



School Growth Planning

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

**Shorewood Intermediate School
2015/2016**

Why are these goals important?

- During our 8/12-8/13 Data Retreat we focused on three main areas for School Growth: Reading, Math, and PBIS
- Reading and Math are areas that are measured and monitored throughout the year using MAP data. Our RTI model is designed to provide students with supports (Reading & Math Labs) and extensions (Contemporary Classics & Math Counts) in both areas
- We are in the second year of implementing PBIS at SIS and wanted to build upon the successful Tier I systems that were put in place last year (creation of: Core Values, universal expectations, behavior lesson plans, etc.)

How did we arrive at these goals?

- At our Data Retreat we reviewed Goals from 2014-15 (the Team included teachers from multiple grade levels & subject areas, the school counselor, a reading specialist, and the principal)
- We found the implementation of the PBIS Tier I program to be one of the most successful goals from last year
- We felt the goal was successful because:
 - it involved all staff
 - it targeted all students
 - the measures of success went beyond standardized test data allowing for teacher input (ex. reducing tardies by 60%)
 - it included checkpoints to monitor progress
- The goals we created this year in Reading, Math, & PBIS were written within this framework to build upon the successes of last year

School Growth Plan 2015-2016

Reading

Goal: (**Specific, Measurable, Attainable, Realistic & Timely**)

Disciplinary Literacy - Reading Informational Text:

100% of Students will show growth, by the end of the school year, in citing specific textual evidence to support analysis of informational text as measured by the "SIS Citing Evidence - Student Feedback" rubric



Strategies

1. Include this goal in all teachers' SLOs
2. Provide professional development and define common language, expectations and practices using a common rubric, throughout the building
3. Work as departments to create explicit lessons, prompts, and formative feedback opportunities in all content areas
4. Provide tools and strategies to support department needs

Resources

- Who: -Colleagues working in department teams (~once/month)
-Library Media Specialist, Reading Interventionist and CESA Reading Specialist (Sarah Noerenberg)
- What: -Rubric with descriptors of student performance levels
-Prompts/articles unique to each discipline
-Utilize SIS Reading Strategies Toolkit



Celebrations

1.

Next Steps

1.



Outcome

1. Baseline Data:
Avg. 7th grade - 3.5
Avg. 8th grade - 3.94
- 2.



Check Points




- 1st Quarter: collect baseline data using a prompt in Guided Study
- 2nd & 3rd quarters: implement strategies/provide formative feedback within disciplines
- 4th Quarter: collect final benchmark data



SIS School Reading Goal

- We started with the Wisconsin Common Core Standards for Literacy in All Subjects and picked a standard that is critical to building knowledge in all subject areas: Cite specific textual evidence to support analysis of text
- We created a rubric with performance descriptors based on the grade-level benchmarks: **SIS Citing Evidence Student Feedback**

(Teacher Training Rubric)

	Grade 9	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4
	Advanced 6	On Target 5	On Target 4	Developing 3	Emerging 2	Beginning 1
Text Evidence Included	*Cites 3 pieces of evidence from text including a direct quote from the text.	*Cites 3 pieces of evidence from the text.	*Cites 2 pieces of evidence from the text.	*Cites 1 piece of evidence from the text.	Gives a unimportant or unrelated detail from the text.	Does not attempt to include examples or details from the text.
Text Analysis	Accurately and thoroughly analyzes text from multiple perspectives.	Accurately and thoroughly analyzes text.	Accurately analyzes text.	Attempts to analyze text, but inaccuracies may exist.	Accurately summarizes text.	Inaccurate summary of text.
Text Evidence Supports Analysis	 All chosen evidence supports analysis.	 All chosen evidence supports analysis.	 All chosen evidence supports analysis.	Some chosen evidence supports analysis beyond a summary.	Chosen detail only explains what the text says. (Summarizes)	Detail or evidence does not explain what the text says or support the analysis.
Making Inferences	Makes more than 2 inferences.	Makes 2 inferences.	Makes 1 inference.	Inaccurate inference made.	No inferences attempted.	
					5	

Article & Prompt - Baseline Data

SIS Citing Informational Text Article Response

INSTRUCTIONS: Read the Junior Scholastic Article called "Two Days With No Phone". Use the article to help you write a response to the question below.

Question: Thoroughly explain the effects that constantly being connected to technology might have on a student. Use evidence and details from the text to support your answer.



SIS Electronic Data Wall

A	B	M	N	O	P	Q	R	S	T	U	V	W	X
Last_Name	First_Name	14 FALL MAP RDG RIT	14 FALL MAP RDG %	14 WINTER MAP RDG RIT	14 WINTER MAP RDG %	15 SP MAP RDG RIT	15 SP MAP RDG %	Guided Study Teacher	15-16 School Reading Goal Score	15 Fall MAP Math RIT	15 Fall Map Math %	15 FALL MAP RDG RIT	15 FALL MAP RDG %
		212	49			223	69	Ross	3.5	230	67	210	39
		216	60			218	56	Kopplin	3	233	73	216	54
		198	16			215	48	Gitter	3	206	16	202	21
		155	1	161	1			Koerten	0	190	2	176	1
		229	88	223	73	223	69	Ross	4	222	48	233	89
		225	81			227	78	Johnson	4	238	82	229	83
		225	81	225	77	232	87	Van Dorn	2.75	234	75	221	67
								Dahlen	4.25	209	21	213	46
		217	63			211	37	Kopplin	3.75	220	44	210	39
		239	97	245	98	243	97	Ross	3.75	257	98	245	98
		219	68			212	40	Krueger	3.75	213	28	206	29
		216	60	217	57	213	43	Krueger	5	232	71	213	46
		216	60	225	77	224	71	Ross	4.25	227	60	223	71
		225	81			226	76	Dahlen	3.5	232	71	227	79
		218	65			226	76	Dahlen	4.75	228	63	234	90
		219	68	217	57	221	64	Van Dorn	4	233	73	224	73
		208	38	204	24	213	43	Dahlen	2.25	193	4	186	3
		222	75			226	76	Kopplin	3.25	236	79	227	79
		204	28	203	21	207	27	Gitter	1.75	200	9	209	36
								Ross		228	63	215	51
		229	88			238	94	Nelson	5	230	67	236	92
		228	86			243	97	Dahlen	2.75	234	75	239	95
						247	98	Gitter	4.5	245	91	249	99
								Nelson	4	243	89	220	64

Timeline & Milestones

September: Give first writing prompt to students in Guided Study

October: Upload scores to SIS Data Wall

October: Upload SLOs (all staff SLOs written around School Reading Goal)

October-December: Work with Sarah Noerenberg (CESA 1 Reading Specialist) to develop instructional tools and assessment strategies for all content areas to provide students with formative feedback

January: Give 2nd writing prompt to all students for mid-year data collection

January: Mid-year review of staff SLOs (check progress towards goal)

February-March: Continue working with Sarah to develop student's skills in citing textual evidence

April: Give final writing prompt to collect summative data

May: Final staff SLO updates

School Growth Plan 2015-2016

Math

Goal: (**Specific, Measurable, Attainable, Realistic & Timely**)

100% of Students will show growth, by the end of the school year, in "Operations and Algebraic Thinking" as measured from the MAP test.



Strategies

1. Use daily warm up activities to provide practice with skills and concepts critical to student performance.
2. Provide differentiated daily homework exercises to target student needs.
3. Work as a department to analyze MAP Data to inform instructional practices in the area of "Operations and Algebraic Thinking"
4. Students will be given MAP data graphs, prior to Winter MAP testing, showing Spring 2015 and Fall 2015 data, as a way to monitor individual growth and encourage student understanding of MAP data



Resources

- Who:
- Colleagues working in department teams
 - Principal/Director of C&I to provide collaboration time
 - Support of access to MAP data (math specialist)
- What:
- Time for collaboration after MAP testing dates
 - Support for instructional strategies
 - Technical support for MAP data (administrative access)



Celebrations

- 1.
- 2.

Next Steps

- 1.
- 2.



Outcomes

1. Baseline Data:
RIT 7th grade - 226
RIT 8th grade - 236
- 2.



Check Points

- 1st Quarter: collect baseline data using Fall MAP data
- 2nd & 3rd quarters: implement strategies/provide formative feedback/collect Mid-Year MAP data
- 4th Quarter: collect final benchmark data



SIS School Math Goal

Rationale:

- As a math team we analyzed the previous year's MAP testing data and found that the area of lowest performance was "Operations and Algebraic Thinking" (as measured by average RIT score)
- This year the area of lowest performance for both 7th and 8th grade was "Operations and Algebraic Thinking" (65% meeting or exceeding in 7th grade & 76% meeting or exceeding in 8th grade)

Strategies:

- Work as grade-level teams to create Daily Warm-Ups as a formative measure to inform instructional methods
- Provide differentiated homework exercises to address the various levels of learners in the classroom so that all students are challenged
 - 7th grade: focus on operations (fractions, decimals, percents, etc)
 - 8th grade: focus on algebraic thinking (equations, tables, & graphs)

Timeline & Milestones

September: Students take MAP test to establish baseline data (RIT score in the area of Operations & Algebraic Thinking: 7th grade - 226 & 8th grade - 236)

October: Meet as a Math Team to analyze data and plan for common formative assessments (daily warm-ups & differentiated lessons)

January: Students take Winter MAP test

January: Meet as Math Team to analyze data and monitor progress. Update SLOs if necessary

February-May: Math Team will be looking at how the area of Operations & Algebraic Thinking is addressed in new curriculum

May: Students take Spring MAP test

May: Meet as Math Team to analyze data and determine if goal has been met

School Growth Plan 2015-2016

PBIS

Goal: (**Specific, Measurable, Attainable, Realistic & Timely**)

80% of students who are receiving Tier 2 behavioral support through the Check-n-Connect program will have fewer referrals/month for the targeted behavior

Celebrations

- 1.
- 2.

Next Steps

- 1.
- 2.

Strategies

1. Create CICO student behavior template for tracking behaviors
2. In-service staff on procedures/philosophy of program
3. Develop a referral process for identifying students and CICO staff
4. Develop a progress monitoring tool
5. Plan for ways to celebrate success with students including parent contact

Resources

- Who: Data Teams refer students into program
- Student Support & Principal coordinate meetings w/ student to set goals and establish checkpoints for monitoring progress
 - CICO staff monitor progress and communicate w/ student and parents
- What: CICO sheet for monitoring student progress
- Tier 2 PBIS resources to support program (Tami Derby)

Outcome

1. Information shared at 11/4 Staff Meeting
- 2.

Check Points

- Data Team/Student Advocate: check w/ teachers to see if program is effective
- CICO staff: check w/ student to see if they are accomplishing their goals
- PBIS team: analyze effectiveness of program/progress towards goal

SIS School PBIS Goal

- Check-n-Connect is a Tier II behavior intervention that we are developing to meet the needs of about 10-15% of the student population
- How does it work?
 - Students are referred by teachers through our Data Teams process
 - The student meets with their student advocate, an administrator, and parent(s) to *collaboratively* develop student goals
 - The goals are added to a daily [Behavior Report](#) that the student uses to gather teacher feedback at the end of each class
 - Students meet with their Advocate in Guided Study, and at the end of the day, to monitor progress and work on strategies to meet goals
- The goal is for students to get 80% of their points from the Daily Behavior Reports 80% of the time

Timeline & Milestones

June - September: Meet as a PBIS Team to begin developing structures and documents to support Check-n-Connect system

October: Meet with external coach (Tammi Derby) to clarify program structure and finalize plans to implement Quarter 2

November: Meet with staff to communicate Check-n-Connect program structure

Nov-Jan: Implement program, refer students through Data Teams, and use PBIS Team meetings to monitor progress

Jan-May: Evaluate effectiveness for students after first intervention cycle. Expand program to meet students' behavioral needs

May: Gather final data and to celebrate successes and inform improvements for next year