

MMR Improvement Progress Update December 5, 2016

District-wide

- Interviews were conducted for the District Reading Coach position the week of November 14th. 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 2nd 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 22nd 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 27th 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 10th, 15th, and 16th. 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.

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 14th.

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 11th 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 21st. 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 22nd. 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 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 28th. 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 11th. 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 19th 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.