Spring Data Review
and
Action Planning

www.hisd.k12.mi.us
Team Expectations

• Responsible
  – Stay on topic
  – Participate fully—listen, take notes, discuss, brainstorm, give ideas, and volunteer

• Respectful
  – All members need to openly, honestly, and respectfully share expertise
  – Be positive

• Ready
  – Attend all meetings, arrive on time, stay for full session
  – Complete your assigned tasks before each meeting
Purpose

• Review student data
  – writing
  – reading
  – math
  – behavior

• Modify our support systems to improve student outcomes
Agenda

• Writing, Math, Reading, and Behavior data review with across-building sharing
• District Team time
• Workshop evaluation
• Breaks and lunch at your convenience
Data CD

- District-Wide Performance Over Time—Data for ALL areas
- Building-Wide Performance Over Time—Data for ALL areas
- "Grade" and "Class of" Performance Over Time—Data for ALL areas (for grade-level and department meetings)
Academics

- ✔ Writing
- ✔ Reading
- ✔ Math
Writing

- Building-Wide Performance Over Time Graph
- Complete the Writing Data Review Guide
- Complete the Academic Team Implementation Checklist - Writing Column
- Create your Building Action Plan (for next school year)
- Share with other buildings within your district (next slide)
Building Team Report Out

• Each Building Team reports on their action plan (1-2 minutes each, address goals and needs)
• The goal for the entire group is to create a rough draft with ideas to give to the District Team (5-7 minutes)
  – Complete the Consolidated Needs Report by discussing the following:
    • What are the similarities and differences among the building teams’ goals and activities (current and future)?
      – Are there specific tasks that can be COORDINATED district-wide?
        » PD, materials, personnel, funding, etc.
    • What are the needs that require input and problem-solving at a district level?
Reading

- Building-Wide Performance Over Time Graph
- Complete the Reading Data Review Guide
- Complete the Academic Team Implementation Checklist - Reading Column
- K-6 Building Teams only - see Slides 10-15
- Create your Building Action Plan (for next school year)
- Share with other buildings within your district
Summary of Effectiveness for Reading

*Kindergarten – Grade 6: this is for you*

*JH/HS: keep working on math and writing*
How *Effective* is our Core (Benchmark) Program?

A Core Program is effective if it:

- Meets the needs of **80%** of all students in the school
- Keeps **95-100%** of Tier 1 students at benchmark
How Effective is our Supplemental (Strategic) Support?

A Supplemental Program is effective if it:

• Meets the needs of students in the school who need more support than the core curriculum and instruction can provide

• The goal is to move 80% - 100% of Tier 2 students to Tier 1 (met benchmark goal)

• MiBLSi says that 20% - 80% is also a relative strength depending on semester and grade.
How *Effective* is our Intervention (Intensive) Support?

- An Intervention Program is effective if it:
  - Meets the needs of the 5% of students in the school who need very intensive intervention to achieve literacy goals.
  - The goal is to move *80% - 100%* of Tier 3 students to Tier 1 or Tier 2.
  - MiBLSi says that 14% - 80% is also a relative strength depending on semester and grade.
### Dynamic Indicators of Basic Early Literacy Skills

#### Summary of Effectiveness by School

**District:** Prairie  
**School:** Dodge City  
**Date:** 2004-2005  
**Step:** Beginning of Kindergarten to Middle of Kindergarten

<table>
<thead>
<tr>
<th>Instructional Recommendation</th>
<th>Intensive</th>
<th>Strategic</th>
<th>Benchmark</th>
<th>Benchmark Status on ISF in Middle of Kindergarten (Total)</th>
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<tbody>
<tr>
<td></td>
<td>Count</td>
<td>% of Instructional Recommendation</td>
<td>% of Total</td>
<td></td>
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<tr>
<td>Sagebrush</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Festus</td>
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<td>Dillon</td>
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<td>Kitty</td>
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**Questions:**

- **Question #2:**  
- **Question #3:** Intensive, Strategic, Benchmark
- **Question #4:**  
- **Question #6:**  
- **Question #8:**
To Complete This Part, You’ll Need:

- **Summary of Effectiveness Worksheets for Each Grade**
- **Summary Table (see below)**

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**Summary Table**

Evaluating the Effectiveness of School-wide System Worksheet

<table>
<thead>
<tr>
<th>Step Grade: Time of Year</th>
<th>Primary Instructional Goal</th>
<th>Percent Established</th>
<th>Effectiveness of Core Curriculum and Instruction Question #2</th>
<th>Effectiveness of Supplemental Support Question #6-7</th>
<th>Effectiveness of Intensive Instruction Question #8-9</th>
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</thead>
<tbody>
<tr>
<td>Kdg.: Fall-Winter</td>
<td>Phonological Awareness: 25 on ISF</td>
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<tr>
<td>Kdg.: Winter-Spring</td>
<td>Phonological Awareness: 35 on PSF</td>
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<tr>
<td>First: Fall-Winter</td>
<td>Alphabetic Principle: 50 on NWF</td>
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<tr>
<td>First: Winter-Spring</td>
<td>Oral Reading Fluency: 40</td>
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<tr>
<td>Second: Fall-Winter</td>
<td>Oral Reading Fluency: 68</td>
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<tr>
<td>Second: Winter-Spring</td>
<td>Oral Reading Fluency: 90</td>
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<td>Third: Fall-Winter</td>
<td>Oral Reading Fluency: 92</td>
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<td>Third: Winter-Spring</td>
<td>Oral Reading Fluency: 110</td>
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<td>Fourth: Fall-Winter</td>
<td>Oral Reading Fluency: 105</td>
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<tr>
<td>Fourth: Winter-Spring</td>
<td>Oral Reading Fluency: 118</td>
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<tr>
<td>Fifth: Fall-Winter</td>
<td>Oral Reading Fluency: 115</td>
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<tr>
<td>Fifth: Winter-Spring</td>
<td>Oral Reading Fluency: 124</td>
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<tr>
<td>Sixth: Fall-Winter</td>
<td>Oral Reading Fluency: 120</td>
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<tr>
<td>Sixth: Winter-Spring</td>
<td>Oral Reading Fluency: 125</td>
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**Strength**

- ++ Strength (Green - continue current instruction)
- + Relative Strength (Green - continue current instruction)
- - Support (Yellow - consider adjustment to instruction)
- -- Substantial Support (Red - adjustments are necessary to instruction)
Building Team Report Out

• Each Building Team reports on their action plan (1-2 minutes each, address goals and needs)
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        » PD, materials, personnel, funding, etc.
    • What are the needs that require input and problem-solving at a district level?
Math

• Building-Wide Performance Over Time Graph
• Complete the Math Data Review Guide
• Complete the Academic Team Implementation Checklist - Math Column
• Create your Building Action Plan (for next school year)
• Share with other buildings within your district
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Wrap Up Academics

• Finish the Academic Team Implementation Checklist
Behavior

• Use the following reports to complete the three-page PBS Data Analysis Worksheet
  – From pbssurveys.org
    • Team Implementation Checklist (TIC)
    • Benchmarks of Quality Indicators (BoQ)
    • EBS Self Assessment Survey (SAS)
    • School-wide Evaluation Tool (SET)
  – From swis.org
    • End-of-Year Report
    • The “Big 5 Reports” – particularly Referrals by Time

• Create your Building Action Plan (for next school year)

• Share with other buildings within your district
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    • What are the needs that require input and problem-solving at a district level?
Prepare for District Team

• Briefly review the Consolidated Needs Report with all Building Teams together
• Release Building Team members who are not members of the District Team
• Re-arrange furniture as needed
District Team
District Team

• For the next hour or so, engage in district-level sharing and planning:
  – Review K-12 Data for all areas (CD)
  – Sharing your Building Action Plans
  – Review the Consolidated Needs Report
  – Create/update the District Action Plan

• How…
  – Superintendent facilitates
  – Each Principal/Teacher Leader reports the big ideas for their building (data, goals, needs, etc.)
  – What needs to be done, by whom, by when
### Student Achievement Model
**District Team ACTION PLAN**

<table>
<thead>
<tr>
<th>District:</th>
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</table>

| **Team Members & Roles:** |  |

| **Consider needs from “Consolidated Building Team Needs Report”:** |  |

| **Consider other district-wide needs:** |  |

<table>
<thead>
<tr>
<th><strong>Area: Reading</strong></th>
<th><strong>Measureable Goal:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Strategies (consider master schedule, PD, resources, staffing, space, etc)</strong></td>
<td><strong>Cost</strong></td>
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<table>
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<tr>
<th><strong>Area: Writing</strong></th>
<th><strong>Measureable Goal:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies (consider master schedule, PD, resources, staffing, space, etc)</strong></td>
<td><strong>Cost</strong></td>
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Evaluations (for SB-CEUs)

Thank you for spending the day focused on student achievement!