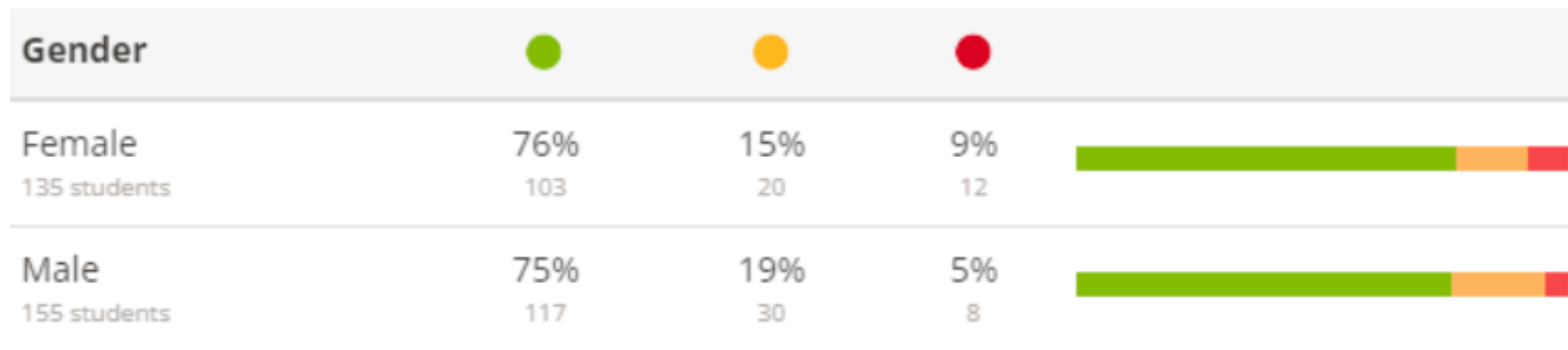
## Gender



### Teacher Ratings



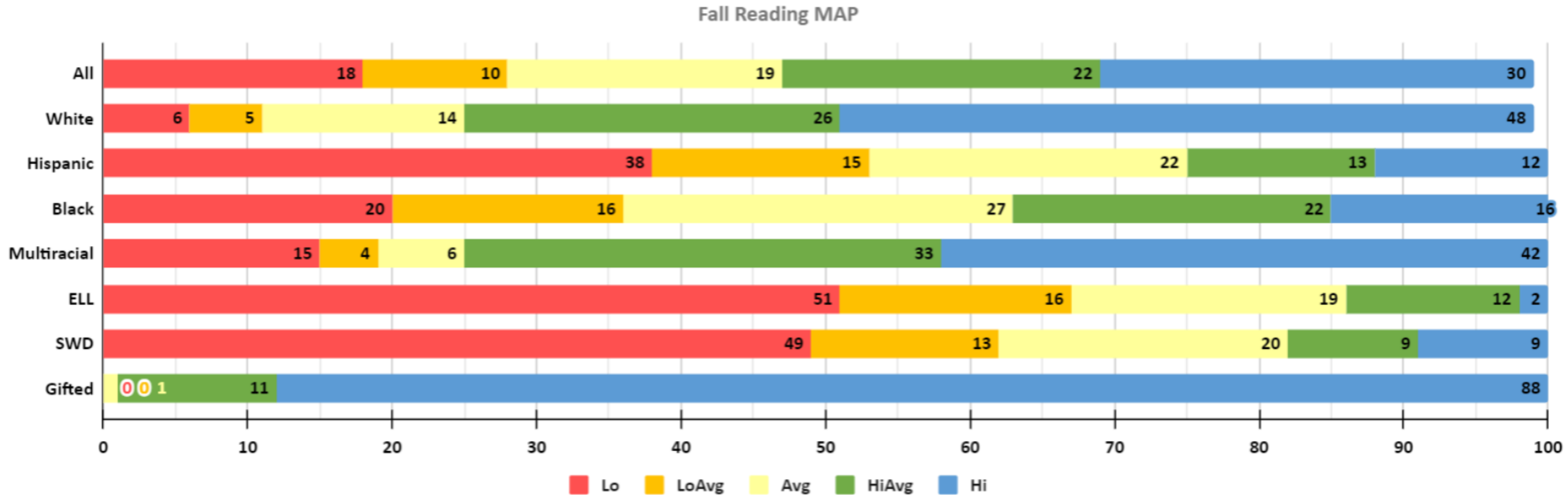
### Student Ratings







# Fall Reading MAP

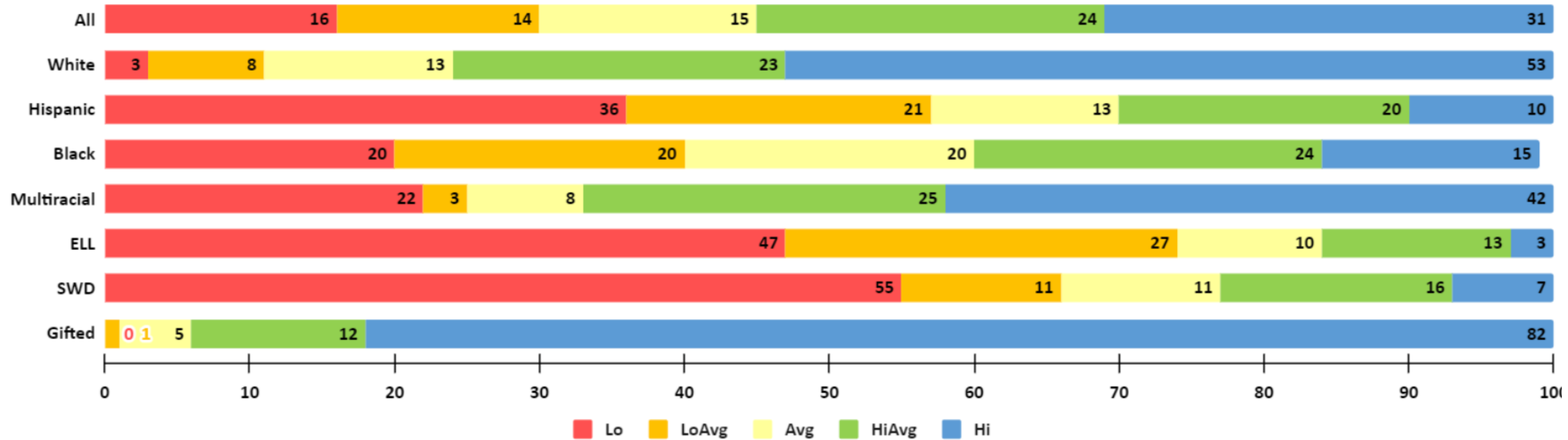






# Winter Reading MAP

Winter Reading MAP





# Reading Program Data

- **School Improvement Goal**– The percentage of students in grades 3–5 scoring proficient or above on GMAS in reading/ ELA will increase from 52% to at least 55% by June 2022.
- W.I.N data– Read180/ iRead/ System 44: total 333
  - iRead – 84
  - Read 180 – 125
  - System 44 – 29
  - Read Naturally/ Imagine Learning– 95
- Media Center Circulation/ AR data
  - Total Semester 1 – 12,334
  - Quarterly AR Point Celebrations

Semester 1 2021	Total books	Per Student Average
August Circulation	2,017	3.1
September Circulation	4,444	6.7
October Circulation	3,506	5.35
November Circulation	2,017	3.07
Circulation from Aug 5 <sup>th</sup> – Dec. 6 <sup>th</sup>	12,334	18.8

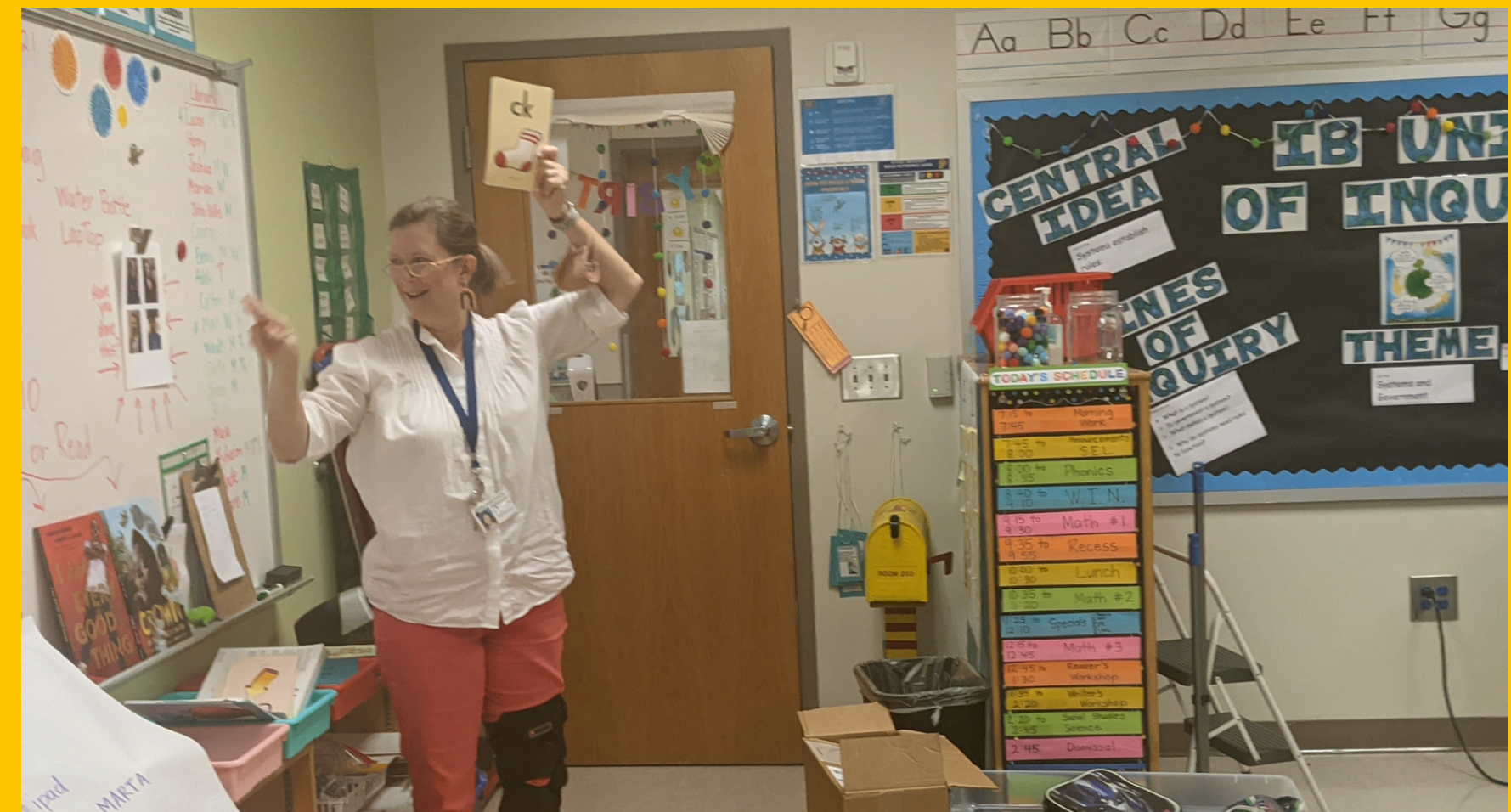




# Now, Next, Need Foundations

How are we supporting reading?

- Program implementation with fidelity
  - PLCs
  - instructional planning internalization
  - common expectations for assessments, materials, and resources
  - review scope and sequence
- Weekly dictation assessments to determine student mastery and lesson progression in phonics.
- Data is shared with parents weekly on phonics mastery via Infinite Campus





# Now, Next, Need Lucy Calkins

How are we supporting reading?

- Program implementation with fidelity
  - PLCs
  - instructional planning internalization
  - common expectations for assessments, materials, and resources
  - review scope and sequence
  - student work sample analysis
- Student choice supports differentiation.
- Student monitoring is provided through goal setting and student conferences. Teachers are able to address misconceptions and provide extension for students.
- Standards-aligned rubrics for common assessment are provided to the students prior to unit.

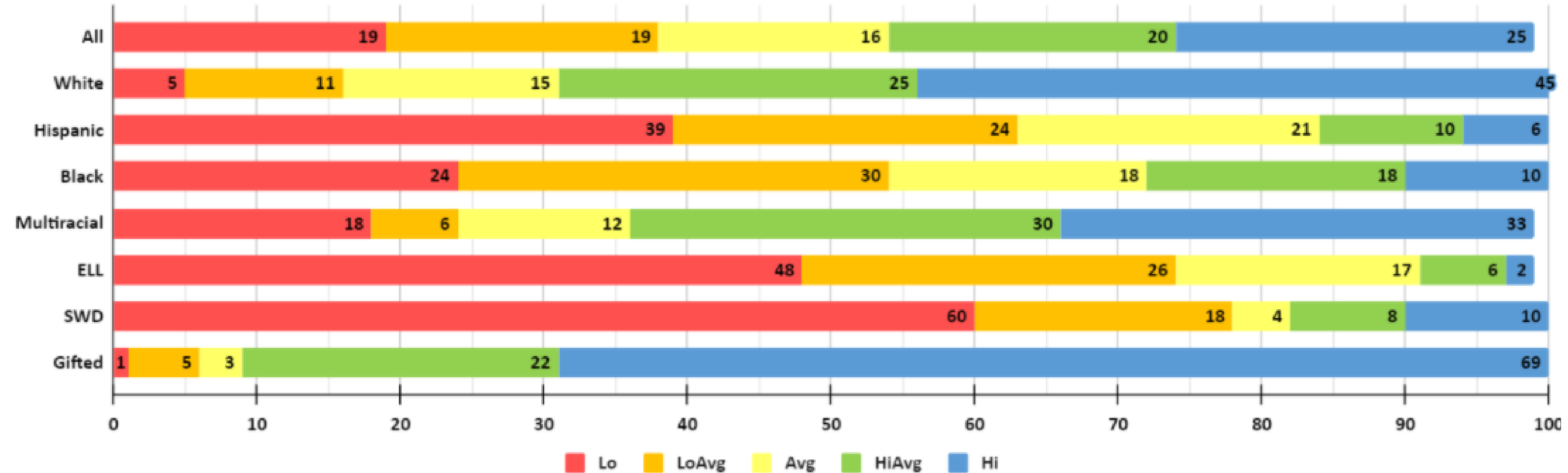






# Fall Math MAP

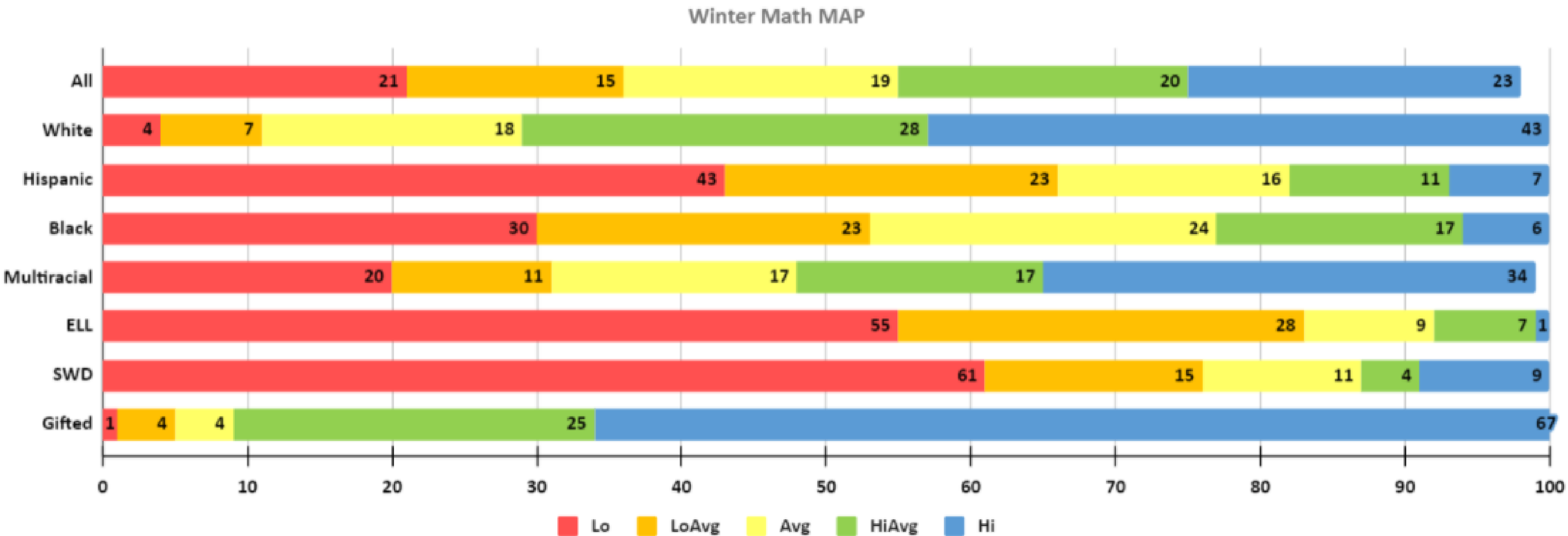
Fall Math MAP







# Winter Math MAP





# Tier 1 Math Instruction

## Eureka Math

- **School Improvement Plan Goal:** The percentage of students in grades 3–5 scoring proficient or above on GMAS in math will increase from 33% to at least 36% by June 2022.

### Instructional Strategies/ Next Steps:

- Starting with the end in mind
- Customizing Eureka: switching order of modules, compacting lessons
- Vertical alignment/articulation once a month
- Building vocabulary (academic math language) for vertical building of standards.
- Review pacing of Modules/ Units

# Tier 1 Math Instruction

## Eureka Math

### How are we monitoring?

- Formative Assessment Check-points
  - Lesson exit tickets
  - Mid-modules assessments (GreatMinds Platform–Insync/Affirm)
  - Topic Quizzes
  - End-of- Module assessments

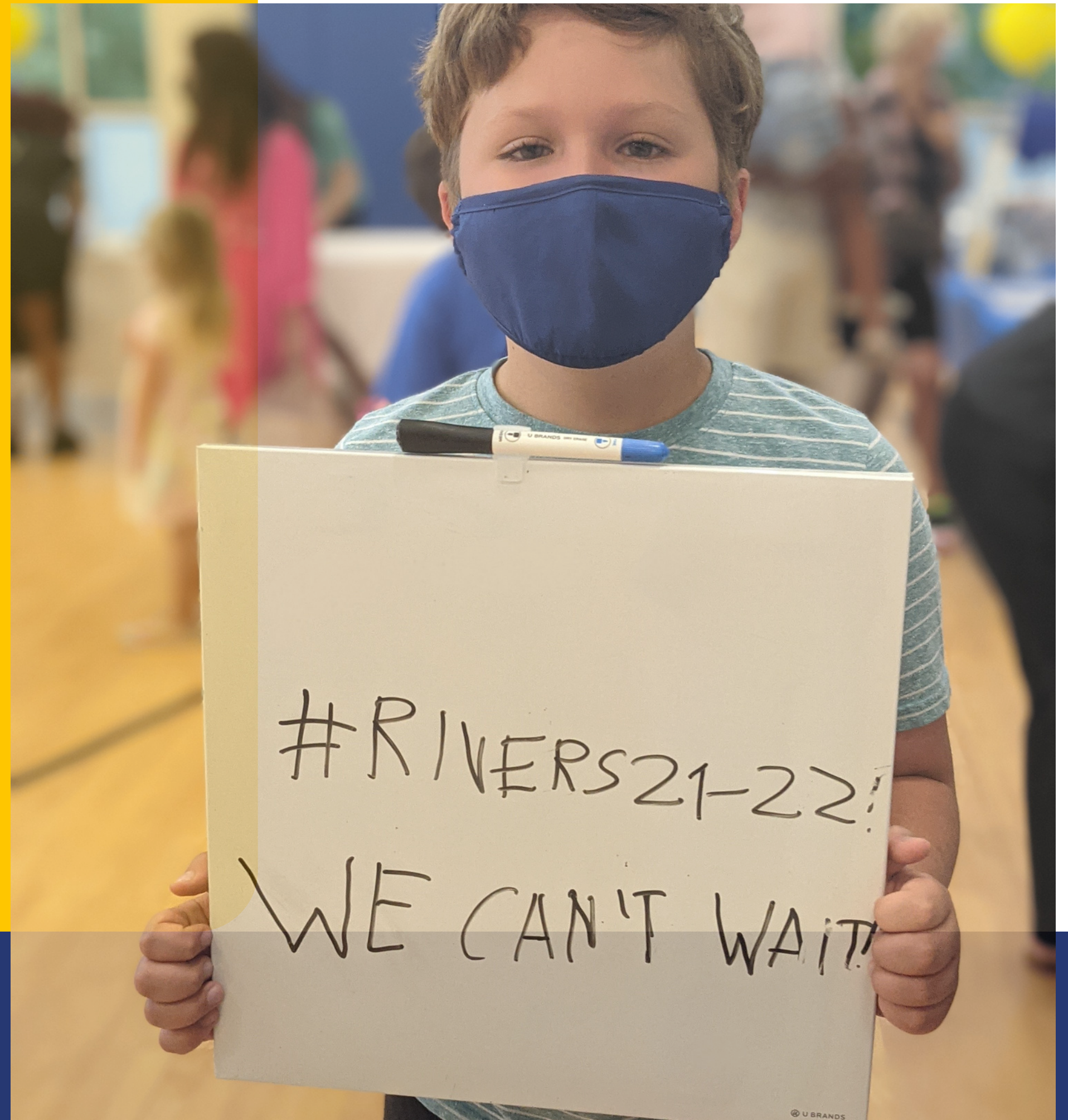




# Special Education

## Students with Disabilities

**"Inclusion is not just about physical proximity. It is about the intentional planning for the success of all students."**



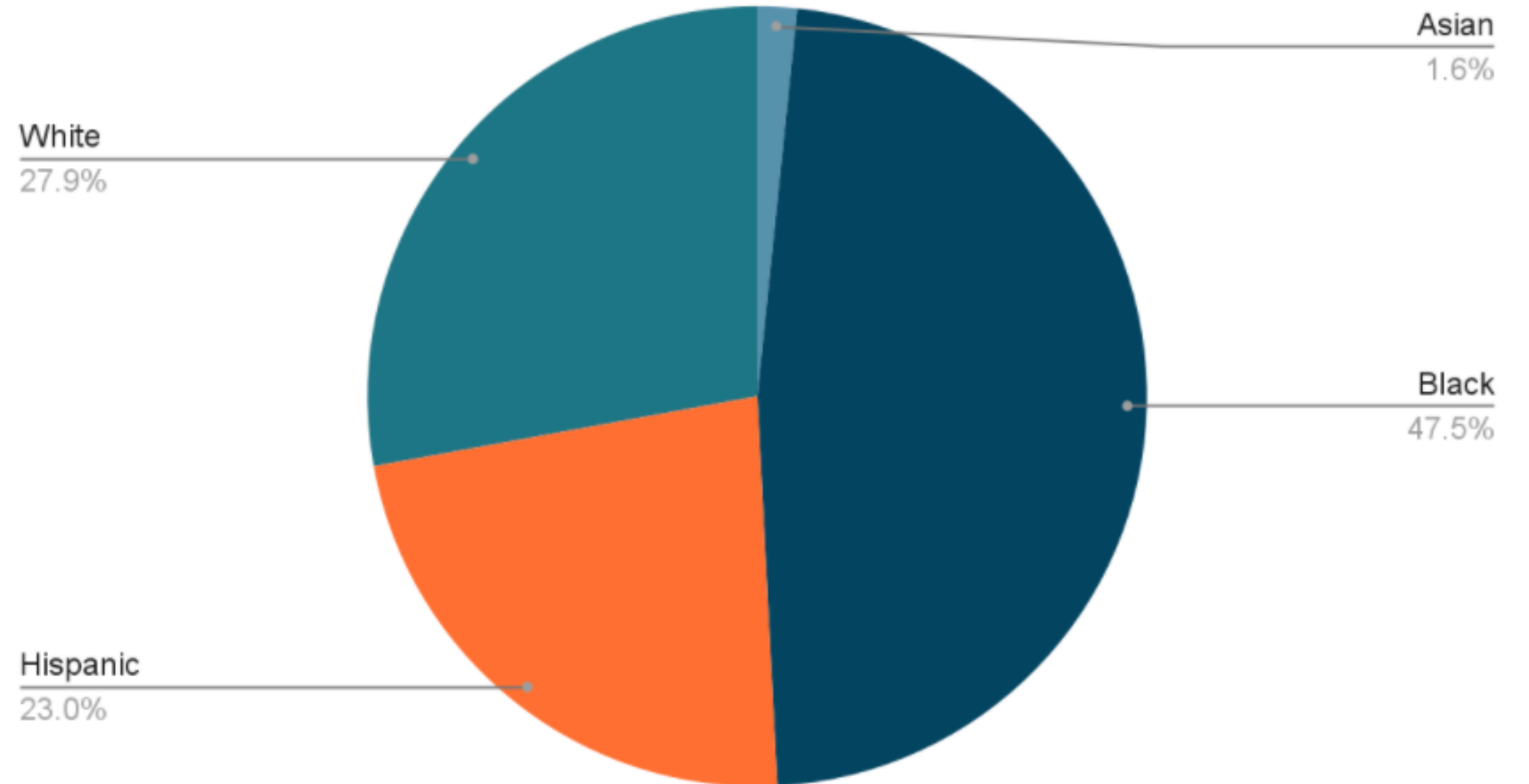




# Students Receiving Special Education Services



Students Receiving Special Education Services





# How Are We Supporting this Subgroup?

## Targeted instruction

- various programs during W.I.N. Block
  - Read 180
  - iRead
  - System 44
  - Lexia
  - MyPath
- LRE co-teaching models where appropriate



61 students in the Department of Special Education

- Resource for Reading Service: 85%
- Co-Taught for Reading Service: 15%
- Resource for Math Service: 74%
- Co-Taught for Math Service: 26%



The models E. Rivers is implementing are the Resource and Co-teaching models.



Progress Monitoring: Monthly MAP testing starting Jan. 2022



Progress Monitoring: Student Data Notebooks



Monthly Assessments on IEP goals  
– Progress reports every 4.5 weeks.



# Now, Next, Need

- Target 3rd Grade
- Align IEP objectives to MAP skills for greater impact
- W.I.N. Blocks
  - Led by special education teachers/case managers for highest-need students
  - Read 180 in small groups;
  - Lexia Core 5 for independent Reading Fluency/ Foundational skills





# ESOL

## English as a Second Language

" Language is the passport to understanding and appreciating cultures."

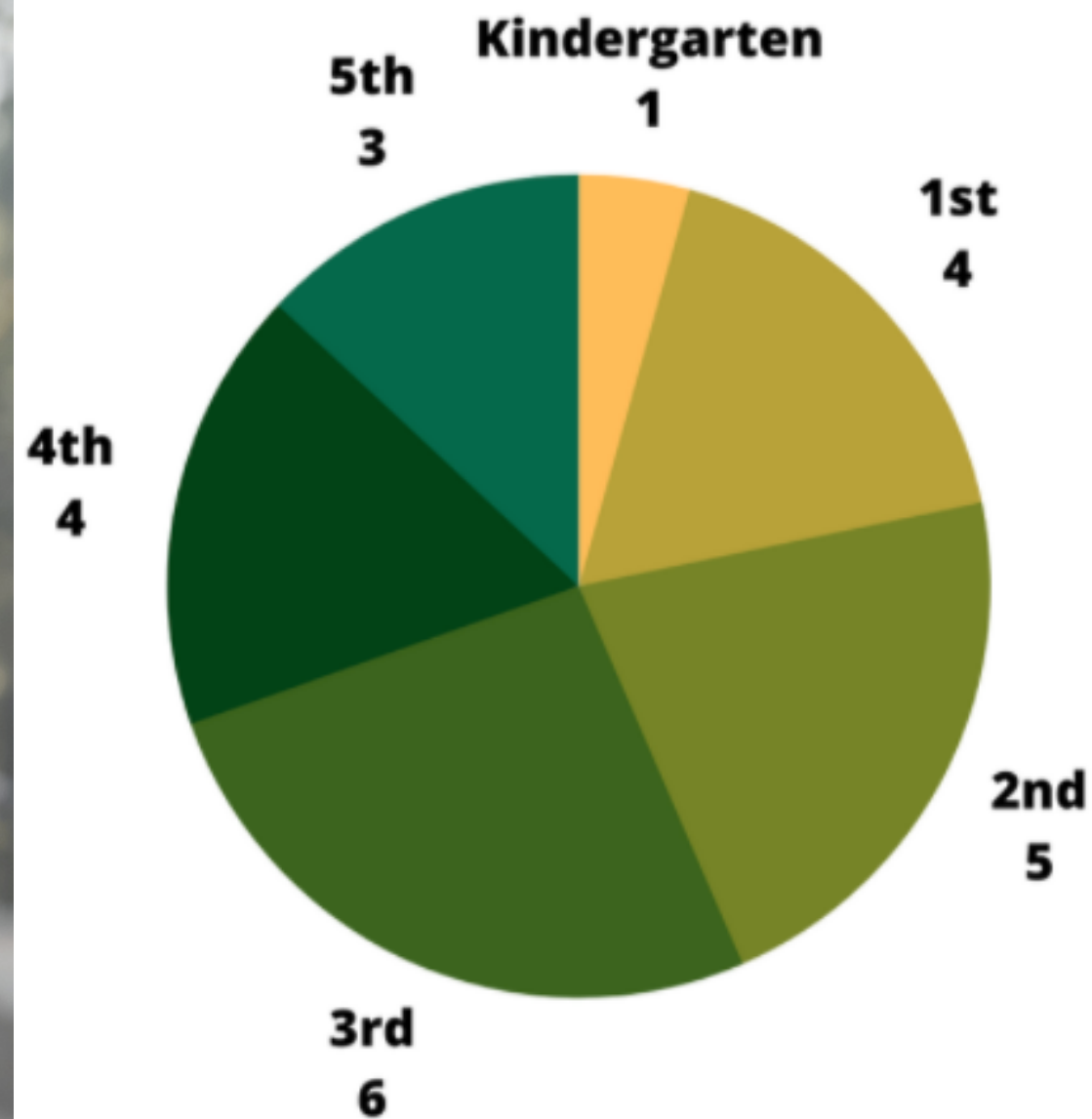
– Terri Lewis



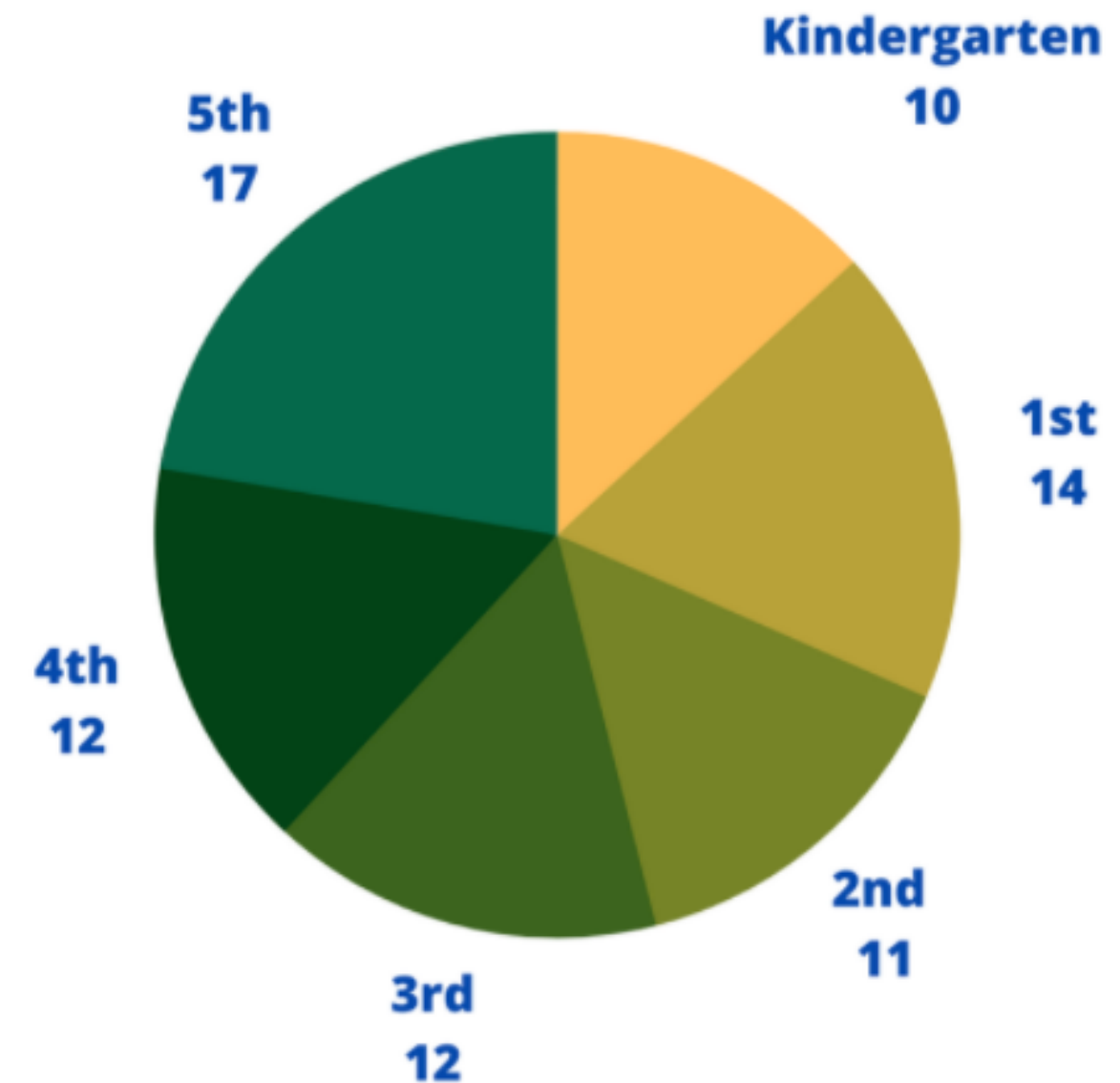




# Students Receiving ESOL Services



23 ELL students not in DI

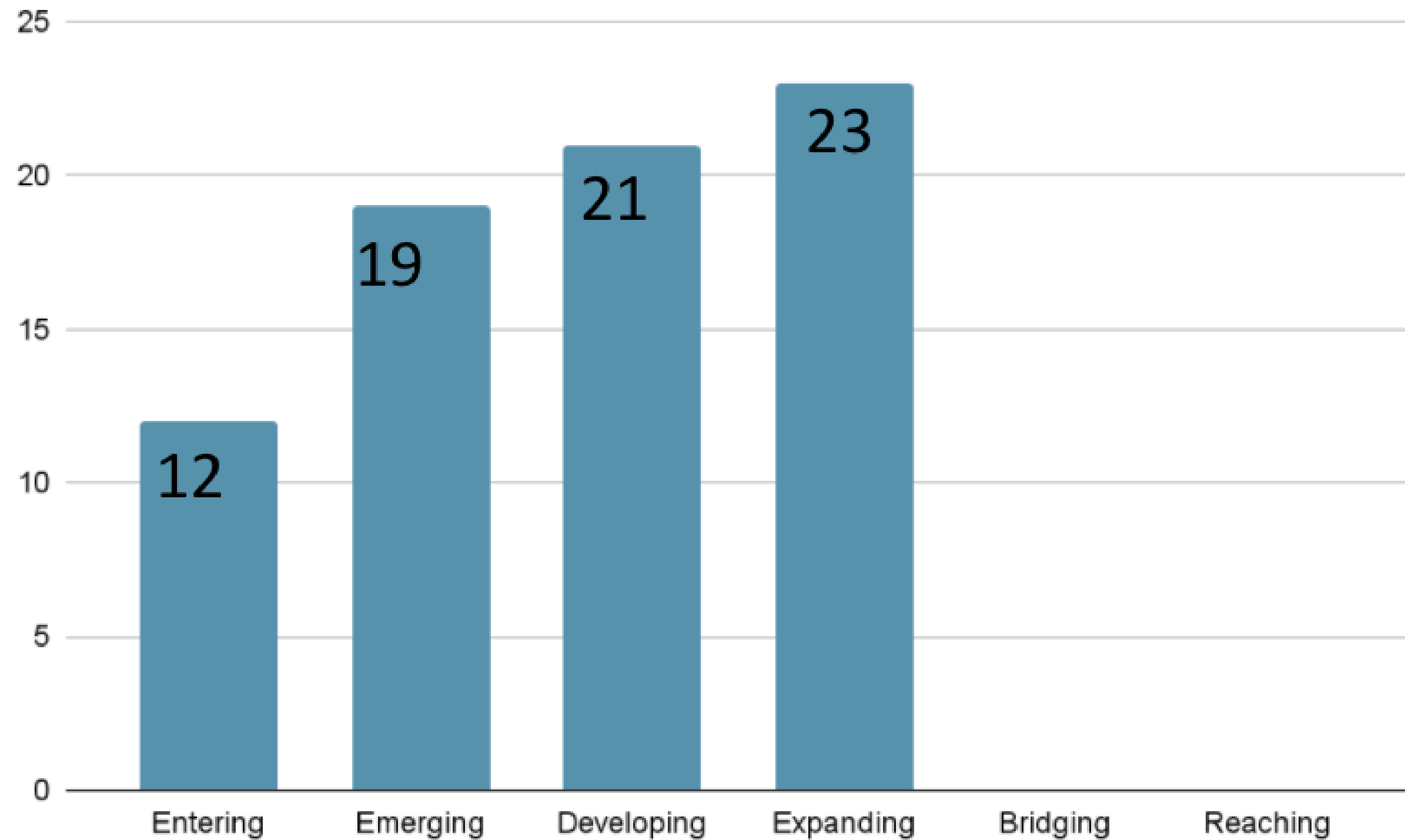
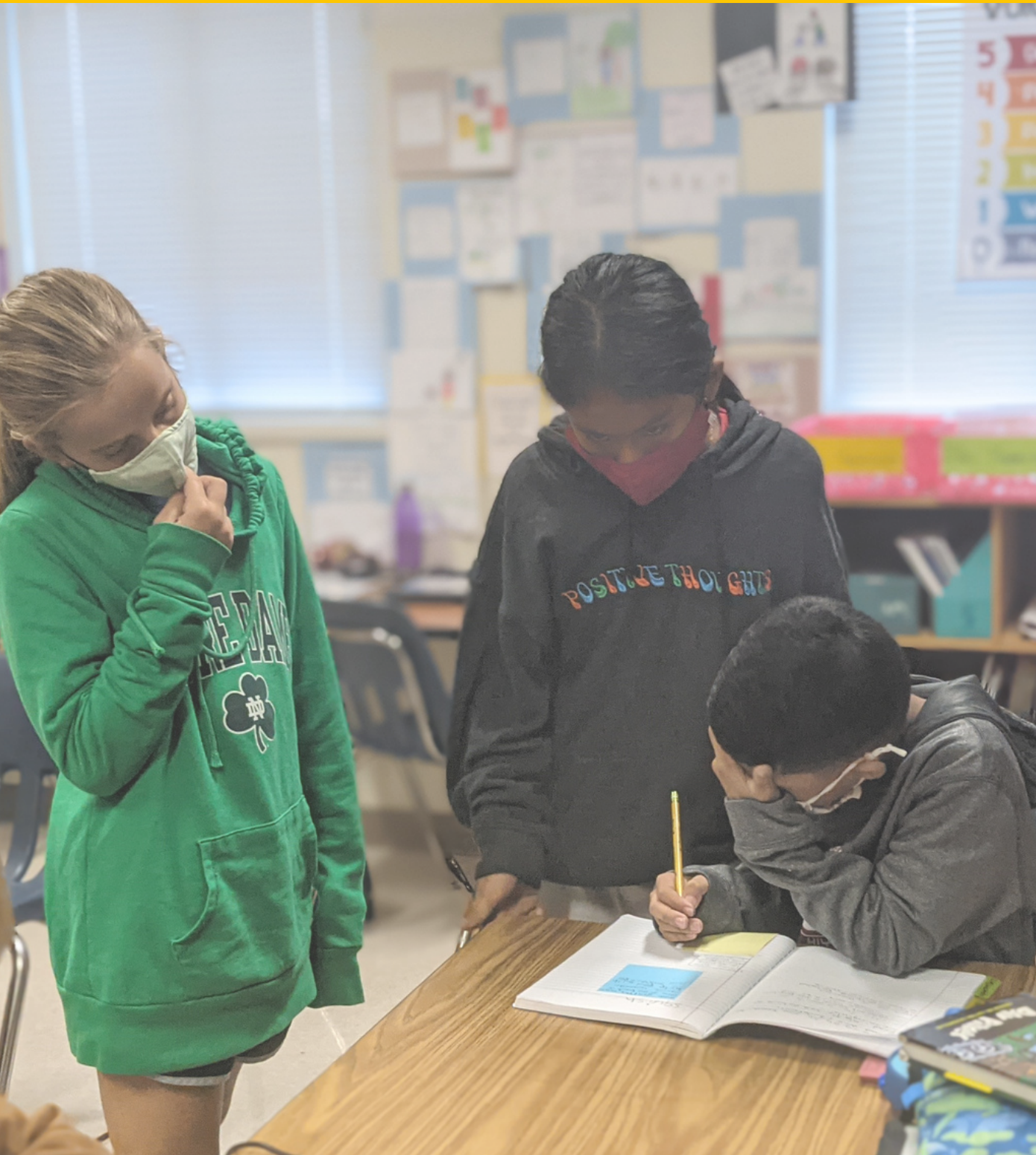


76 ELL students in DI





# ESOL ACCESS Proficiency Levels





# How Are We Supporting this Subgroup?

## Personalized Learning

- Systems 44
- Read Naturally
- Imagine
- Lexia
- Dreambox
- MyPath (Spanish)



Hire additional EIP teacher to support DLI program



Using Visible Thinking Strategies in addition to visual cues and word walls during instruction



ELL Lead Teacher (new .5 position) with release time to monitor data and support



Community partnership with Agape



DI teachers analyze program data specific to ELLs during the monthly C&I meetings.



Progress Monitoring: Second Semester focus on Ellevation as an instructional resource for ELL students in RTI.



# Gifted

## Collaboration, Cluster (1st-4th) and Resource (5th) Models

"Children who are not  
challenged are cheated."







# Students Receiving Gifted Services



Ethnicity of Gifted Student		
	Number	Percentage
Asian	2	2%
American Indian	1	1%
Black	7	9%
Hispanic	4	5%
Multi Race	8	10%
White	60	73%
Total	82	

Grade	# of Students
1	8
2	12
3	18
4	20
5	24
Total	82

Gender	
Female	43
Male	39



# How Are We Supporting this Subgroup?

## Targeted instruction

- Conceptualized choice board activities that support standards-based instruction.
- Ongoing development of IB unit planners.



82 students receiving gifted services



Analyze Winter MAP data for growth.



Progress Monitoring: Instruct teachers how to move forward with continue utilizing targeted instruction to maximize W.I.N block and classroom enrichment instruction.



# SST

## Student Support Team

**"Education is the most powerful  
weapon you can use to change  
the world."**

**– Nelson Mandela**







# MTSS Student Data



E. Rivers Elementary  
RTI





# How Are We Supporting these Students?

## Progress Monitoring

- Weekly and bi-weekly data probes
- Quarterly SST meetings with SST (School Psychologist, SELT, Intervention Specialist, Parents)
- Monthly Tier 2 data conversations with grade-level teams



### Students at SST

- 16 T3 (1 behavior, 6 math, 16 reading)
  - 29 T2 (4 behavior, 10 math, 20 reading)
- Total 45



### Tier 3 breakdown

- Black 62%
- Multiracial- 12%
- White- 12%
- Hispanic- 6%
- Asian- 6%



### Targeted instruction

- Use of iReady for reading and math intervention
- HMH Resources (Do the Math, Read 180, System 44, iRead)
- Researched-based reading and math interventions

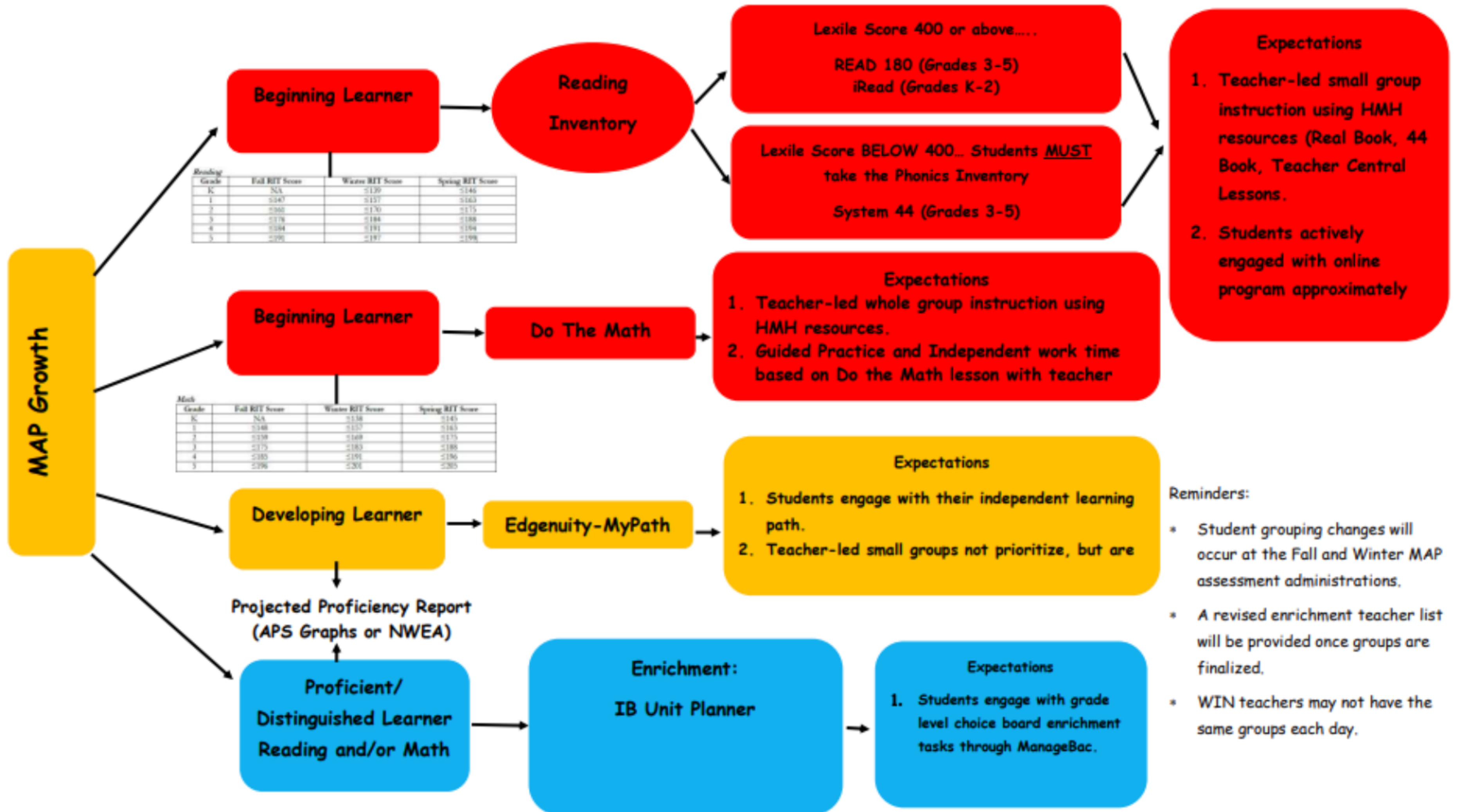




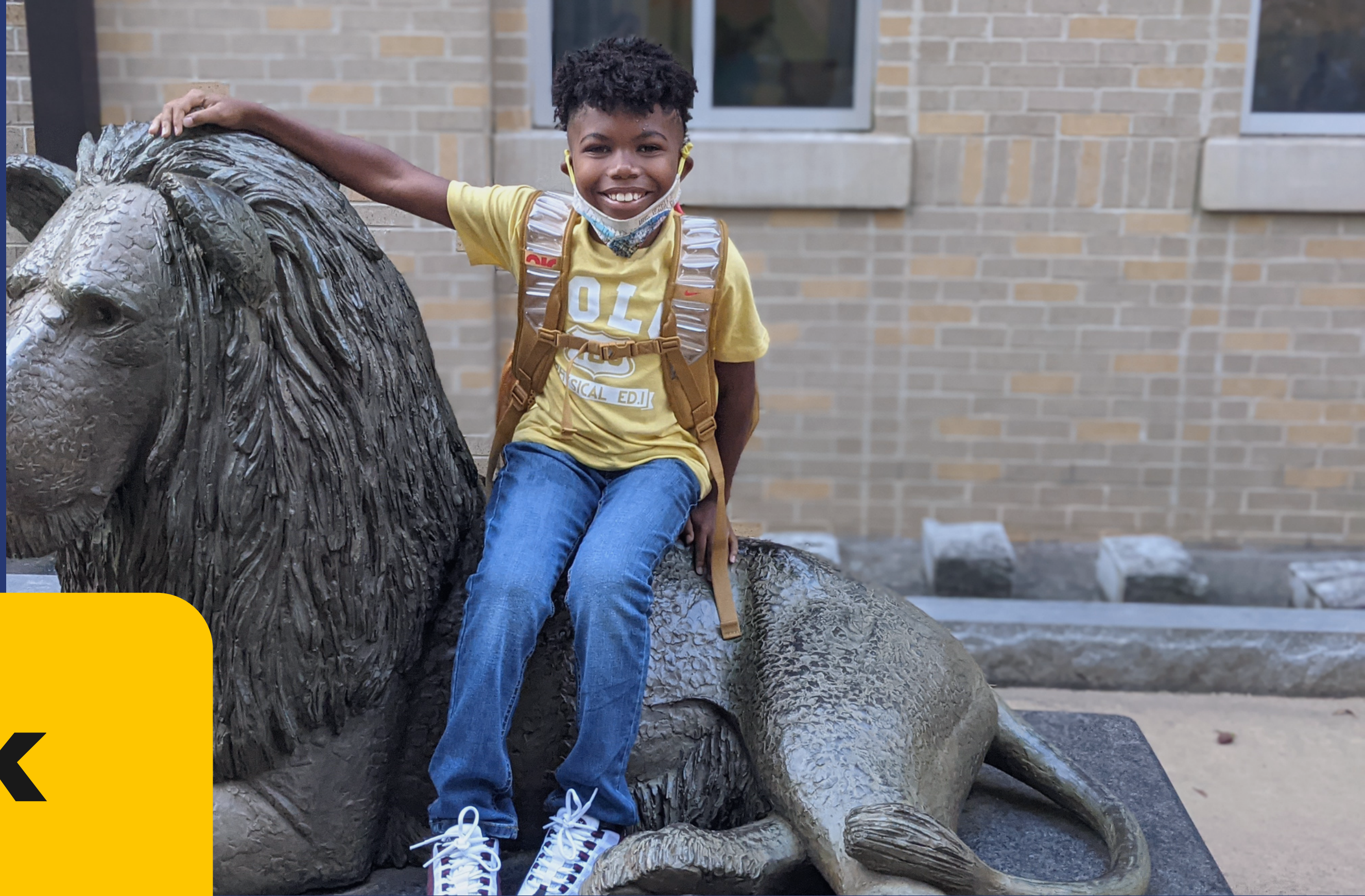
# Mid-Year Review of SIP Action Steps

Action Step	Where are you in terms of implementing the action step?  <i>Fully Implemented Partially Implemented Not Implemented</i>	Evidence of Implementation <i>Were expected outcomes met?</i>	What Data or Tools Were Used to Measure Impact? What evidence do you have of impact?	Keep Bank Revise	Mid-Year Adjustments <i>What adjustments need to be made to ensure successful implementation of the activity?</i>	Next Steps <i>What PD and Resources are needed to effectively implement the activity?</i>
-use MAP, summative & formative assessments to evaluate and modify supports for SWD, ELL students as needed	-partially implemented	-differentiated supports in lesson plans  -smalls groups during Tier 1	-winter MAP scores	-Revise to merge with other data goal	-implement MAP Skills Assessment as the progress monitoring tools. SWD and ELL students take once a month. -standard template for data collection	-MAP Training during PLC -adjust WIN groups based on Winter MAP -case managers work with their own students during WIN
-Implement WIN for enrichment	-partially implemented	-enrichment activities embedded within IB unit planner, Choice Boards  -C&I Team agendas	-winter MAP scores	Keep Goal	-re-grouping based on MAP data -reviewing purpose of program with teachers -purposeful staffing assignments to enrichment	-teacher referrals for gifted service -enrichment strategy share on January 3 -adding enrichment activities to additional unit planners by Jan.
-Implement WIN for intervention	-partially implemented	-HMH Usage reports	-winter MAP scores -HMH Usage Reports	Keep Goal combine with other action step	-purposeful staffing assignments to intervention block -review expectations of program and purpose of intervention	-re-structure grade level distribution of students -January 3 planning session -admin walk-through
-monitor and support program implementation fidelity (e.g., Lucy Calkins, Foundations, Eureka, DLI) to including small group and differentiated tasks	-partially implemented	-PLC agenda -IB Unit Planners	-	Revise goal	-review schedule segments allowing for identified small group and whole class time -create classroom look-fors to include differentiated small group -create standard data tracker/reflective tool for school	-admin walk-through -survey staff about PD needs for small groups -









**Thank  
You**



**Thank you for your time!**