

MOY-Alternate Reporting Form

This form can be completed in lieu of the google form. Please email completed form to Lizette Torres (Lizette.torres@apsva.us).

MOY Questions	Evidence (Links) /Brief Description						
<p>In what way are you monitoring progress toward your goals? What will you continue doing? What will you revise, change, or add, to further support progress toward your goals during the second semester?</p>	<p>Since October, we have had weekly collaborative team meetings and to monitor ELA and review groupings, writing samples, and student performance measures. Now that we have Diebels for grades 3-5, PALs, and RAZ Kids running records with benchmarks for K-2 from ELA, we will use these data points for ELA. *See attached ASFS Assessment Chart https://docs.google.com/spreadsheets/d/1Zs5JleFNBX1PSMsmdUZotdA6ILCDytHgsFzE6LZhOV8/edit?usp=sharing</p> <p>Currently, we are serving 7 students in Reading Recovery as our most intensive intervention and multiple small groups in all other grade levels.</p> <p>Currently we have 2, OG groups with SWD and non SWD.</p> <p>All students in red or yellow are currently receiving at least 1 extra support. Diebels Grade: n=113 Diebels 4th Grade: n=95 Diebels 5th Grade: n=118</p> <div style="text-align: center;"> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">3rd</td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;">4th</td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;">5th</td> <td style="padding: 5px;"> </td> </tr> </table> </div> <p>For mathematics, we have monitored Quick Checks and Unit Tests. For first quarter our third grade team used the Performance Matters as a trial and it worked well with the disaggregated scores and strategy areas. Beginning in January we will use Performance Matters for grades 2-5 in math with a 70% pass rate required. In K-1, we will explore the Performance Matters, but use the Quick Checks and Unit Tests to monitor progress. This data will be recorded in our "Rainbow" file. Having all information about student performance in one spot, plus schedules,</p>	3rd		4th		5th	
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	<p>etc. enables teachers to readily access information. Special area staff who serve multiple grade are able to see all student performance.</p>
<p>How have your plans to provide excellent learning opportunities for each student in the virtual environment and for Level 1 students in the in-person learning model been modified/adjusted/changed based on access to technology, schedules flexibility, county resources, learning materials, etc.?</p>	<p>The 7 Level 1 students have been present every day and are making much greater gains than when they were home. Their schedules continue to follow their classroom and special education teacher schedule and the students are having lunch in the classrooms and recess outdoors. All students leave their supplies at home and only bring their iPad to school. This gives them the opportunity to continue to learn at home with their supplies.</p>
<p>How have your specific plans to support student well-being (food needs, devices, learning materials, etc.) been adjusted and what has been the impact?</p>	<p>Our ITC has been here every day since August and supports problems with iPads by having people bring them to the school and they are fixed immediately. He is amazing.</p> <p>As parents have talked with our counselor, our social worker, administrations, we have gone to the PTA for support. We have had 2 canned food drives and 1 coat drive so far. Our PTA is supporting 18 families for winter break, by collecting gift card donations from ASFS families and staff at Giant, Safeway, and Target. These cards will be mailed on December 11, 2020 through our social worker. Level 1 students receive food from the school and many teachers have sent in canned goods and boxed foods to go home with them. 1 of our student's parent want his food given to others.</p> <p>Our PTA President and I run monthly grade level specific virtual parent coffees as an out reach. The people attending have increased in numbers and diversity.</p>
<p>What and how have you met and supported the professional learning needs of your staff, and the well-being needs of staff (morale, Canvas, sense of community, EAP resources, etc.)?</p>	<p>Morale: "Shout outs" at each staff meeting, Videos of our students and staff developed by our Lead Teacher, Jennifer Hall to promote laughter. Many small meetings with teaches to listen and help problem solve. 1 referral to EAP.</p> <p>PD: Most of our PD has been related to technology. At each staff meeting we have a time for people to share out "tricks of the trade," as people fid short cuts or tools and they share them on TEAMs.</p> <p>ELA has spent time with staff on LEXIA, RAZ Kids, DIEBELS, PALS and using reading resources on TEAMs. We have offered mini-sessions during the week after the student leave and people can attend them if they choose.</p>
<p>How are you working with community partners during this distance learning period (PTA, parent groups, county resources, etc.)?</p>	<ul style="list-style-type: none"> ● Monthly PTA meetings ● Monthly virtual parent coffees by grade levels ● Weekly E Friday Folder communication where the social workers shares available county resources and putting her information out to parents. ● Admn communication to parents on "tricky" topics by grade level and one on one follow ups through TEAMs as needed ● Additional meetings during the fall to talk about the boundary changes ● Monthly updates from Ms. Peters as we begin the process for the new school at the Key site. Ms. Peters works at ASFS on Mon/Tues so we have time to talk and help in establishing the new school.

What steps have been taken to address opportunities areas in the <i>Your Voice Matters (YVM)</i> survey and what is the data supporting impact?	<ul style="list-style-type: none">● With this year focusing on the movement of students to the new site at Key, the students returning to ASFS, and the new students from Taylor and Ashlawn, our goal continues to be keeping parents informed about changes, helping to ensure they understand the changes, and informing of upcoming opportunities in the spring (tentatively) to meet the communities and make the transitions easier.
Additional Comments (Optional)	*Rainbow chart link https://docs.google.com/presentation/d/11cDUHlzT2Zo8Liz0jswc1PDtbiKdJVUylgwks0SyqEk/edit?usp=sharing