South Middle School

History

What the Data Tells Us

Identifying Root Causes (What is needed to change?)

Strategies/Interventions Adopted

Monitoring Progress

Results
South Middle School

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Results

- Factors Leading to Change
  - Accountability
  - Implementation of Strategies and Interventions
  - Utilization of Data Driven Instruction
  - Teacher Expectations of Student Performance

- Additional Changes for Improvement
  - Staff
  - Teaching Assignments
  - Building Layout for Efficient Collaboration
  - Eliminating Strategies

- A System for Consistent Implementation:
  - Lesson Plans
  - Data Driven Instructional Notebook (DDIN)
  - Professional Learning Communities (PLCs)
  - Instructional Coaches
  - Professional Development
  - (Intervention Block - I-Block)
  - Walk-Throughs / Classroom Observations with Feedback
  - Parent Involvement
Restructuring Team:
  Teachers, South and District Administrators, Parents and Community Members analyzed factors that impact school improvement

Team Gathered 4 Types of Data:
  Achievement
  Perceptual
  Contextual
  Demographic

Root Causes Found:
  Vocabulary contributed to reading comprehension deficiencies.
  Low socio-economic status and high number of minority students.
  Data and Accountability were found to be challenges that effect student achievement.

- **Transformational Model**

After conducting a needs assessment of SMS during the fall of 2009 and looking at the requirements of the intervention models, the administration team determined the transformational model meets the needs of SMS for the following reasons:

- **Results-Based Professional Development**
  - Literacy First
  - Instructional Coach
  - Sheltered Instruction Observation Protocol (SIOP)

- **Data Analysis**
  - Formative Assessment
  - Benchmark Assessment
  - Data Driven Instructional Notebook (DDIN)

- **Teacher Collaboration Time**
  - Retain the First Year Building Principal
  - Identify and Retain Effective Teachers

- **KLN Implementation Coach**
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On going Quarterly Success Meetings

• I-Block

Data - Making Connections
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DDIN-Data Driven Instructional Notebook (Quarterly Success Meetings)

Quarterly Success Meetings
1. Updated DDIN
2. Evidence of interaction with data
3. Identify leveled groups (High, Middle, Low) according to the fall MAP results
4. Interventions in place for low group
5. Goals for struggling students
6. Teacher Goals - Marzano Nine Strategies

Formative Assessments
Reading / Math
Scheduled throughout the year as pretests.

I-Block
Data will be used systematically schoolwide to differentiate instruction and to support Annual Growth and Catch-Up growth.

DDIN Notebook
State, MAP, Formative Data, & Common Assessments
Teachers keep DDIN (data tables) updated throughout the year as each assessment takes place.

Student Data Tables
Teachers will give students their data.
Students will add personal data to their data table.
Parents initial data tables for communication.
(Student Data Tables are located in student handbook)

Collaboration/Staff Development
Each PLC will collaborate, reflect and translate data to make adjustments in instruction as needed.
L. A. and Math departments along with coaches will guide the I-Blocks by recommending resources and review lessons to support areas of improvement.
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School Improvement Process

Assessments
- Local
- State
- National

Instruction
- Curriculum
- Staff Development
- Data Driven Approach

Community
- Student
- Parents
- Staff

National – MAP

Formative

Assessments
- Formative – Assessments for Learning. They take place in time to change our instruction according to the data.
- Summative – Assessments of Learning. They tell us how we did over a period of time.

Local – MAP

State

Curriculum Standards

Instruction
- All parts of the school work together. Teachers, Program and Processes do not work in isolation.

Data Driven
- DDDI (Collaborate w/ data)
- I-Block
- Everyone knows the data (Formative & Summative)
- Everyone knows

Parents
- Do Parents know their expectations?
- How does the school communicate the expectations?
- Are parents aware of the Retention Policy and how it works?
- Does parents know what their child is responsible for learning?
- What they learn in one helps the other

Certified Staff
- Consistent in the direction we are going
- Data Driven
- Everyone works together to make ATP
- We hold each other accountable to make the

Staff Development
- Curriculum
- AVID
- SHIP
- Literacy First
- Effective Instruction
- Words: Word List
- Content Words

Students
- Do students know their expectations?
- What does the State Test mean?
- What is connected to everything we do?
- Students familiar with how the program works together (Can they make connections from content to content? What they learn in one helps the other)