

GOAL ANALYSIS GCMS 11-12 TO 12-13

Achievement Goal for 12-13			
GCMS MAPs Percentage of Students Scoring Above 50th Percentile for Grade			
	Goal	11-12 (Benchmark)	12-13 (Spring Score)
Math	84	81.8	78.2
Reading	77	72.9	71.8

Growth Goal for 12-13	
Math - % Students per Grade Achieving Growth Target = 75th Percentile Nationally	
Goal and Grade	Actual Percentage (Nat'l Percentile, Goal 75th)
68% in 6 th Grade	52.2 (30 th)
65% in 7 th Grade	58.8 (60 th)
67% in 8 th Grade	61.6 (60 th)
Reading - % Students per Grade Achieving Growth Target = 75th Percentile Nationally	
Goal and Grade	Actual Percentage
61% in 6 th Grade	65.0 (87 th)
58% in 7 th Grade	60.2 (83 rd)
59% in 8 th Grade	66.4 (92 nd)

Achievement Gap Goal – Percent Difference of White Students Grade Reaching Grade Level Attainment Score or above (50th Percentile)			
African American Students			
	11-12 Gap	12-13 Gap	Change
Math	50	54	+4
Reading	45	44	-1
Latino Students			
	11-12 Gap	12-13 Gap	Change
Math	51	41	-10
Reading	55	42	-13
Students on Free & Reduced Lunch			
	11-12 Gap	12-13 Gap	Change
Math	50	50	-
Reading	50	47	-3
Students with Disabilities			
	11-12 Gap	12-13 Gap	Change
Math	68	54	-14
Reading	62	56	-6
English Language Learners			
	11-12 Gap	12-13 Gap	Change
Math	40	53	+13
Reading	38	68	+30

Continuous Improvement Action Plan

School: Glacier Creek Middle School

Year: 2012-2014

Date: June 2012

School:

Year:

Date:

District Goal:

To increase overall student achievement and reduce the achievement gaps that are connected to ethnicity and socioeconomic status, using local, state and national assessment indicators to document improved learning on the part of our students. The "Continuous Improvement Process" will be a primary component to achieve this goal.

**School Goal:
(Reduce achievement gap)**

Our current Reality: We have significant gaps in achievement as measured by MAP (winter 2012) test scores in reading and math for minority students, students identified as receiving free or reduced meals, students receiving ELL services, and students receiving special education services.

Our goal is to reduce the math and reading *achievement gap** between:

- African-American students and White students (percentage difference: math-50/reading-46)
- Latino students and White students (percentage difference: math-52/reading-55)
- Students receiving free or reduced meals and students not receiving free or reduced meals (percentage difference: math-51/reading-51)
- Students receiving special education services and students who do not receive special education services (percentage difference: math-67/reading-60)
- English Language Learners and non-English Language Learners (percentage difference: math-36/reading-34)

*The *achievement gap* is defined as the percentage difference in student grade level attainment between the respective groups listed above. Individual grade level attainment is defined as a student achieving the 50th percentile on the MAP math and reading test for their respective grade.

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
Use MAP/STAR and other testing data to develop understanding of student's instructional needs	MAP Scores, Fall, Winter, Spring, STAR data – ongoing Other Testing as Appropriate	Administration/Teachers/Reading Specialist	Fall, winter, spring (or as necessary for STAR testing or other individualized testing)	Increase in instructional differentiation Decrease in achievement gap percentage differences in each of the identified comparisons.

Develop and utilize PLP's for students in identified categories	MAP Scores and Student Goal Setting Worksheets	English/Reading and Math Teachers Administration 810 Teachers	Fall '12	Increased individualization of instruction and support systems Decrease in achievement gap percentage differences in each of the identified comparisons.
Provide extended day opportunities to increase school connections and academic skill building	Individual student test scores, attendance, work completion and other academic performance indicators	Administration Counselors Teachers	Winter to spring 13-14	Individual student test scores, attendance, work completion improvement (Achieved in spring '13)
Work with Wisconsin Youth and Family Center Staff to develop working relationship designed to support one another in providing help and resources to students in the community near the center.	Center communications, common students	Administration Teachers	Fall to spring 13-14	Individual student test scores, attendance, work completion, attendance rates, behavior records
PBIS – Achieve Fidelity at Tier I (Achieved in spring '13)	Attendance, Behavioral, grade records, Staff survey	PBIS Team & Administration	Ongoing	Increased attendance, decrease in behavioral incidences, improved grade reports Decrease in achievement gap percentage differences in each of the identified comparisons.
Provide culturally relevant training opportunities for staff	Conference Attendance/Staff and CRT meeting time devoted to culturally relevant instruction	Administration (& Diversity Education Leadership Team at building level?)	Fall '12 forward, ongoing	Increased staff and CRT time devoted to culturally relevant topics Increase in instructional differentiation Decrease in achievement gap percentage differences in each of the identified comparisons.
Family Education and Engagement	Parent climate survey	Administration Student Services Staff	Ongoing	Increased parent involvement indicators from survey Anecdotal Decrease in achievement gap percentage differences in each of the identified comparisons.
Continue to assess school practices and climate to meet the needs of all learners	CALL Survey Climate Survey Val-Ed Survey	Administration School Improvement Team	Fall 2012 (and ongoing)	Change in practices where indicated based on survey data

Continuous Improvement Action Plan

School: Glacier Creek Middle School

Year: 2012-2014

Date: June 2012

School: _____ Year: _____ Date: _____

District Goal: *To increase overall student achievement and reduce the achievement gaps that are connected to ethnicity and socioeconomic status, using local, state and national assessment indicators to document improved learning on the part of our students. The “Continuous Improvement Process” will be a primary component to achieve this goal.*

School Goal: **(Reading)** **Our Current Reality:** Our Winter 2012 MAP attainment results ranged from 71-75% (6th and 7th grade respectively) of our students scoring at or above the grade level (50th percentile, nationally).

- **Attainment Targets**
 - By end of the 2012-2013 school year, at least 77% of all students in grades 6-8 at GCMS will score at or above the 50th national percentile on the MAP assessment for reading.
- **Growth Targets**
 - By end of the 2012-2013 school year, at least:
 - 61% of students in grade 6
 - 58% of students in grade 7
 - 59% of students in grade 8

will meet their MAP growth target as measured from fall to spring for math and reading, respectively. This will place Glacier students in the 75th percentile nationally for growth attainment (comparable to other Dane County schools)

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
Conduct Assessment Meetings with Core teams	MAP scores	Administration Student Services Core Teachers	Fall, Winter, Spring	Improved percentage of students reading at grade level as indicated through spring MAP data. Increased use of common core skill development strategies used in core classes
Identify and apply instructional strategies in reading to align with student RIT scores, especially related to informational text in content area classes.	MAP data Student Growth Worksheets (or similar)	Administration Reading Specialist English Teachers Content Area Teachers	Fall, winter, spring	Improved percentage of students reading at grade level as indicated through spring MAP data Achievement of student growth target percentages as described above

Develop PLPs and appropriate growth targets for each student using MAP data	MAP data Student Growth Worksheets (or similar)	START Teachers Reading Specialist Administration, AR Teachers, Classroom Teachers	Ongoing	Achievement of student growth target percentages as described above Individual Improvement measured through independent progress monitoring
Implementation of Literacy Block in 6 th grade and Writer's Workshop in grades 6-8 <i>Readers Workshop strategies added in 2013-2014</i>	Class Observations MAP Reading data	Administration Literacy, Language Arts, and English Teachers	Ongoing	Improved percentage of students reading at grade level as indicated through spring MAP data Achievement of student growth target percentages as described above
Provide professional development to all teachers related to instructional strategies for literacy across all content areas	MAP Data, Common Core in content area instruction	Administration Literacy Team Reading Specialist Outside consultants	Ongoing	Increased reading and writing opportunities for all students across all grades and classes

Continuous Improvement Action Plan

School: Glacier Creek Middle School

Year: 2012-2014

Date: June 2012

School: _____ Year: _____ Date: _____

District Goal: *To increase overall student achievement and reduce the achievement gaps that are connected to ethnicity and socioeconomic status, using local, state and national assessment indicators to document improved learning on the part of our students. The “Continuous Improvement Process” will be a primary component to achieve this goal.*

School Goal: **(Math)** **Our Current Reality:** Our Winter 2012 MAP attainment results for math ranged from 79-84% (6th and 7th grade respectively) of our students scoring at or above the grade level (50th percentile, nationally).

- **Attainment Targets**
 - By end of the 2012-2013 school year, at least 84% of all students in grades 6-8 at GCMS will score at or above the 50th national percentile on the MAP assessment for math.
- **Growth Targets**
 - By end of the 2012-2013 school year, at least
 - 68% of students in grade 6
 - 65% of students in grade 7
 - 67% of students in grade 8

will meet their MAP growth target as measured from fall to spring for math and reading, respectively. This will place Glacier students in the 75th percentile nationally for growth attainment (comparable to other Dane County schools)

Strategies (What? & How?)	Data Collection Sources	Responsibility (Who?)	Timeline (When?)	Improvement Indicators
Conduct Assessment Meetings with math teachers at each grade level	MAP math scores	Administration Student Services Core Teachers	Fall, Winter, Spring	Improved percentage of students achieving at grade level as indicated through spring MAP math data.
Identify and apply instructional strategies to align with student RIT scores	MAP data Unit Test scores Student Goal Worksheets	Administration Math teachers	Fall, winter, spring (following each testing time period)	Improved percentage of students achieving at grade level as indicated through spring MAP data Achievement of student growth target percentages as described above

Identify and implement differentiated instructional strategies within CPM curriculum to meet the needs of all learners	Classroom Observations MAP Data	Administration Math teachers	Ongoing	Improved percentage of students achieving at grade level as indicated through spring MAP data Achievement of student growth target percentages as described above
Provide additional support within CPM classes and/or through Academic Resource classes to meet the needs of low achieving math students	MAP Data	Administration Teachers	Ongoing	Achievement of student growth target percentages for low achieving students
Provide math resource time before school (<i>Implemented spring '13</i>)	Monitor resource time use, assign resource as appropriate and available for specific students	Math Teachers, resource supervisor, administration	Ongoing	Grade scores, work completion, improved MAP scores