Mahtomedi Public Schools Site Goals 2016-2017

ECSE and WW

The percentage of all students in grades 1-2 at Wildwood Elementary and Mahtomedi Early Childhood Special Education who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA Primary MAP and the NWEA MAP in READING will increase from 69.6% in spring 2016 to 72.6% in spring 2017.

OHA

The percentage of all students enrolled Oct. 1st in grades 3-5 at O.H. Anderson Elementary school who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 75.5% to 78.5%.

MS

The percentage of all students enrolled October 1 in grades 6-8 at MAHTOMEDI MIDDLE SCHOOL who earn an achievement level of Meets the Standards or Exceeds the Standards in READING on all state accountability tests (MCA, MTAS, MOD) will increase from 78.7% in 2016 to 81.7% in 2017.

HS

The percentage of all students in grade 11 at Mahtomedi High School who meet or exceed the district benchmark of 18, or individual benchmark as determined by an individual team plan, on the ACT in reading strands will increase from 89.2% in 2016 to 91.2% in 2017.

Passages Transition Program

57% of students assessed using the Brigance Transition Skills Inventory will make a 4 item or more increase on the combined sections of Employment Pay and Benefits Vocabulary and Payroll Statements and Paychecks in their baseline individual score from the Fall of 2016 to the Spring of 2017.

Data Review
A survey is sent to all participants in the MCP for feedback on the four areas (setting building-wide goals, participating in PLCs, setting PLC goals, and peer coaching) and how they affect both personal professional practice and building-wide practice.

In area 1, setting building-wide goals, there continues to be a disconnection to setting these goals and our work personally and as a building. 30% indicated that it has very little impact on their professional practice and nearly 29% indicated that it has very little impact on their building practices. This is the most prescriptive part of the program and the imposed limitations bring frustration.

In area 2, participating in PLCs, there is broad support. More than 95% of respondents indicated that this was "very" or "somewhat" important to their professional practice and building practice. The comments also show a shift that people feel more comfortable with the mission of PLCs. However, the question of if they are doing that work still remains. There is a marked improvement in this area over previous year, which supports the focused work on PLCs over the past four years.

In area 3, setting PLC goals, nearly 85% of respondents found the PLC goals to be "very" (30 - 35%) or "somewhat" (50 - 55%) important to their practice. There is also a great deal improvement in this area over the past four years. The comments indicate far more acceptance of the PLC goals and that they find them applicable to instructional practices.

Area 4, peer coaching, continues to receive the most support and is the most popular part of the program. So much so, there were no qualifying comments from respondents. In a separate survey used for peer coach evaluation, comments were unanimously positive for the work of peer coaches.

The final survey question asked for suggested changes in the program. Continued flexibility around goals and continued work in improving the PLC process were offered.

The overall feeling from the data was that progress is being made in areas we have targeted over the years.

PLC Review
Two PLCs from each school under review were selected to review goals, agendas, and minutes as well as other items generated during meetings.

Wildwood PLCs examined were 1st grade and the specialists.
First Grade's goal was examined to look for all components of SMART goal setting. The goal met all requirements including alignment with the World's Best Workforce goals and building goals.
In addition to the SMART goal, the specialists PLC minutes were also examined. Their goal involves a book study. The SMART goal met all requirements and the minutes showed careful

attention to the study of each chapter with discussion about the important elements and examples of implementation in the classroom.

Middle School PLCs examined were special education and health/physical education. MS Special Education's goal involved the study of two books and how the suggested strategies would be implemented in the classroom. The goal met all requirements. In addition to examining the SMART goal, several sets of minutes were examined from the MS Health/Physical Education PLC. The showed progress toward their work in aligning standards to curriculum, with specific work on 6th grade and utilizing Google Classroom for written work. They also continued to work on a goal from last year that is revising and adding to their "word wall" of terms for health and physical education.

Program Review Rubric
Component 1--Teacher Leader Positions
1a: This area was met at "Exemplary."
1b. This area was met at "Proficient." In discussion it was decided that there needs to be more training and explanation for all staff on the roles of the teacher leader positions and how they support professional learning and growth.
1c. This area was met at "Exemplary."
1d. This area was met at "Exemplary."
1e. This area was met at "Proficient." The evaluation system for teacher leader positions is in place and meets all requirements. All that is needed is for the system to be presented in written form.
1f. This area was met at "Proficient." Initial training for teacher leaders is excellent. Ongoing training needs to be more targeted and purposeful. Areas of professional development need to be identified and specific training needs to be arranged.

Component 2--Job Embedded Professional Development
--All areas were met at "Proficient."
2a. Much progress has been made in this area. Progress needs to continue particularly around goal setting.
2b. Discussion around this item involved the varying sizes of PLCs. There was also discussion about changes in some PLCs to help improve engagement.
2c. Some schools have PLCs that meet weekly. This is not consistent across buildings.
2d. There was improvement seen among PLCs in this area. More work is needed to bring student achievement more to the forefront.

Component 3--Coaching Component
3a. This area was met at "Exemplary."
3b. This area was met at "Proficient." This could be at exemplary but there was a question about the specific time line of a post-observation conference within one week of the observation.
3c. This area was met at "Proficient." As in area "1f" initial training is excellent. There also needs to be more training around observations.

3d. This area was met at "Exemplary."

3e. This area was met at "Proficient." It was felt that more could be done to continually provide professional development and support during regular PLC meetings.

3f. This area was met at "Exemplary."

There was unanimous support in all areas being met at "Proficient" or higher. Major changes were not needed; refinement and more purposeful, target professional development for teacher leaders and PLC members is needed.