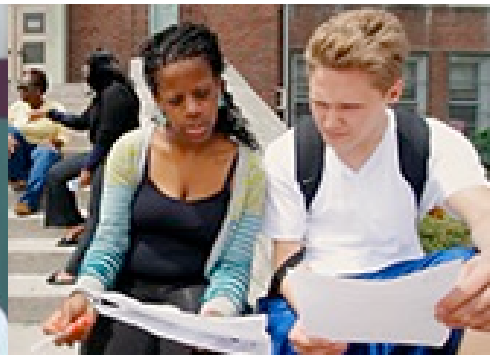




# CPN Updates

## May 12, 2020

Dr. Priscilla Dowden-White, Board President  
Jay Hartman, Executive Director



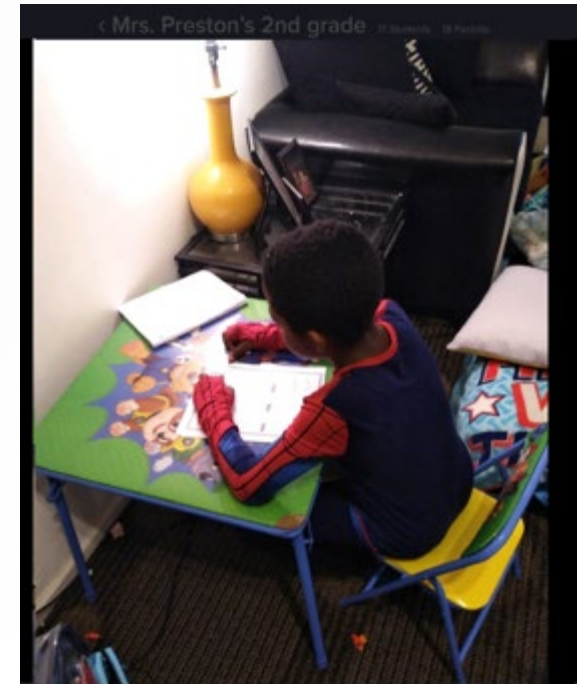
# CPN Updates



**Mission:** To dramatically improve school performance by providing schools with a new governance model that will enable greater autonomy, flexibility, as well as strengthen community voice.

## AGENDA

- CPN Mission + Theory of Action
- SY 2019-2020 Updates
- SY 2020-2021 Priorities
- Questions?



# CPN Board Membership

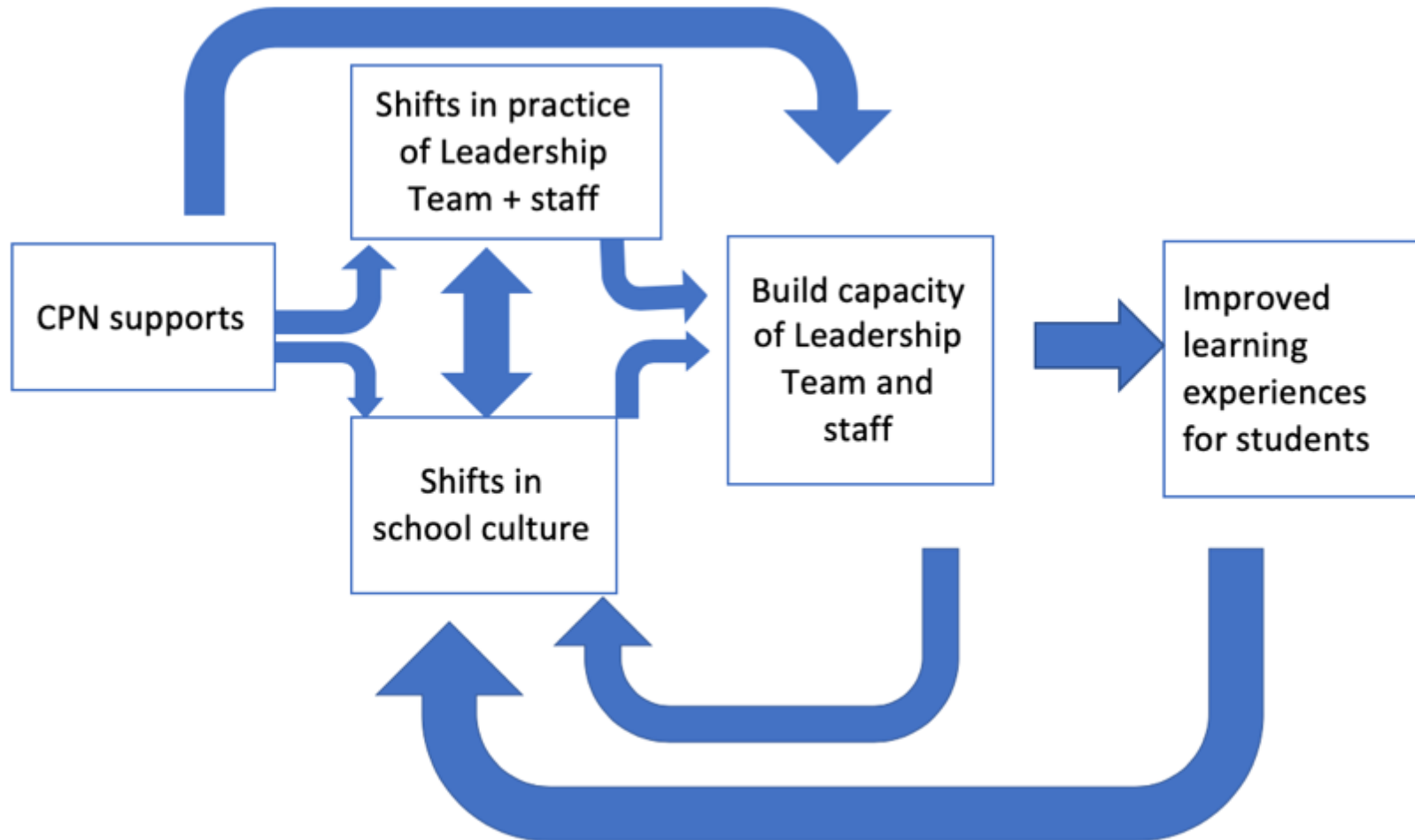
- Dr. Priscilla Dowden-White, Board President
- Marcus Robinson, Vice President
- Ms. Vivian Carbin, parent representative
- Ms. Susan Jones, School Board representative
- Dr. Kelvin Adams, SLPS Superintendent



# CPN Mission

- **Equitable Outcomes:** Provide resources for students where they are needed the most
- **Empowered Teachers:** School teams have autonomy to improve their schools using evidence-based practices.
- **Excellent System of Schools:** Incubate scalable change for neighborhood schools.

# CPN Theory of Action



# SY 2019-2020 updates

## Inputs:

- Teacher informed improvement plans
- ELA curriculum shifts
- Professional development and assessment flexibility
- Community convener meetings

## Outcomes:

- Academic
- School culture

## COVID 19 adjustments

# Teacher Informed Improvement Plans

- ❑ More visible/public accountability
- ❑ Ability to revise and measure distance to goals each year
- ❑ Leadership teams take an active role in planning for next years

## **Key Takeaway:**

Improvement plans have shown success, but there is a continued need for capacity building of leadership teams.

# Examples

We will build on a foundational focus in Year 1 to drive towards a long-term vision of transforming Ashland into a learning hub that empowers students and the community

## Year 1

Laying the groundwork (infrastructure, tools, systems) to build a **solid foundation in academics and culture** for every individual student in the building



## Year 2

Deepening the work to **develop the whole student**, from socioemotional learning to multicultural exposures, to **empower all learners** to be leaders in their communities



## Year 3

Leverage partnerships to provide access to opportunities for students to **innovate, invent, and apply** their learning, while also providing resources to **uplift the Ashland community**



**Ashland Elementary will be a learning hub of committed partners that empowers our students, academically and socially, to achieve their life goals, and uplift and strengthen our community.**





# Examples

Here is a roadmap of how we hope to pursue this plan:

At Meramec, we envision creating an **inquiry-based** learning environment that taps into the **natural curiosity and giftedness** that exists within the Meramec community.

**Year 1:**  
Lay the Foundation

- Establish the foundation** (infrastructure, tools, systems) for propelling inquiry-based learning:
- Adoption of robust **literacy curriculum**
  - **RTI interventions**
  - Teacher **professional, development** and tools
  - Formation of **adult and student culture committees**
  - Alignment of field learning experiences to units of inquiry

**Year 2:**  
Deepen and Enrich

- Deepen the impact of student and adult learning**
- Reflection and refinement of Year 1 practices
  - Adoption of inquiry-based **K-5 science curriculum**
  - Pilot **school-wide units of inquiry**
  - Adoption of **trauma-informed social emotional learning program**

**Year 3:**  
Embed

- Embed practices** into the life cycle of Meramec
- Reflection and refinement of Year 1 and 2 practices
  - **Regularly engage students in inquiry-based learning** experience aligned to a central question and connected to a real world problem/issue/challenge.
  - Deepen training and development opportunities including job-embedded learning



# Reading Curriculum Shift

- ❑ Teachers have tightly aligned lessons in hand and are connecting knowledge-based curriculum to real world
- ❑ Opportunities for writing across all content areas has increased



## Key Takeaway:

Curriculum shifts have proven positive. We need continued literacy development for teachers in the science of reading.

# PD and Assessment Flexibility

- ❑ Professional development connected to improvement plans
- ❑ Teacher input into planning and execution
- ❑ More time for professional development



## Key Takeaway:

To continue to drive results we must deepen the explicit relationship between curriculum, PD and assessments. 10

# Community Convener Meetings

- ❑ Monthly meeting with school leadership
- ❑ 40+ community groups represented
- ❑ Connecting families/staff with better resources

## Key takeaway:

To drive academic outcomes, we must reverse the mobility trend. To do this it will take a village.



# Outcomes: Culture and Climate

## Attendance (90/90)

- Meramec: 88.1% (+7)
- Ashland: 84.8% (+5)

## Highest and lowest School culture outcomes

(Panorama Survey)

- “Engagement rate” is an area of relative strength
- “Rigorous expectations” needs to improve

## \*\*Student attrition/mobility

- Students in transition- 10%-20%
- Mobility rate: 30%-40%

# Outcomes: Academics (Star)

## Reading outcomes

- ❑ Meramec: above average growth in KG, 4<sup>th</sup>, 5<sup>th</sup>
- ❑ Ashland: above average growth in 2<sup>nd</sup> and 4<sup>th</sup>

## Math outcomes

- ❑ 4th grade math above avg at both schools



# Case Study: 4<sup>th</sup> grade

- ❑ At both campuses, 4<sup>th</sup> grade had the highest math and reading STAR results from Fall to Winter.
- ❑ Inputs
  - ❑ Teachers looping with their cohorts of students.
  - ❑ Highest student retention from 3<sup>rd</sup> to 4<sup>th</sup> grade
  - ❑ Curriculum implementation with fidelity.

**Key takeaway:** Teacher retention, student retention and consistent curriculum DO lead to success for students. That combination is *still far too rare.*

# COVID

## Data:

- 85% + of families responded to technology needs survey at both schools
- 70% + total engagement rate from families

## Challenges:

- Daily/weekly synchronous engagement rate much lower than total engagement.

## Key Learnings:

- Potential for future use of online instruction



# SY 2020-2021 priorities

- ❑ Strategic teacher looping, focus on student retention
- ❑ Improved instructional coaching model
  - ❑ Adding reading and math specialist coaches
- ❑ Formalized leadership PD through TLI
- ❑ Improving joy through problem-based learning units aligned to reading curricula
- ❑ Adjustments per COVID
  - ❑ Opportunities for innovative use of technology



# THANK YOU



# QUESTIONS?