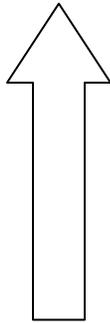# Student Level: Exploring Data for Setting Goals
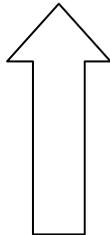
Student: _____ Grade/Class: _____ Teacher: _____

Subject: **Reading**

Highest Goal Area:	Spring RIT Score	My Goal:
Lowest Goal Area:		Grade-Level Norm:

To meet my goal, I will:

Skills I need to work on:

Highest Goal Area:	Winter RIT Score	My Goal:
Lowest Goal Area:		Grade-Level Norm:

To meet my goal, I will:

Skills I need to work on:

Highest Goal Area:	Fall RIT Score	Grade-Level Norm
Lowest Goal Area:		

To meet my goal, I will:

Skills I need to work on:

Continuous Improvement Process Action Plan

Kromrey Middle School   Year: 2012 – 2014   Date: June, 2013

District Goal: Increase overall student achievement and reduce the achievement gaps that are connected to ethnicity, 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. Expanded benchmark data will be established to monitor and report on to determine progress annually.

School Goal:
Our Current Reality: Our MAP attainment results for math ranged from 77-79.9% of our students scoring at or above the grade level (50th percentile, nationally).

- **Attainment Target:** By the end of the 2013 – 2014 school year, at least 82% of all students in grades 6-8 at KMS will score at or above the 50th national percentile on the MAP assessment for math.
- **Growth Target:** By the end of the 2013 – 2014 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. This will place Kromrey 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
Identify and apply instructional strategies to align with student RIT scores.	MAP Data Unit Test Scores Student Goal Worksheets	Principals Math Teachers	Fall, winter, spring – following each testing time period.	Improved percentage of students achieving at grade level as indicated through spring MAP data.
Identify and implement differentiated strategies within CMP curriculum to meet the needs of all learners.	Classroom Observations MAP Data	Principals Math Teachers	Ongoing	Improved percentage of students achieving at grade level as indicated through spring MAP data. Achievement of student growth. Assessment meetings

				using MAP data at Team Time.
Provide additional support within CPM classes, extended day programs and through targeted Academic Resource classes to meet the needs of low achieving math students.	MAP Data	Principals	Ongoing	Achievement of student growth target percentages for low achieving students.

Continuous Improvement Process Action Plan

Kromrey Middle School   Year: 2012 – 2014   Date: June, 2013

District Goal: Increase overall student achievement and reduce the achievement gaps that are connected to ethnicity, 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. Expanded benchmark data will be established to monitor and report on to determine progress annually.

School Goal: **Our Reality:** We have significant gaps in achievement as measured by MAP 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: To reduce the reading and math achievement gap* between:

- African-American students and White students (45/44 – percentage difference – math/reading)
- Latino students and White students (27/31 percentage difference – math/reading)
- Students receiving free or reduced meals and students not receiving free or reduced meals (30/28 – percentage difference – math/reading)
- Students receiving special education services and students who do not receive special education services (42/49 – percentage difference – math/reading)
- English Language Learners and non-English Language Learners (37/39 – percentage difference – math/reading)

*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 and STAR data to develop understanding of student's instructional needs.	MAP Scores, Fall, Winter, Spring STAR data – ongoing	Administration/Teachers	Fall, Winter, Spring (or as necessary for STAR data)	Increase in instructional differentiation. Decrease in achievement gap percentage differences in each of the identified comparisons.

Develop and utilize PLPs for students in identified categories.	MAP Scores and Student Goal Setting	English/Reading and Math Teachers Administration	Ongoing	Increased individualization of instruction and support systems. Decrease in achievement gap percentage differences in each of the identified comparisons.
PBIS – Achieve fidelity at Tier II	Attendance, behavioral records, student grades, staff survey	PBIS Team and 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. Create a DELT team at the school level.	Conference attendance, Diversity I training, CRT and staff meeting time devoted to culturally relevant instruction.	Diversity Education Leadership Team at the building level.	Winter 2013	Increased staff meeting and professional development time devoted to culturally relevant instruction. Increase in instructional differentiation. Decrease in achievement gap percentage differences in each of the identified comparisons.
Provide targeted Academic Resource (AR) sessions, specific to student needs in the areas of literacy, math or organization/work completion, based on new contract language.	MAP scores, individual reading inventories and student goal setting worksheets.	Principals/teachers	Fall, 2013	Decrease in achievement gap percentage differences in each of the identified comparisons.

Conduct assessment meetings during team time and design action plans for students in the lowest 20% of MAPs scores.	MAP scores, individual reading inventories and student goal setting worksheets.	Principals/teachers	Fall, 2013	Decrease in achievement gap percentage differences in each of the identified comparisons
Provide extended day program options before and after school to support student needs in literacy and math.	MAP scores, individual reading inventories and student goal setting worksheets.	Principals/teachers	Fall, 2013	Decrease in achievement gap percentage differences in each of the identified comparisons

Middleton-Cross Plains Area School District

Continuous Improvement Process Action Plan

Kromrey Middle School   Year: 2012 – 2014   Date: June, 2013

District Goal: Increase overall student achievement and reduce the achievement gaps that are connected to ethnicity, 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. Expanded benchmark data will be established to monitor and report on to determine progress annually.

School Goal:

Our Reality: Our MAP attainment results ranged from 74 – 76% of our students scoring at or above the grade level (50th percentile, nationally).

Attainment Targets: By the end of the 2013 – 2014 school year, at least 80% of all students in grades 6 – 8 at KMS will score at or above the 50th national percentile on the MAP assessment for reading.

Growth Targets: By the end of the 2013 – 2014 school year, at least:

- o 61% of students in grade 6
- o 58% of students in grade 7
- o 59% of students in grade 8

Will meet their MAP growth target as measured from fall to spring for math and reading. This will place Kromrey 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
Identify and apply reading instructional strategies to align with student RIT scores.	MAP data Student Growth Worksheets	Administration Reading Specialist English 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	Reading Specialist Administration Targeted AR Teachers	Ongoing	Achievement of student growth target percentages as described above,

Implementation of Literacy Block in 6th grade and Writers' Workshop in grades 6 – 8.	Classroom 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.