

Crestwood Community Circle

December 13, 2016

- Meeting Objectives

- Provide information about the 2015-16 school report card.
- Provide information about Crestwood's performance on the report card and using other internal data.
- Provide information about current strategies being implemented to improve school performance.
- Discuss concrete ways that parents can partner with the school to improve outcomes for all Crestwood students.

- The school district and school report card
 - Required under state law
 - “The report cards were designed with a two-fold purpose: reporting data on how our schools are doing overall and providing information to schools on specific areas to improve.”
 - First report cards issued for the 2011-12
 - No report cards for the 2014-15 school year.
 - Changes implemented for the 2015-16 report card.
 - Calculating student growth score
 - Weighting student achievement and student growth

- Priority Areas:
 - **Student Achievement** – performance on the state reading and mathematics tests
 - **Student Growth** – improvement over time on the state reading and mathematics tests
 - **Closing Gaps** – progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates
 - **On-track and Postsecondary Readiness** – performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career

- **Student Engagement Indicators**
 - **Test participation**
 - Goal is 95% participation rate in English Language Arts and Mathematics.
 - Test participant means student completed the test and received a valid score.
 - If the participation rate of any subgroup is below 95% but not lower than 85%, 5 point reduction on overall score.
 - If participation rate of any subgroup is below 85%, 10 point reduction on overall score.
 - **Absenteeism**
 - To meet the goal, individual absenteeism rate is no more than 13 percent, which means that no more than 13 percent of the students in the district or school were chronically absent.
 - **Dropouts**
 - To meet the goal, a drop out rate of no more than six percent. Applies to students in grades 7-12.



- “The report cards are designed to provide the public with vital information about their schools, and to give districts and schools constructive information to use in data-informed improvement processes.”
- Other information:
 - <http://dpi.wi.gov/accountability/report-cards>
 - Ten things you need to know
 - <http://dpi.wi.gov/sites/default/files/imce/accountability/pdf/Ten%20Things%20to%20Know%20about%202015-16%20Accountability-41316.pdf>

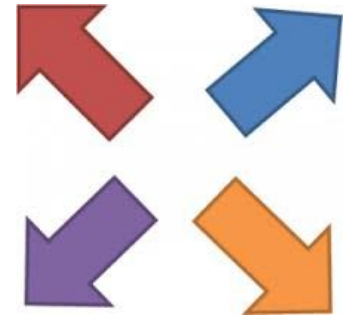
Crestwood's Equity Vision

Staff, students, and families will strive to understand how our **beliefs, values and actions** impact our Crestwood learning community. We will approach our community's **diversity** with **determination** to **intentionally** provide an all inclusive education so that everyone feels welcome and is **included** in our **Crestwood community.**



Corners

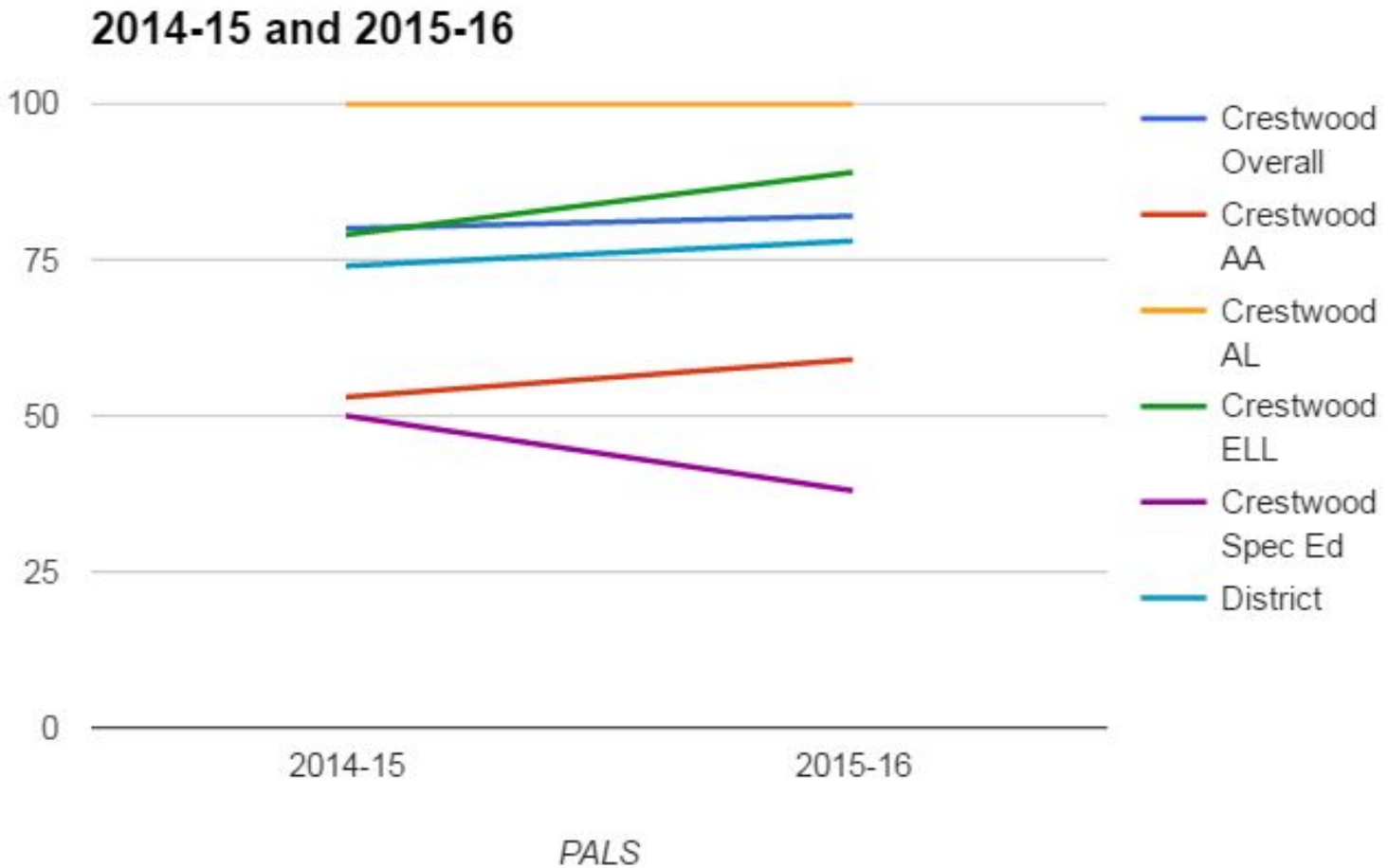
- What bolded word or phrase resonates with you and why?
- Walk to the corner where that is posted and share your thinking with others.



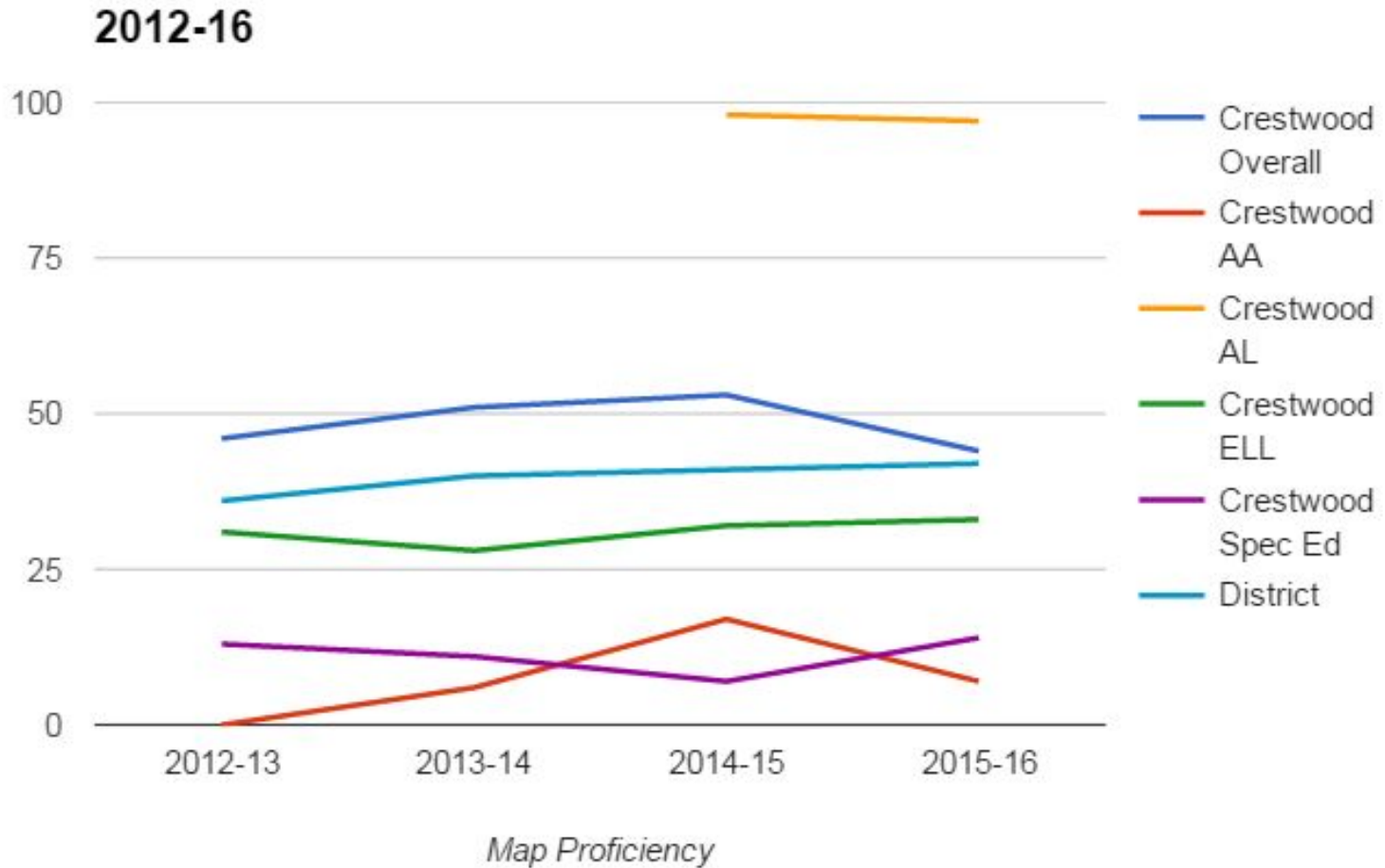
Objectives

- Share Crestwood's PALs and Map data
- Explain Crestwood's action plan to improve performance
- Brainstorm ideas how families and Crestwood staff can work together to improve outcomes for all students

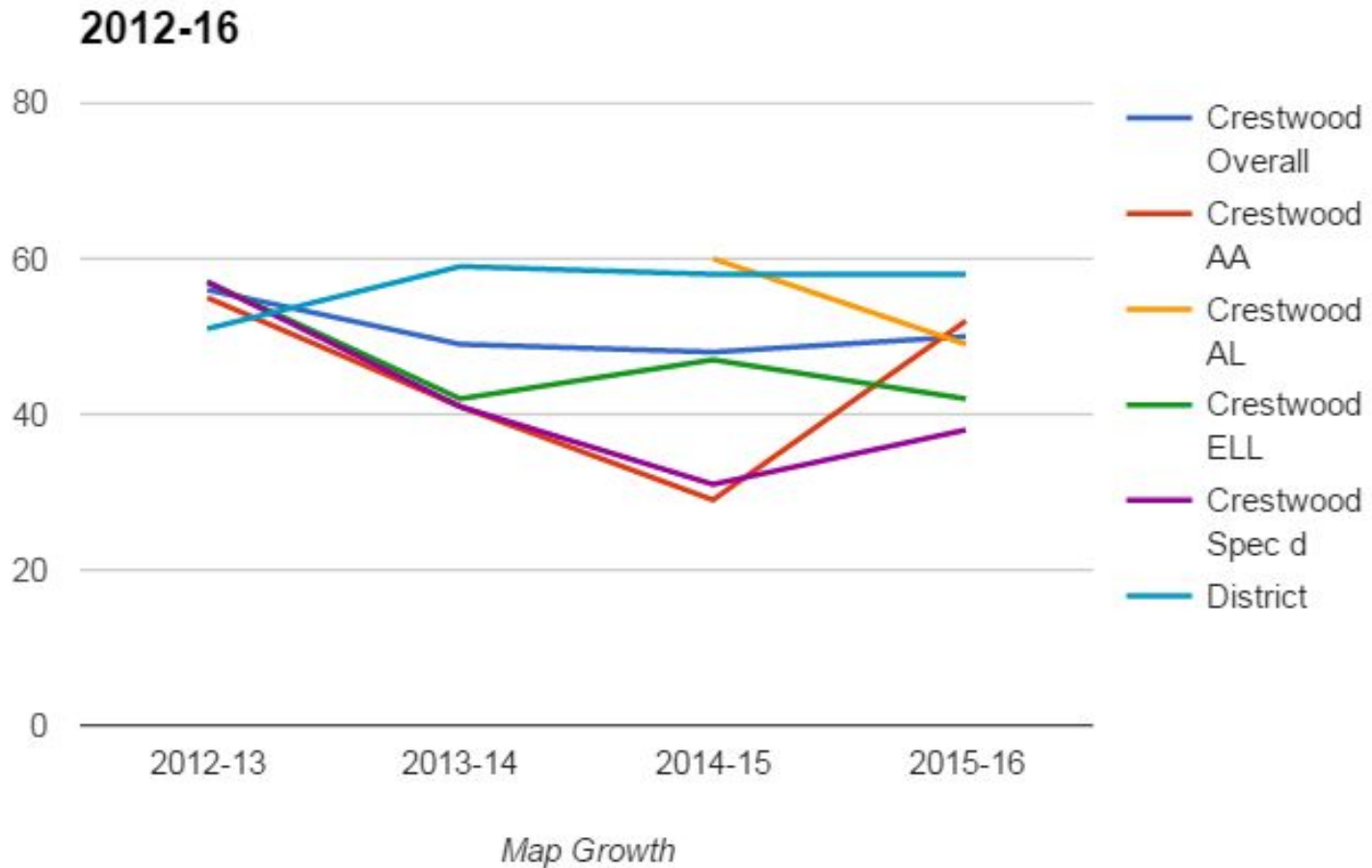
PALS



MAP Proficiency



MAP Growth



5 Year Story

- New Superintendent
- Common Core State Standards
- New literacy curriculum
- Changes in Crestwood Leadership



Crestwood Theory of Action

If we...

- Focus on teaching comprehension skills and foundational reading skills
- Strengthen our focus lessons and develop formative assessments
- Develop a Multi Tiered System of Support (MTSS) for academic and Social and Emotional Learning (SELS) and include all staff in team planning meetings
- Strengthen staff relationships and explore our implicit bias
- Include all students in a year long, whole school outdoor education project
- Engage families to support student success and provide links to learning at school events
- Support professional development for all staff
- Use assessments to track progress

Additional Supports

- Coaching of staff
- Consultancy Process with staff
- Multi Tiered System of Support Team
- Student Support Intervention Team
- Intensive Support Team
- Building Bridges



Questions



Quarter 1 Highlights

- ✓ CCSS Alignment
- ✓ Multi Tiered System of Support
- ✓ Coaching Cycles
- ✓ Social and Emotional Learning Standards
- ✓ Equity work with *National Equity Project*
- ✓ Staff relationships & collaboration
- ✓ Outdoor Education
- ✓ FACE



Quarter 2 Areas of Focus

- Increase Lexia usage
- Use assessment to target small group reading instruction
- Develop What I Need (WIN) block
- Refine behavior response
- Shared understanding of philosophy around Behavior Education Plan (BEP)
- Understand Implicit bias
- Increase input opportunities from our families



Families as Advocates

Caring connections to students

- Volunteering, tutoring, mentoring, lunch, recess

FACE Action Team

- Literacy night, multi cultural night, family insight

CCC Meetings

- Topic meetings, relationships, FAQs

Spread the news

- Balance the narrative

Provide Principal Feedback

- Insight, input, ideas, accountability

Other ideas?



Back to Corners

Please chart:

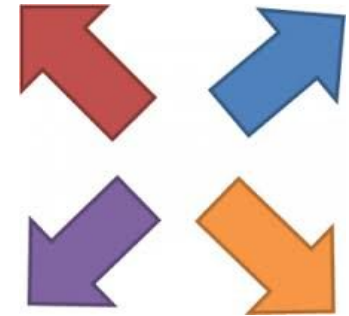
What has worked?

- What ways have you volunteered or supported Crestwood that have worked for you?

Ideas?

- What would you like to try?

Choose a representative to share.



Thank you for your commitment to Crestwood!

