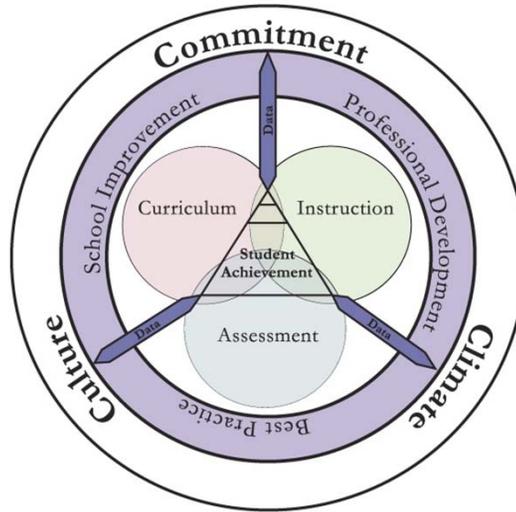




Thumb Area
Student Achievement Model



an approach to continuous improvement

Spring Data Review and Action Planning



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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

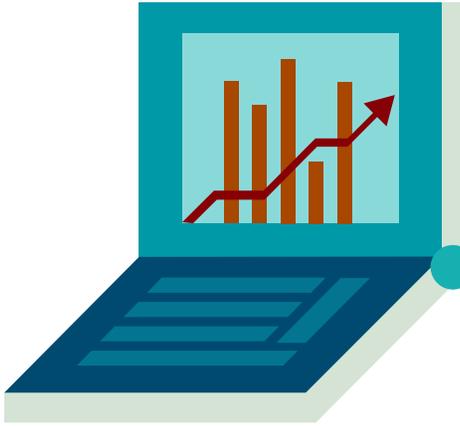
- Review student data
 - writing
 - reading
 - math
 - behavior
- Modify our support systems to improve student outcomes



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)
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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

Beginning of Kindergarten Instructional Recommendation to Middle of Kindergarten Benchmark Status on ISF	Intensive at Beginning of Year to Middle of Year			Strategic at Beginning of Year to Middle of Year			Benchmark at Beginning of Year to Middle of Year			Benchmark Status on ISF in Middle of Kindergarten (Totals)
	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	
Sagebrush	2 Students Intensive at Beginning of K 3.3% of Total Students			17 Students Strategic at Beginning of K 27.9% of Total Students			42 Students Benchmark at Beginning of K 68.9% of Total Students			n = 61
Count	0	1	1	2	10	5	0	21	21	Deficit 3.3% Emerging 52.5% Established 44.3%
% of Instructional Recommendation	0%	50%	50%	11.8%	58.8%	29.4%	0%	50%	50%	
% of Total	0%	1.6%	1.6%	3.3%	16.4%	8.2%	0%	34.4%	34.4%	
Festus	1 Students Intensive at Beginning of K 5.3% of Total Students			9 Students Strategic at Beginning of K 47.4% of Total Students			9 Students Benchmark at Beginning of K 47.4% of Total Students			n = 19
Count	0	0	0	0	1	5	0	5	2	Deficit 0% Emerging 26.3% Established 73.7%
% of Instructional Recommendation	0%	0%	0%	0%	11.1%	26.3%	0%	26.3%	10.5%	
% of Total	0%	0%	0%	0%	5.3%	13.2%	0%	13.2%	6.6%	
Dillion	1 Students Intensive at Beginning of K 4.8% of Total Students			4 Students Strategic at Beginning of K 19% of Total Students			16 Students Benchmark at Beginning of K 76.2% of Total Students			n = 21
Count	0	0	1	0	1	3	0	9	7	Deficit 0% Emerging 47.6% Established 52.4%
% of Instructional Recommendation	0%	0%	100%	0%	25%	75%	0%	56.3%	43.8%	
% of Total	0%	0%	4.8%	0%	4.8%	14.3%	0%	42.9%	33.3%	
Kitty	0 Students Intensive at Beginning of K 0% of Total Students			4 Students Strategic at Beginning of K 19% of Total Students			17 Students Benchmark at Beginning of K 81% of Total Students			n = 21
Count	0	0	0	1	2	1	0	8	9	Deficit 4.8% Emerging 47.6% Established 47.6%
% of Instructional Recommendation	0%	0%	0%	25%	50%	25%	0%	47.1%	52.9%	
% of Total	0%	0%	0%	4.8%	9.5%	4.8%	0%	38.1%	42.9%	



To Complete This Part, You'll Need:

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

Summary Table
Evaluating the Effectiveness of School-wide System Worksheet

School: _____ School Year: _____

Step Grade: Time of Year	Primary Instructional Goal	Percent Established	Effectiveness of Core Curriculum and Instruction	Effectiveness of Supplemental Support	Effectiveness of Intensive Instruction
		Question #2	Question #4-5	Question #6-7	Question #8-9
Kdg.: Fall-Winter	Phonological Awareness: 25 on ISF				
Kdg.: Winter-Spring	Phonological Awareness: 35 on PSF				
First: Fall-Winter	Alphabetic Principle: 50 on NWF				
First: Winter-Spring	Oral Reading Fluency: 40				
Second: Fall-Winter	Oral Reading Fluency: 68				
Second: Winter-Spring	Oral Reading Fluency: 90				
Third: Fall-Winter	Oral Reading Fluency: 92				
Third: Winter-Spring	Oral Reading Fluency: 110				
Fourth: Fall-Winter	Oral Reading Fluency: 105				
Fourth: Winter-Spring	Oral Reading Fluency: 118				
Fifth: Fall-Winter	Oral Reading Fluency: 115				
Fifth: Winter-Spring	Oral Reading Fluency: 124				
Sixth: Fall-Winter	Oral Reading Fluency: 120				
Sixth: Winter-Spring	Oral Reading Fluency: 125				

++	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)



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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



Academic Team Implementation Checklist

Building _____ Date of Report _____
 School District _____ County _____



Status: **Achieved, In Progress, Not Started**

	Reading			Math			Writing		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Core Curriculum									
1. Interim and end of year goals and priorities for each grade are specified.									
2. School is using a core curriculum program that is researched based.									
3. The program is being implemented for at least 90 minutes daily.									
4. Universal screening is used three times per year for all students, including special education students. (Writing K-11, Math K-Algebra I, Reading K-6)									
5. Adequacy of the core curriculum has been evaluated based on student outcomes.									
6. In cases where the core program is found lacking, a supplemental program has been put in place for all students or the core program has been replaced.									
7. A school-wide action plan has been written based on student data and team implementation checklist.									
8. Adequate instructional time is allotted at each grade level. (eg. Reading - 90 minute block)									
9. Grouping within the block is based on need and is flexible as student need changes.									
10. Administration and scoring fidelity checks have been conducted on each assessor.									



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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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

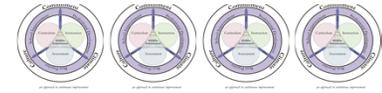


District Team

- 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



District:				
Team Members & Roles:				
Consider needs from “Consolidated Building Team Needs Report”:				
Consider other district-wide needs:				
Area: Reading	Measureable Goal:			
Strategies (consider master schedule, PD, resources, staffing, space, etc)	Cost	Person/s Responsible	Timeline	Evaluation/Data Measures
Area: Writing	Measureable Goal:			
Strategies (consider master schedule, PD, resources, staffing, space, etc)	Cost	Person/s Responsible	Timeline	Evaluation/Data Measures
				
				25

Evaluations (for SB-CEUs)



Thank you for spending the day
focused on student achievement!