

## MMR Improvement Progress Update

March 13, 2017

### High School English

- The High School English Teachers met with Reading Coach on February 2, 7, 13, 23, and 28. The professional development focused on how to teach informational text and how to use standards to identify and select curriculum. Furthermore, the teachers worked with the Reading Coach to generate standards based assessments.
- Teachers identified reading samples, aligned with standards and discussed how to help students analyze the passages.
- The rigor and pacing for 9<sup>th</sup> English was adjusted by the teachers.

### Intermediate School

- The DIBELS data, combined with the winter NWEA data show the need for more intervention to ensure students achieve one year's worth of growth in math and reading. WIN was changed to Power Hour on February 23. During this time students are divided based on their math and reading proficiency. Class sizes are smaller during Power Hour by utilizing the reading interventionists. During this time teachers are providing differentiated instruction for remediation and enrichment based on the proficiency data for each student.
- The principal conducted data meetings with each teacher to analyze the winter data. Each teacher is developed a plan to address deficit areas in math and reading with their students. All the plans were completed and implemented by February 22<sup>nd</sup>.

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February 6, 2017

### District-wide

- The contracted reading coach began working with High School English Teachers on January 23<sup>rd</sup>. During the staff development session the teachers became more familiar with the Minnesota Academic Standards. The coach is working with the HS English Teachers one day per week.

### High School English

- Instruction was planned and assessments were developed for English 9 and 10A. Teaching assignments were adjusted so the teachers are available to work with the reading coach.

## Intermediate School

- Teachers were trained on the MCA testing protocols during the January 23<sup>rd</sup> staff development day. Testing schedules and logistics were also reviewed.
  - All students completed the NWEAs for reading and math. The data is undergoing analysis.
  - All students participated in a January DIBELS benchmark. Across the grade levels, there was significant growth in fluency. However, 21 of the 26 classrooms scored below benchmark and began the PRESS Fluency Intervention on January 30<sup>th</sup>.
  - A team of four teachers designed an extended day program for students in grades 3-5. The program will start mid-February and provide an additional 50 hours of math instruction for identified students.
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## MMR Improvement Progress Update January 9, 2017

### District-wide

- A District Reading Coach has been identified and contracted for one day per week beginning January 23<sup>rd</sup>. She will begin working with High School English Teachers and will also work with Primary School Teachers.

### High School Math

- Common assessments continue to be the focus of weekly PLC meetings. The results of student achievement on common assessments are analyzed after instruction to determine mastery of academic standards and effective instruction.
- On December 14<sup>th</sup> the high school Math teachers met and continued planning for the Algebra II/Probability and Statistics. Standards were also placed and assessments were developed.

### High School English

- The high school English teachers met on December 16<sup>th</sup> and processed the student work (including writing samples) from English 10B and English 9 using the data protocol. Progress on curriculum for English 10A was also completed: course templates, units, pacing, and common assessments. This is also the current work of the PLC.

### Intermediate School

- Many classroom teachers have implemented guided math (small group instruction) within the classroom to differentiate instruction. These teachers have been collaborating and observing one another for best instructional practice.
- A group of classroom teachers are flexibly grouping for reading, math and science instruction to meet the varying needs and academic levels of students. Data from common assessments are showing growth for students at all achievement levels.
- Fourth grade teachers have created additional reading (vocabulary) and math fact fluency support programs for students to utilize on iPads. The iPads will be sent home in collaboration with parents for these specific reading and math programs.

- Twenty-two of the 26 classrooms scored below the grade level reading proficiency as measured by DIEBELS at the beginning of the year. Twenty of the 22 tested above grade level after the PRESS intervention. One of the two classrooms low in fluency completed another round of the PRESS intervention and is now above benchmark. The other classroom low in fluency is completing an extended PRESS intervention.

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## MMR Improvement Progress Update December 5, 2016

### District-wide

- Interviews were conducted for the District Reading Coach position the week of November 14<sup>th</sup>. However, a suitable candidate was not identified. We will be contracting these services from an independent provider for the remainder of this school year. The position will be advertised as vacant this spring.

### High School Math

- Common assessments continue to be the focus of weekly PLC meetings. The results of student achievement on common assessments are analyzed after instruction to determine mastery of academic standards and effective instruction.
- On December 2<sup>nd</sup> teachers in grades 7-9 aligned standards in Pre-Algebra, Algebra I, and II.

### High School English

- The high school English teachers met on November 22<sup>nd</sup> and processed the student work protocol using data from English 10B and English 9.
- Common assessments are being created for upcoming units during PLCs. The results of student achievement on common assessments are analyzed after instruction to determine mastery of academic standards and effective instruction.

### Intermediate School

- The Instructional Leadership Team (ILT) met on October 27<sup>th</sup> and developed the school wide goal to be “students in grades 3-5 will develop the stamina, perseverance, and academic ability so that they accomplish a year or more worth of growth as measured by MCA.” The ILT determined that grade level PLC retreats were the best way to move the school toward the goal and created the agendas for PLC retreats.
- PLC retreats were conducted for each grade level on November 10<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup>. The purpose of the retreats was to analyze student data, align and plan curriculum to standards, move the discussion in PLCs from being about “teaching” to being about “student learning”.
  - The ILT discussed the school goal with the staff.
  - Accountability with PLC logs and principal visits was discussed.
  - Data analyses of student growth included: NWEA Quadrants, Benchmark Strand Data, and Fluency Data
  - Curriculum work included identifying EM4 gaps in comparison to the MN Standards, planning common assessments and instruction for EM4, analyzing common assessments.

- PRESS (Path to Reading Excellence in School Site) is being implemented at the Intermediate School. PRESS interventions address the essential reading skills of: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
  - Twenty-two of the 26 classrooms scored below the grade level reading proficiency as measured by DIEBELS at the beginning of the year. Twelve classrooms completed the PRESS intervention in early November and are now above proficiency.
  - The PRESS intervention has been completed for the other 10 classrooms. Eight of the 10 are now above proficiency. The other 2 classrooms will begin another PRESS intervention immediately.

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## MMR Improvement Progress Update November 14, 2016

### District-wide

- Interviews were conducted for the District Reading Coach position. However, a suitable candidate has not yet been selected. More qualified applicants recently submitted applications and interviews will be conducted the week of November 14<sup>th</sup>.

### High School

- The high school administration, curriculum director, and superintendent have collaborated to better support the high school English and Math departments.

#### Math

- The high school math curriculum was reconstructed in July. The MN Academic Standards, which are measured on the 11<sup>th</sup> grade MCA exam, were placed in the following courses, which are required for all students in grades 9-11: Algebra II, Geometry, and Algebra II/Probability, and Statistics. Course templates have been reconstructed for these courses.. Instructional units were organized sequentially in accordance with the number of available instructional days.
- Common assessments have been the focus of weekly PLC meetings. Common assessments are being created for upcoming units. The results of student achievement on common assessments are analyzed after instruction to determine mastery of academic standards and effective instruction.

#### English

- English 10B was reconstructed September 21<sup>st</sup>. The MN Academic Standards, measured on the 10th grade MCA exam, were placed in the course template. This is reflected in the course template, which is posted on the district website. Instructional units were organized sequentially in accordance with the number of available instructional days.
- English 9 was reconstructed September 22<sup>nd</sup>. The MN Academic Standards, measured on the 10<sup>th</sup> grade MCA exam, were placed in the course template, which is posted on the district website. Instructional units were organized sequentially in accordance with the number of available instructional days.
- NWEA and MCA test results were analyzed by English 10B and English 9 teachers. Common assessments have been completed for the first few units of the second quarter.
- English 10A was reconstructed on October 28<sup>th</sup>. The MN Academic Standards, measured on the 10th grade MCA exam, were placed in the course template, which is posted on the

district website. Instructional units are being organized sequentially in accordance with the number of available instructional days.

- Common assessments have been the focus of weekly PLC meetings. Common assessments are being created for upcoming units. The results of student achievement on common assessments are analyzed after instruction to determine mastery of academic standards and effective instruction.

#### Intermediate School

- Mark Graham was assigned to the assistant principal position on October 11<sup>th</sup>. A matrix was developed to delineate the responsibilities of the principal, assistant principal, behavior interventionist, and social worker. As a result, the principal has sufficient time to provide instructional leadership and support for the staff.
- The principal completed meetings with grade level teams, PLCs, and some individual teachers by October 19<sup>th</sup> to review z scores. Ongoing individual and group discussions with the principal focus on analyzing several data points including NWEA strand data (specific areas of knowledge within math and reading) and DIEBELS. Using the data to inform instruction is the desired outcome of these coaching conversations.
- PRESS (Path to Reading Excellence in School Site) is being implemented at the Intermediate School. PRESS interventions address the essential reading skills of: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
  - Twenty-two of the 26 classrooms scored below the grade level reading proficiency as measured by DIEBELS at the beginning of the year. Twelve classrooms have completed the PRESS intervention and are now above proficiency.
  - The PRESS intervention is in progress for the other 10 classrooms, which scored below proficiency.