Winter 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
  – Make an effort to attend all meetings, arrive on time, and 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, Reading, Math, 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

- [x] Writing
- [x] Reading
- [x] Math
Writing

• Building-Wide Performance Over Time Graph
• Complete the Writing Data Review Guide
• Complete the Academic Team Implementation Checklist - Writing Column
• Review progress toward your Building Action Plan
• 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
• Review progress toward your Building Action Plan
• Share with other buildings within your district
Summary of Effectiveness for Reading

Buildings with DIBELS/AIMSweb Reading Data: this is for you

All others: 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

<table>
<thead>
<tr>
<th>Benchmark Status on ISF at Middle of Kindergarten (Totals)</th>
<th>Intensive at Beginning of K</th>
<th>Strategic at Beginning of K</th>
<th>Benchmark at Beginning of K</th>
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</thead>
<tbody>
<tr>
<td>N = 61</td>
<td>2 Students Intensive at Beginning of K</td>
<td>17 Students Strategic at Beginning of K</td>
<td>42 Students Benchmark at Beginning of K</td>
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<td>% of Total Students</td>
<td>% of Total Students</td>
<td>% of Total Students</td>
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<td>Count</td>
<td>Mid-Year Deficit</td>
<td>Mid-Year Emerging</td>
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<tr>
<td>% of Instructional Recommendation</td>
<td>Mid-Year Deficit</td>
<td>Mid-Year Emerging</td>
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<td>% of Total</td>
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<td>% of Instructional Recommendation</td>
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<td>% of Instructional Recommendation</td>
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<td>% of Total</td>
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<td>% of Instructional Recommendation</td>
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<td>Mid-Year Established</td>
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<td>% of Total</td>
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<td>100%</td>
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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

<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</th>
<th>Effectiveness of Supplemental Support</th>
<th>Effectiveness of Intensive Instruction</th>
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<tbody>
<tr>
<td>Kdg.: Fall-Winter</td>
<td>Phonological Awareness: 25 on ISF</td>
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<td>Question #2</td>
<td>Question #4-5</td>
<td>Question #6-7</td>
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<tr>
<td>Kdg.: Winter-Spring</td>
<td>Phonological Awareness: 35 on PSF</td>
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<td>First: Fall-Winter</td>
<td>Alphabetic Principle: 50 on NWF</td>
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<td>First: Winter-Spring</td>
<td>Oral Reading Fluency: 40</td>
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<td>Second: Fall-Winter</td>
<td>Oral Reading Fluency: 68</td>
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<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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<td>Oral Reading Fluency: 118</td>
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<td>Fifth: Fall-Winter</td>
<td>Oral Reading Fluency: 115</td>
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<td>Fifth: Winter-Spring</td>
<td>Oral Reading Fluency: 124</td>
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<td>Sixth: Fall-Winter</td>
<td>Oral Reading Fluency: 120</td>
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<td>Sixth: Winter-Spring</td>
<td>Oral Reading Fluency: 125</td>
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**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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    • 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
• Review Progress toward your Building Action Plan
• Share with other buildings within your district
Building Team Report Out

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Wrap Up Academics

• Plan for Spring Universal Screening
• Finish the Academic Team Implementation Checklist
Behavior

• Use the following reports to complete only the TIC and SWIS sections of the three-page PBS Data Analysis Worksheet
  – From pbssurveys.org
    • Team Implementation Checklist (TIC)
  – From swis.org
    • The “Big 5 Reports”

• Review Progress on your Building Action Plan
• 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 the K-12 data for all areas (CD)
  – Share progress toward Building Action Plans
  – Review the Consolidated Needs Report
  – Review progress toward 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

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

Thank you for spending the day focused on student achievement!