Thumb Area
Student Achievement Model

Commitment

School Improvement

Professional Development

Curriculum   Instruction

Student Achievement

Culture

Climate

Assessment
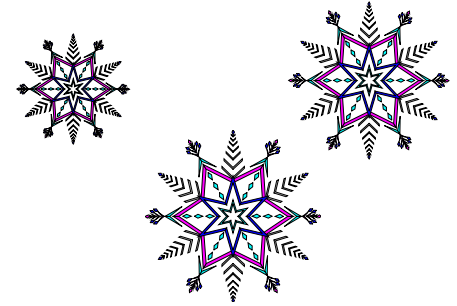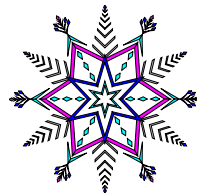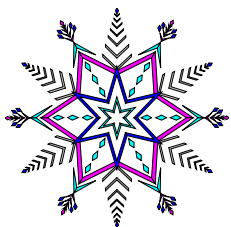
Best Practice
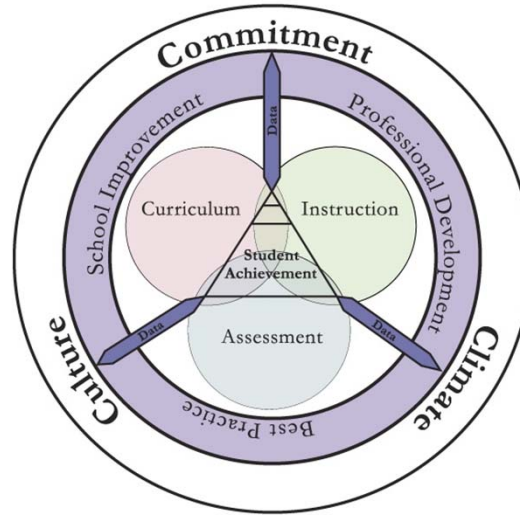
an approach to continuous improvement

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
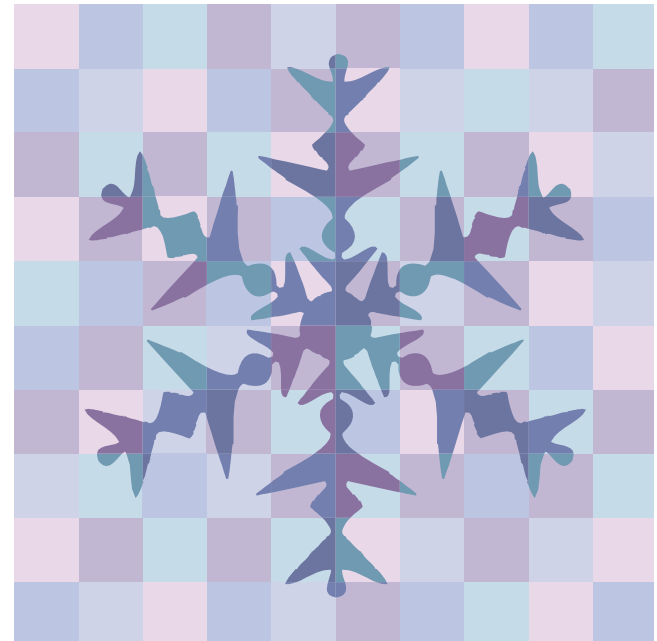
Purpose

- 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

- ☑ Writing
- ☑ Reading
- ☑ 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)

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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?
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    - What are the needs that require input and problem-solving at a district level?

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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

- 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**

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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 Midd[...]

Callout boxes: Question #3 Intensive, Question #3 Strategic, Question #3 Benchmark, Question #8, Question #6, Question #4, Question #2

Beginning of Kindergarten Instructional Recommendation to Middle of Kindergarten Benchmark Status on ISF	Intensive at Beginning of to			Strategic at Beginning [...]ear			Benchmark at Beginning [...] to			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%
% of Instructional Recommendation	0%	50%	50%	11.8%	58.8%	29.4%	0%	50%	50%	Emerging 52.5%
% of Total	0%	1.6%	1.6%	3.3%	16.4%	8.2%	0%	34.4%	34.4%	Established 44.3%
Festus	1 Students Intensive at Beg[...] of K 5.3% of Total S[...]			9 Students Strategic at Be[...]g of K 47.4% of To[...]			9 Students Benchmark at Be[...]g of K 47.4% of Total [...]			n = 19
Count			0			1			5	
% of Instructional Recommendation			0%			11.1%			2	
% of Total			0%			5.3%				
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%
% of Instructional Recommendation	0%	0%	100%	0%	25%	75%	0%	56.3%	43.8%	Emerging 47.6%
% of Total	0%	0%	4.8%	0%	4.8%	14.3%	0%	42.9%	33.3%	Established 52.4%
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%
% of Instructional Recommendation	0%	0%	0%	25%	50%	25%	0%	47.1%	52.9%	Emerging 47.6%
% of Total	0%	0%	0%	4.8%	9.5%	4.8%	0%	38.1%	42.9%	Established 47.6%

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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

School:_____   School Year:_____

Step Grade: Time of Year	Primary Instructional Goal	Percent Established Question #2	Effectiveness of Core Curriculum and Instruction Question #4-5	Effectiveness of Supplemental Support Question #6-7	Effectiveness of Intensive Instruction 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)

Building Team Report Out

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    - What are the needs that require input and problem-solving at a district level?

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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
- 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

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
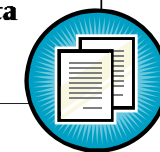
District Team

- 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

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**

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Evaluations (for SB-CEUs)

Thank you for spending the day
focused on student achievement!