

# School Growth Planning

## **Focus on Student Learning – Data Driven Decision Making**

Shorewood Intermediate School

2014-2015

# Shorewood Intermediate School – Growth Plan 2014-2015

## Focus on Growth

**Goal:** 55% of 7th and 8th grade students will meet or exceed their projected MAP growth goal in reading from Fall 2014 to Spring 2015. (50.3% of 2013-14 7<sup>th</sup> graders met Growth Projection)



## Strategies

1. Develop student understanding of MAP data and how student RIT score may correlate to academic success. Present PowerPoint at S.I.S. Open House 2014.
2. Create a “Tool Kit” of reading strategies for students to select and use in all content area classes to improve their reading skills with literature, vocabulary or informational texts based upon MAPs results. “Tool Kit” uses Reading Strands that align with CCSS.
3. Conference with students after Fall, Winter and Spring MAPs testing to set individual reading goals.



## Celebrations

1. PowerPoint presentation on MAPs, RIT scores and lexiles at S.I.S. Open House 2014.
- 2.

## Next Steps

- 1.
- 2.

## Resources

**Who:** Kristen Johnson, Sarah Kopplin, Amanda Krueger, Jamie Zahrt

**What:** Professional Development - Literacy Initiative, D. Buehl

## Outcome



- 1.
- 2.

## Check Points

1. Language Arts teachers will submit Reading Goal sheets to Data Teams by mid-December
2. Guided Study teachers will conference with students and update student goal sheets in January and May



# Student Growth Summary Report

## Aggregate by School

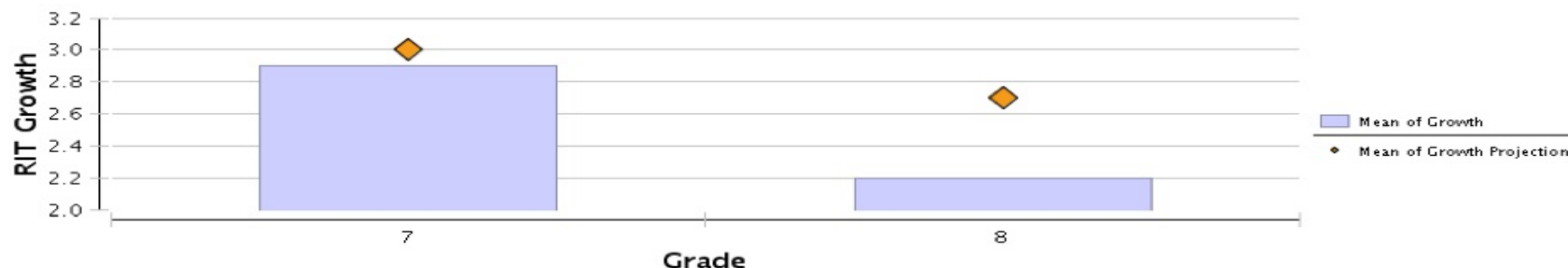
Term: Spring 2013-2014  
District: Shorewood School District  
Grouping: Ethnicity  
Small Group Display: Yes  
Growth measured from: Fall 2013 to Spring 2014

### Shorewood Intermediate School

#### Reading

Grade (Spring 2014)	Count	Fall 2013		Spring 2014		Actual Growth			Projected Growth					
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean Growth	Std Dev	Sampling Error	Count with Projection	Mean Projection	Growth Index	Percent of Projection	Count Meeting Projection	Percent Meeting Projection
<b>7</b>	<b>147</b>	<b>225.3</b>	<b>13.7</b>	<b>228.2</b>	<b>13.5</b>	<b>2.9</b>	<b>7.1</b>	<b>0.6</b>	<b>147</b>	<b>3.0</b>	<b>-0.1</b>	<b>96.7</b>	<b>74</b>	<b>50.3</b>
Asian	14	226.9	11.5	229.9	11.9	3	7.9	2.2	14	2.9	0.1	103.4	8	57.1
Black	22	214	14.0	218.4	14.9	4.5	9.6	2.1	22	3.5	0.9	128.6	12	54.5
Hispanic	7	224.7	11.8	226.4	13.9	1.7	4.5	1.9	7	2.9	-1.1	58.6	3	42.9
White	104	227.5	13.0	230.1	12.5	2.6	6.6	0.7	104	2.9	-0.3	89.7	51	49.0
<b>8</b>	<b>149</b>	<b>228.2</b>	<b>12.5</b>	<b>230.4</b>	<b>11.9</b>	<b>2.2</b>	<b>7.5</b>	<b>0.6</b>	<b>149</b>	<b>2.7</b>	<b>-0.5</b>	<b>81.5</b>	<b>76</b>	<b>51.0</b>
American Indian or Alaskan Native	1	230		232		2		0.0	1	2	0.0	100.0	1	100.0
Asian	12	229.6	9.5	231.2	12.5	1.6	6.8	2.1	12	2.5	-0.9	64.0	7	58.3
Black	35	221.4	12.2	223.2	12.2	1.8	8.0	1.4	35	3	-1.2	60.0	18	51.4
Hispanic	5	221.2	15.9	220	11.0	-1.2	7.2	3.6	5	3	-4.2	-40.0	1	20.0
White	96	230.9	11.8	233.5	10.4	2.6	7.6	0.8	96	2.6	0.0	100.0	49	51.0

#### Reading



# Example Report

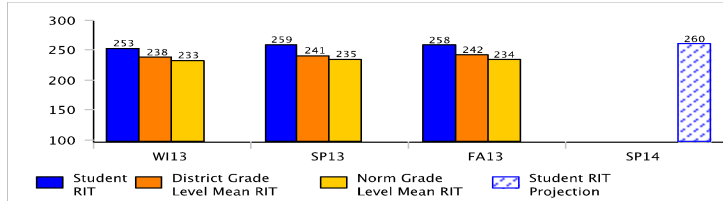


## Student Progress Report



**Term Rostered:** Winter 2013-2014  
**District:** Shorewood School District  
**School:** Shorewood High School  
**Growth Comparison Period:** Fall to Spring

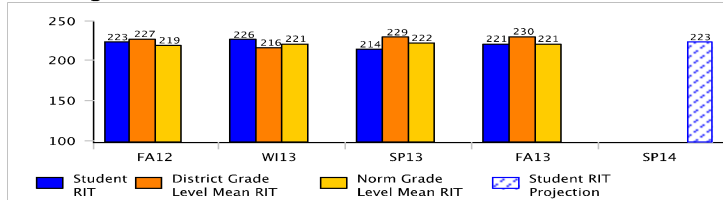
### Mathematics



**Mathematics Goals Performance - Winter 2013-2014**  
 There were no test events found for the selected term.

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA13	9	255-258-261			89-91-94
SP13	8	256-259-262			89-92-94
W13	8	250-253-256			84-88-91

### Reading



**Reading Goals Performance - Winter 2013-2014**  
 There were no test events found for the selected term.

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA13	9	218-221-224			41-49-57
SP13	8	210-214-217	-9	3	20-29-36
W13	8	223-226-229			55-63-70
FA12	8	220-223-227			52-60-70

# RIT (Rausch Units)

- The MAP test is a leveled test, meaning each student sees different questions, getting harder or less difficult depending on their prior responses. The adaptive nature of the test means that **the final score is a function of how difficult the questions were that the student answered correctly.**
- The score of RIT is named after the person who invented this type of assessment. It has been deemed valid and reliable, making it a valuable instructional tool to monitor growth.
- RIT scores are divided into 10-point intervals or ranges. The range of RIT scores is different for each subject area test. For reading, the RIT range is 140-249.

# Reading Strands

- A RIT score will be provided for each of the following three reading strands:
- **Literature**
- **Informational Text**
- **Foundational Skills and Vocabulary**
- Within each of the three strands, the skills that will be assessed are organized into substrands or categories. These strands align with the Common Core State Standards.

# MAP Goal Setting Sheet

Shorewood Intermediate School

Student: \_\_\_\_\_

LA Teacher: \_\_\_\_\_

Grade Level (Circle One) 7 8

Guided Study Teacher: \_\_\_\_\_

## Reading Attitudes

For each statement below, please mark the answer that best describes you and your reading habits.

	1 Never	2 Occasionally	3 Sometimes	4 Frequently	5 Always
Get so interested in something that you are reading that you don't want to stop					
Read the newspaper					
Read on your own outside of school					
Read about something because you are curious					
Read more than one book by an author you like					

What kind of reader are you? (circle one) A very good reader A good reader An average reader A poor reader

## Summer Reading Reflection

1. What did you do over the summer to work on reading and math?

2. Given what you did over the summer, do you think your MAP scores will:

- ☐ go up
- ☐ stay the same
- ☐ go down

### Spring MAP Scores

Get your MAP score from the MAP test you took at the end of the last school year.

#### READING

RIT: \_\_\_\_\_

#### MATH

RIT: \_\_\_\_\_

My Score

Projected Growth

+

My Score next time should meet or exceed

FALL

My Score

Projected Growth

+

My Score next time should meet or exceed

WINTER

My Score

Projected Growth

+

My Score next time should meet or exceed

SPRING

## FALL

**GOAL:** I think I can grow \_\_\_\_\_ points to a RIT of \_\_\_\_\_ by \_\_\_\_\_.

**ANALYSIS:** Each reading score it made up of three parts. Look at your scores and figure out which area was your highest and lowest score.

My highest area: ☐ literature ☐ informational text ☐ foundational skills/ vocabulary  
My lowest area: ☐ literature ☐ informational text ☐ foundational skills/vocabulary

**MAKING A PLAN:** Choose 1 strategy from your lowest area that you feel like you can work on using to raise your MAP score.

Literature	Informational Text	Foundational Skills and Vocabulary
<input type="checkbox"/> Story Map <input type="checkbox"/> Read More <input type="checkbox"/> Summarization/paraphrasing <input type="checkbox"/> Leaving tracks of your thinking	<input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Note taking during and after reading <input type="checkbox"/> Summarization/paraphrasing <input type="checkbox"/> Leaving tracks of your thinking	<input type="checkbox"/> Word squares <input type="checkbox"/> Webbing <input type="checkbox"/> Flash cards

What will I do with this strategy to help myself grow **(BE SPECIFIC)**

- ☐ For example, in science I will enter any vocabulary words that I do not know into my glossary even if they are not required
- ☐
- ☐
- ☐

### EVALUATING YOUR WORK

**Step 1:** Read over the steps you said you would take.

**Step 2:** How often did you take the steps you said you would?

**Step 3:** Did your next MAP score meet or exceed your goal? ☐ YES ☐ NO

**Step 4:** What can you celebrate?

**Step 5:** What could you have done better?

## Winter

**GOAL:** I think I can grow \_\_\_\_\_ points to a RIT of \_\_\_\_\_ by \_\_\_\_\_.

**ANALYSIS:** Each reading score it made up of three parts. Look at your scores and figure out which area was your highest and lowest score.

My highest area: ☐ literature ☐ informational text ☐ foundational skills/ vocabulary  
My lowest area: ☐ literature ☐ informational text ☐ foundational skills/ vocabulary



**MAKING A PLAN:** Choose 1 strategy from your lowest area that you feel like you can work on using to raise your MAP score.

Literature	Informational Text	Foundational Skills and Vocabulary
<input type="checkbox"/> Story Map <input type="checkbox"/> Read More <input type="checkbox"/> Summarization/paraphrasing <input type="checkbox"/> Leaving tracks of your thinking	<input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Note taking during and after reading <input type="checkbox"/> Summarization/paraphrasing <input type="checkbox"/> Leaving tracks of your thinking	<input type="checkbox"/> Word squares <input type="checkbox"/> Webbing <input type="checkbox"/> Flash cards

What will I do with this strategy to help myself grow (***BE SPECIFIC***)

- ☐ For example, in science I will enter any vocabulary words that I do not know into my glossary even if they are not required
- ☐
- ☐
- ☐

#### **EVALUATING YOUR WORK**

**Step 1:** Read over the steps you said you would take.

**Step 2:** How often did you take the steps you said you would?

**Step 3:** Did your next MAP score meet or exceed your goal?                      YES                      NO

**Step 4:** What can you celebrate?

**Step 5:** What could you have done better?

## **Spring**

### **Summer Plan**

1. What can you do over the summer to work on reading and math?

2. What is your goal for next year's spring score?

- ☐ stay the same
- ☐ go up

# Shorewood Intermediate School – Growth Plan 2014-2015

## Transform Learning

**Goal:** 70% of SIS parents will report having a good or excellent understanding of MAPs scores and lexiles and how they relate to their student's development of skills and content knowledge as measured by a survey administered in the spring of 2015.



## Strategies

1. Create Student Learner Profile: academic goals, behavioral goals, personal goals, interest, strengths, etc. This information will also be included in 8th Grade Transition Conferences.
2. Restructure Spring P-T Conferences so that students and parents conference with S.I.S. Data Teams using Learner Profiles.
3. Create Data Teams that are grouped by Guided Study and will service approximately 50 students. Data Teams recommend interventions and communicate student needs.
4. Develop family understanding of MAP data and how student RIT score may correlate to academic success.



## Celebrations

1. "An Introduction to MAP" presentation at S.I.S. Open House
2. Student Learner Profiles were created and are "current."

## Next Steps

1. Develop and implement Spring P-T Conference format

## Resources

**Who:** S.I.S. staff develops new P-T Conference format.

**What:** Learner Profile sheet, data points (MAP scores, WKCE scores, Grades, S.W.I.S. data, etc.)

Data Teams meet during Early Release Wednesdays



## Outcome

- 1.
- 2.

## Check Points

1. Data Team Meetings
  - December through 3rd Quarter
1. Spring Conferences

# Measures of Academic Progress (MAP) Assessments

- MAP assessments are adaptive achievement tests in Mathematics and Reading that are taken on a computer. **The difficulty of a test is adjusted to the student's performance so each student sees different test questions.**
- In Shorewood, these tests are offered 2-3 times per year in grades 3-9 for Reading and Math.
- **Teachers will use data from the assessment to understand the specific skills student have mastered and those that need additional focus.**

# What does MAP report?

- When a student takes the NWEA MAP reading assessment they receive a Lexile range score, based on the RIT score data generated from the individual student's MAP reading assessment. This score is based on an NWEA algorithm that correlates the student's RIT score with the MetaMetrics Lexile scale.
- Since the MAP report will report a Lexile range score rather than a specific Lexile number, **it is important to know that students can read both above and below the range reported by the MAP score. A person's Lexile range is a suggested range of texts that a reader should be reading.**
- The Lexile range for a reader is from 50L above his or her Lexile measure to 100L below. **If a student attempts material above their Lexile range, the text may challenge the student and his or her ability to construct meaning from the reading experience may decrease. Likewise, material below a reader's Lexile range will provide him or her with little comprehension challenge.**

# Lexile

- The reading MAP test score assigns a Lexile score as well as a RIT score to each student based on his or her performance on the reading test. **A Lexile score represents the level of text at which the student demonstrates the ability to comprehend 75% of the text.**

# What is a Lexile?

- A Lexile text measure is based on an analysis of hundreds of millions of words as they have appeared in real text. A Lexile measure for a text reflects the difficulty of the words and the complexity of the sentences in that text. Word difficulty is a “semantic” component based on the **frequency of words** in the language. Sentence complexity is a “syntactic” component based on the **length of sentences** in a text. These two factors act together to produce a single Lexile measure for a text. Lexiles are reported as a numeric value commonly between 200L and 1700L. Low values indicate easier-to-read texts, while higher values reflect more demanding text.

# What is the purpose of a Lexile measurement?

- **Lexiles provide a common scale for measuring text difficulty and student reading ability.** As the most widely adopted reading measure in use today, Lexiles offer a scientific approach that facilitates learning and instruction by improving interpretability and informing educational decisions and instructional strategies. **Using Lexiles, it is possible to match students with appropriate texts and track student reading ability over time using a common scale.**

# How teachers use Lexile measures...

- Teachers can use Lexile measures to customize instruction to their students. Using Lexile measures, educators connect students with instructional resources that match their individual reading ability.
- Knowing the Lexile measure of text in relationship to the Lexile score of a student helps teachers choose reading material that will appropriately challenge the student without creating frustration.
- The challenge for the typical teacher facing a heterogeneous classroom of readers is that there is often a gap between the abilities of the students and the required text. **Armed with the information provided by Lexile measures, the teacher can overcome these differences, improving both reading skills and content area knowledge in the process.**



# Shorewood Intermediate School – Growth Plan 2014-2015

## Build Community

**Goal:** 100% of students will score 80% or higher on a SPBS Assessment that demonstrates understanding of SPBS at S.I.S. by the conclusion of the 2014-15 academic year.



## Strategies

1. 100% of SPBS Behavior Matrix Expectations will be visually communicated throughout S.I.S. to ensure the S.I.S. community is aware of SPBS expectations.
2. Introduce SPBS to S.I.S.
3. Utilize Guided Study to teach SPBS lessons.
4. Utilize SPBS Assessment for students.



## Celebrations

1. SPBS Signage posted throughout S.I.S
2. SPBS Matrix communicated to all students and staff
3. SPBS Guided Study lessons completed

## Next Steps

1.

## Resources

**Who:** S.I.S. Art Staff, PBIS Building Committee, Guided Study Advisors

**What:** Behavior Matrix signage, PBIS lessons for Guided Study, PBIS assessment



## Outcome

- 1.
- 2.



## Check Points

1. Introduce SPBS- September 2014
2. Create and deliver SPBS lessons in Guided Study by end of 1<sup>st</sup> semester
3. Confirm SPBS signage - October 2014
4. Pre-test students by January 2015



## SPBS Volume Level Signage

Voice Level 0  
Silent

Voice Level 2  
Partners

Voice Level 4  
Presentation

Voice Level 1  
Whisper

Voice Level 3  
Groups

Voice Level 5  
Outside

# BEHAVIOR LESSON PLAN

Universal Expectations: Be Safe, Be Responsible, Be Respectful, Be Kind

## PURPOSE OF LESSON (what do you want them to know)

Students will understand and be able to demonstrate safe, responsible, kind, and respectful  
Hallway behavior.

BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND
<ul style="list-style-type: none"><li>-- Walk facing forward at a safe pace</li><li>- Keep the flow of traffic moving ; avoid stopping in the hallway and doorway</li><li>- On the stairs, use one step at a time</li><li>- No body contact (NBC)</li></ul>	<ul style="list-style-type: none"><li>- Always have a pass with you</li><li>- Go directly to your destination and return promptly</li><li>- Use only your assigned locker</li><li>- Keep hallways and stairways clean</li><li>- Report problems to a staff member</li><li>- All lockers should be locked</li><li>- Pick up any dropped items and turn into a staff member</li></ul>	<ul style="list-style-type: none"><li>-- Maintain the appropriate volume (volume level 0 when classes are in session and volume level 2 during passing time)</li><li>- Stop and listen when a staff member addresses you</li><li>- Follow staff directions the first time they are given.</li><li>- Use school appropriate language</li></ul>	<ul style="list-style-type: none"><li>- Stop and help classmates as needed</li><li>- Hold doors for students walking behind you.</li></ul>

## RESOURCES NEEDED

- If video then access to a computer and screen
- If doing a T-chart then a whiteboard, chalkboard, or smartboard and writing utensil to document ideas

**STEP #1: INTRODUCTION**

Create a T-chart of what works and what doesn't when students are in the hallway. Students do the brainstorming.

or

Show video using the link: <https://www.youtube.com/watch?v=W-S96gPHZ9g> and students brainstorm good/bad behavior noted from the video.

**STEP #2: TEACH & INFORM**

1. Students read the matrix (rules under Be Safe, Respectful, Kind and Responsible) and match their description from Step #1 to the matrix rules.

**STEP #3: MODEL & PRACTICE**

1. If time, walk and practice positive hallway behavior. Emphasize to students to look for posted signs, rules and volume meter, in hallway to educate them about the rules for the hallway.

**STEP #4: FOLLOW-UP ACTIVITIES & ASSESSMENTS**

1. Come back and reflect: What worked well? What do we need more practice with? If there is no time to practice, then have students brainstorm what behavior, both positive and negative, they've already experienced in the hallway.

# Halls/Stairs

## **Be Respectful**

- Use volume level 0 when class in session
- Use volume level 2 during passing time
- Follow directions the first time

## **Be Responsible**

- Always have a pass
- Go directly to your destination and return

## **Be Kind**

- Stop and help classmates when needed

## **Be Safe**

- Keep the flow of traffic moving
- No body contact



Shorewood Intermediate School

# Classrooms

## Be Respectful

- Follow directions the first time
- Listen to others & their ideas
- Respect property and belongings

## Be Responsible

- Be on time
- Be prepared with all supplies

## Be Kind

- Treat all with kindness & respect
- Be supportive and contribute

## Be Safe

- No body contact



Shorewood Intermediate School

# Bus

## Be Respectful

- Use volume level 3
- Follow directions the first time

## Be Responsible

- Keep track of all your belongings
- Leave no trace - clean up after yourself

## Be Kind

- Use kind words and actions toward other riders and the driver

## Be Safe

- No body contact
- Stay seated and face forward while the bus is moving



Shorewood Intermediate School

# Bathrooms

## Be Respectful

- Respect the custodians - keep it clean

## Be Responsible

- Have your pass with you
- Return to class promptly

## Be Kind

- Be mindful of others - give privacy and avoid gossip

## Be Safe

- Wash your hands
- Keep water in the sink



Shorewood Intermediate School



# Commons

## **Be Respectful**

- Use volume level 3
- Use good manners

## **Be Responsible**

- Leave no trace - clean up after yourself
- Stay seated until dismissed by staff

## **Be Kind**

- Make sure no one sits alone
- Treat others as you would want to be treated

## **Be Safe**

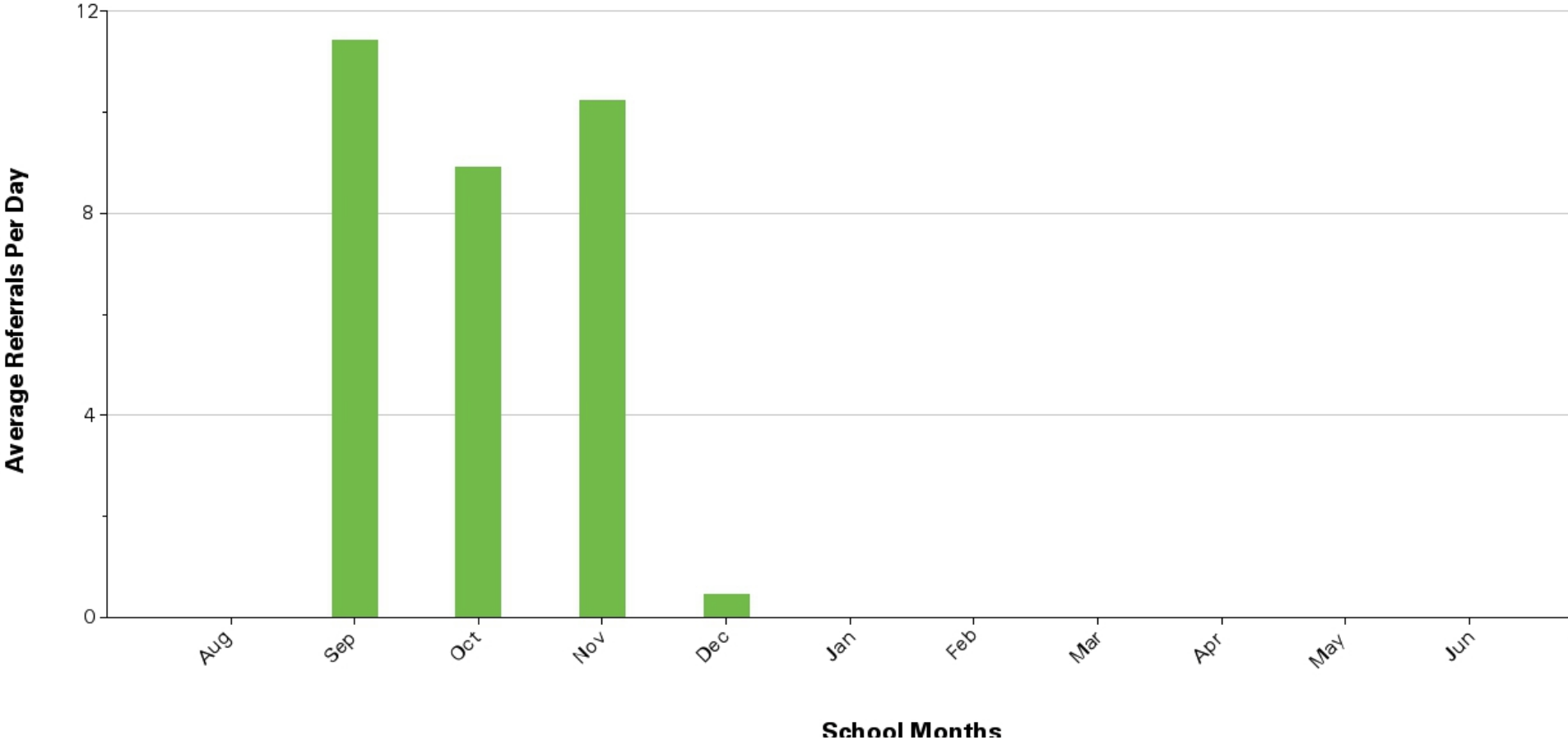
- Eat only your own food
- One person per chair
- No body contact



Shorewood Intermediate School

# Average Referrals Per Day Per Month

All, 2014-15



## Referrals by Problem Behavior

All, Aug 1, 2014 - Jul 31, 2015

