# Vision:

* fun, orderly environment
* **place where people want to be—welcoming environment—feels like “home” (5)**
* **academically strong that attracts students, parents, and teachers (2)**
* learning community
* **clearly communicated expectations for all stakeholders- (3)**
* trust among all stakeholders
* more support (people, money) for students
* **emphasis on Paideia –(2)**
* proactive vs. reactive
* **continue family engagement (2)**
* **state of the art facilities (2)**
* increase collaboration and comradery
* positive behaviors
* discipline plan that is followed consistently
* admin with strong disciplinary focus and consistency
* smaller class sizes
* consistency with **Academic** focus—minimize distractions
* offer variety of opportunities to students (i.e. chorus, drama, etc.)
* provide relevant, real-world experiences to students
* dedication and consistency among staff and students
* leadership focused on **academic** achievement (not just a test score)
* **whole child approach (SEL) (2)**
* student leadership opportunities (i.e. student court)
* **increased ownership and vested interest in East (2)**
* student collaboration toward common goals
* **increased student curiosity-inquiry, self-motivation, autonomy (ownership for learning) (2)**
* personal responsibility by all
* increased critical thinking and student engagement
* **respectful environment (2)**
* student engagement
* faculty focused on doing what’s best for students

# Data Sets:

* Data Warehouse Reports
  + Assessment by Subgroups (benchmark assessment, FAST) (Assessment folder)
  + Attendance Dashboard (Attendance folder)
  + Behavior Dashboard (Behavior folder)
* Culture and Climate Survey
* PD Survey Data
* Characteristics of a Successful Student and Great School

# Observations:

* Assessment
  + More kids at East close to proficiency (P & A lower than district; BB & B higher than district)
  + closing achievement gaps on TCAP
* Math Assessment
  + **BENCHMARKS**
    - integrated math proficiency higher than district
    - Native American at East in Q3 (yellow)
    - Asian group at East in Q4 (green) for fall and spring benchmark assessment
    - LEP group at East in Q3 (yellow) for fall and spring benchmark assessment
    - SWD—big difference; East in Q1 (red) and lower scores than district
    - small Hispanic population at East—scored in Q3 (yellow)
    - School began in Sept outperforming the district in math benchmark assessment
    - In Dec, schools Q4 & Q5 percentages dropped while Q3 grew; Q1 & Q2 dropped slightly, district was same in Q1 & Q2 (benchmark assessment)
    - increased across the board surpassing district data in December
    - below the district in integrated math on benchmark test for (Q4 & Q5 for district higher than East)
    - improved on the 2nd benchmark test—East 80% Q4 Q5 & District 45%
    - Under ED, East had no students in Q1; district had 27%
    - Asian students at East were 100% Q5. District had 28%
    - LEP students at East were Q1 on both benchmark assessments in general math
  + **FAST Math**
    - FAST Math—between August and January, there was a 9% increase in high risk students at East vs. a 4% increase districtwide
* Reading Assessment
  + **BENCHMARKS**
    - Reading Benchmarks—In Sept
      * ED at East very similar to district
      * Percentage of East students in Q5 less than district percentage
    - Reading Benchmark—In Dec
      * East had more total students (ALL) in Q1 & Q2 than district
    - September benchmark percentage of proficient/advanced at East is 39%; MNPS is 34%
  + **FAST** 
    - **FAST CMBR** 
      * percentage of high risk students dropped in reading for aReading and increased for CMBR
      * ---percentage of low risk at East went up (17% to 21%), and below district avg
      * CMBR—11 less students were tested from test 1 to test 2; students that were tested were low risk
    - **FAST aRdg**
      * ---percentage of low risk at East wend down (35% to 32%), and above district
      * school and district low risk level went down from test 1 to test 2 in aReading
* Attendance
  + Overall (4 categories) percentages better than district avg.
  + 63% unexcused absences
  + 5th grade has most chronic absences
  + Overall, females more absent than males
  + More unexcused absences than excused absences for chronic absences
  + SWD are absent more than students without disabilities
* Behavior Data
  + severe incidents—theft over $500; reckless endangerment; profanity toward authority
  + 87% of total incidents by African American students (238 incidents)
  + **7th grade had 23% of total incidents, which is lower than other grade levels (2)**
  + demographics of behavior incidents reflect similar populations of enrollment demographics
  + 5th grade males have a higher behavior incident rate
  + There were 238 recorded incidents across all ethnic backgrounds for behavior
  + **There were 165 incidents involving boys (2)**
  + **31% of all incidents occur in 5th grade, the highest rate (3)**
  + **187 incidents involved violation of school rules/disruption of school (2)**
  + All fighting incidents resulted in in OSS
  + 98% of African Americans were involved in incidents that resulted in OSS
  + 87% of students enrolled at East are African American, 10% White, 2% Hispanic
  + 6th grade lowest # of OSS
  + 2nd most offenses were for fighting
* Culture and Climate Observations
  + 96% of teachers think admin is doing a good job
  + 92% recognized that a school-wide discipline plan is in place, but reported that only 60% of students clearly understand plan and only enforced 40% of time
  + Teachers feel they are going a good job and has the supplies they need
  + Problems between interaction and feedback with teachers and admin
  + **76% of teachers say students know rules, but don’t follow the rules of conduct (2)**
  + About 50% of teachers believe admin consistently enforce rules
  + Most all teachers believe the admin “pop-in” their classrooms enough
  + half the teachers don’t feel comfortable raising concerns to admin
  + Over half the staff believe the admin isn’t open to constructive feedback
  + ¾ of the staff believe there isn’t a positive relationship between teachers and admin
  + **65% believe we have a negative school environment (2)**
  + 31% of teachers do not enjoy coming to school most days
* PD Data
  + overall satisfied
  + little interest by staff in leading PD
  + likely to use strategies in class
  + evenly distributed PD category of interests
  + faculty is divided on opinions and issues
  + discrepancy between existence of rules (yes), students knowing rules (yes), and students following rules (no)

# Next Steps:

* Margie will compile data for the March 13th leadership team meeting.
* If you have feedback, please feel free to email margie.johnson@mnps.org.

# Exit Slip-Reflection

* Need strong faculty unity for school culture/climate—beginning at the star of year and reinforced consistently
* Need ample time and personal commitment to identify needs and develop school-wide, all-encompassing plan
* academic research
* build on “other data wall” to gauge students’ ideas about school climate and culture
* try to focus on building those relationships with my students
* reflect on where a student comes from
* I could help make the environment better to help reduce the number of incidents happening
* expectations that are clear, concise, and consistent
* how to effectively close achievement gaps
* be ready for 5th grade males
* how do we plan to assist stakeholders in eliminating behavior that affects academics
* take a look at the data again and compare various reports to get a better overall picture of school community
* continue doing my job
* spend more time on goal setting
* contributing to the creation of the SIP goals
* using the data warehouse
* how am I going to change the school climate to make it positive?
* brainstorm non-inference based observations in current school data to prep for leadership meeting
* brainstorm SIP goals based on observations
* finish out year based on improving student achievement
* as an advisory teachers, I can start connecting more with my students that are chronically absent in hopes of finding a solution to help decrease absences
* make sure students know how important attendance is
* think more about goals for next year’s vision
* remind students of their expectations
* write better SMART goals
* be more observant
* focus on data to continually monitor my students’ progress vs. the district
* be a model of consistency and academic focus
* keep reinforcing positive behaviors and expectations with students
* bring more attention to what this school needs to focus on
* use data warehouse more
* continue to use data to create goals that guide this school
* think about positive goals for SIP

# Meeting Feedback

|  |  |
| --- | --- |
| **+** | **∆** |
| * **data** was very informative * I enjoyed this session today and **looking at data** was awesome and informative**-(7)** * good to see **data** * lots of good info * stuff to think about * good work * interesting to look at behavior data * the meeting was fine * was non-threatening and engaging **(2)** * giving relevant, up-to-date data to breakdown * starting with vision * best PD we have had * well done * great job * great information to learn about climate and culture survey * vision brainstorming * great job explaining * hope to have our information used and improved * liked observing a variety of school **data** * enjoyed meeting today * involving teacher voice * group work * on task instructor * awesome…very adaptable * small group discussion as opposed to whole school | * we must be more thoughtful of each other * don’t let vision time become gripe fest * more time**-(5)** * we all need to bring positivity daily * more streamlined with assessment data—too much * more reflection time * sending data ahead of meeting so attendees can be familiar with the data * better explain the data |