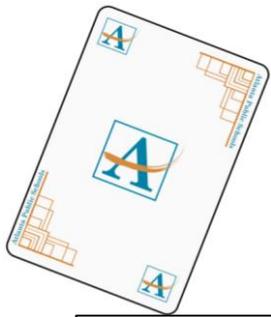


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**Continuous Improvement**  
**Equity**  
**Support**

**School Name: Miles Elementary**  
**Ms. Thalise Perry, *Principal***  
**Cluster Name: Mays Cluster**  
**Dr. Kala Goodwine, *Associate Superintendent***



## Staffing Information

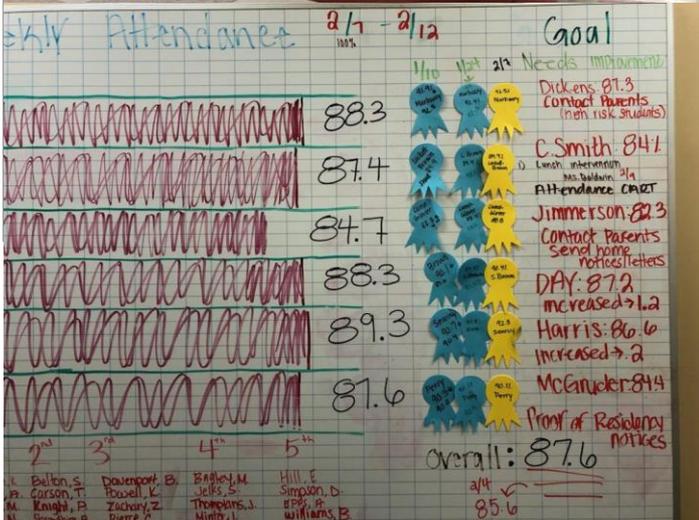
- **Number of Vacancies: 4 vacancies**

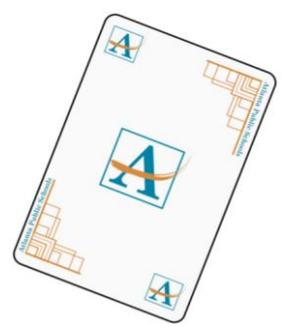
## Financial Information

- **Projected enrollment: 442**
- **Budget change: +\$201,879**

## Student Population

- **English Learners: 25**
- **Students with disabilities: 47**
- **Gifted: N/A (<10 students)**





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# Early Warning Indicators

## SY22 Attendance\*

- Attendance Take Rate = 100%
- ADA Attendance Rate = 87.8%
- Students not chronically absent = 51.1% (CCRPI Attendance Rate)

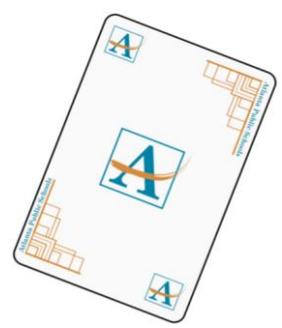
## • SY22 Behavior\*\*

- OSS Suspension Rate = 0.00
- Suspension Rate by Subgroup

Subgroup	Total Number of Students	OSS Suspension Rate
Female	255	0
Male	266	0
SWD	45	0
Black	479	0
Hispanic	35	0
Multi-race	N/A	N/A
White	N/A	N/A
Asian	N/A	N/A

\*As of xx/xx/2022

\*\*As of xx/xx/2022



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# Academic Indicator

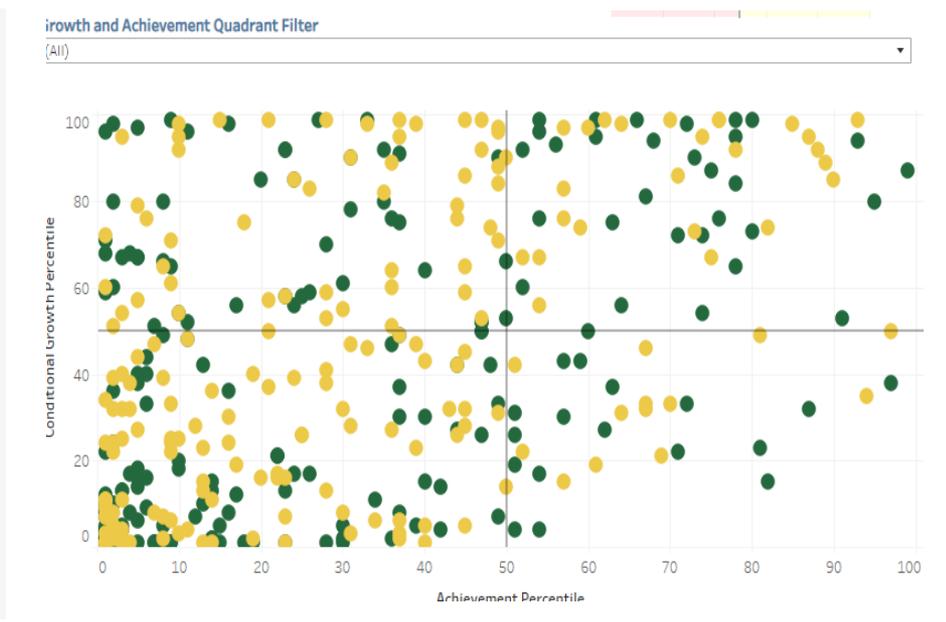
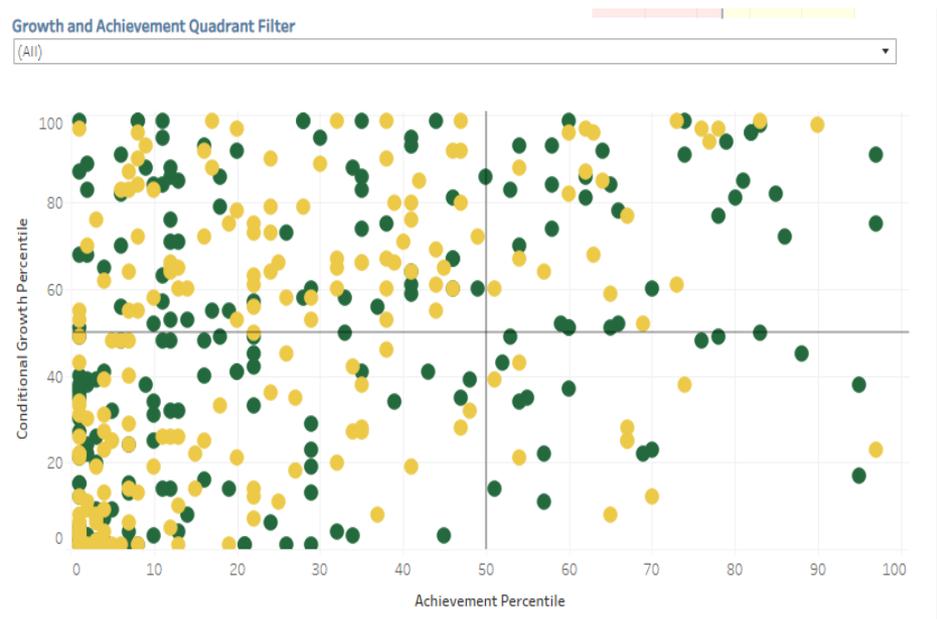
## NWEA MAP Assessment Results

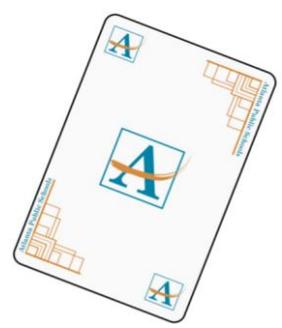
- MAP Winter Take Rate:
  - <90%
  - 90-95%
  - 95%+
- MAP Growth Target Met (Fall to Winter)

Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth

## Math Performance

## ELA Performance



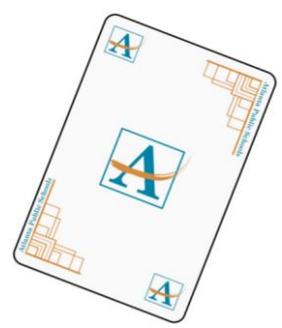


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# Academic Indicators

## Core Instruction

	Data Highlight from MAP Results	Current core instruction strategies
	<i>Example of Opportunity: 44% of our students are proficient in Reading on the MAp Assessment.</i>	<i>We want to continue to train teachers on the balance literacy frameworks and consistently monitor Tier I reading instruction.</i>
ELA	Data Highlight 1 (Success) Our students are showing high growth in the area of reading.	<i>Based the winter MAP assessment results, our intentional focus on teaching phonics and guided reading had a great impact on the high level of growth in reading.</i>
	Data Highlight 2 53% of our students are performing at the proficient level in the area of Math	<i>Based on our winter MAP assessment results, we will continue t train teachers on numeracy and problem solving strategies. We will also put an intentional focus on fluency drills. These strategies will increase the number of students that are categorized as proficient.</i>
Math	Data Highlight 1 Our students are showing high growth in the area of math.	<i>Based on your winter MAP assessment results, The Eureka Math curriculum , weekly data meetings that focus on deficient areas and analyzing exit tickets assisted with student growth and with students meeting and exceeding their MAP goals.</i>
	Data Highlight 2 73% of our EL students exceeded their math growth target.	<i>Our ESOL teacher pushes into the classroom and co-teaches math with the homeroom teacher and pulls small groups. During the small group instructional time she focuses on the deficit skills in math based on Map data and plans lessons to close the</i>



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# SY22 Progress

## Game Changer:

What's the biggest game changer for your school since the last ACES review?

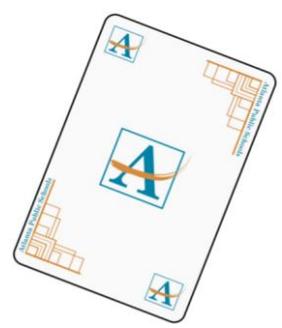
Our Social Worker working to get students to school and providing the wraparound services was a huge game changer in addition to the intentional focus put on our ESOL instruction.

## Opportunity:

What's the biggest opportunity for improvement for the rest of SY22? Focusing on Tier 1 instruction and training special education teachers on how to use various instructional strategies to meet the needs of our students.

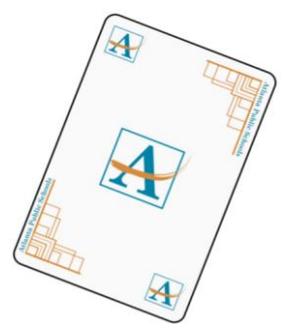
## Highest Priority Need:

What support do you need to accomplish your SY22 goals? Based on our SWD numbers and the deficit areas in the subgroup, additional SWD training and monitoring throughout the school year.



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# APPENDIX

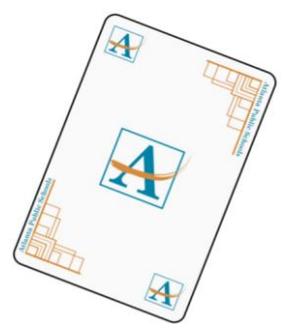


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# Intervention Data

## HMH Dosage

Program	Avg. Daily Use (Mins)	Avg. Weekly Use (Days)
Math 180	N/A	N/A
Read 180	16.4 minutes	1.8 days
System 44	11 minutes	2 days
iRead	25 minutes	2 days



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# Academic Indicators

## Appendix

\*

MAP Growth Target Met (Fall to Winter)

Subgroup	Number of Students (%)	Growth Target Met (Math)			Number of Students (%)	Growth Target Met (ELA)		
		Did not meet growth target	Met growth goal	Growth Goal Exceeded		Did not meet growth target	Met growth goal	Growth Goal Exceeded
<b>Overall</b>	393 (100.0%)	48%	8%	45%	384 (100.0%)	56%	7%	37%
<b>Male</b>	199 (50.6%)	48%	10%	42%	193 (50.2%)	56%	7%	36%
<b>Female</b>	194 (49.3%)	47%	5%	47%	191 (49.7%)	55%	6%	38%
<b>SWD</b>	22 (5.5%)	41%	14%	45%	21 (5.4%)	57%	5%	38%
<b>EL</b>	22 (5.5%)	23%	5%	73%	22 (5.7%)	50%	9%	41%
<b>Black</b>	354 (90.0%)	50%	8%	43%	346 (90.1%)	57%	7%	37%
<b>Hispanic</b>	32 (8.1%)	34%	3%	63%	32 (8.3%)	53%	9%	38%

\*As of 2/9/22 (subject to changes with enrollment). Student groups with less than 10 students were omitted.