# 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
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