

Kinsey's Data Story



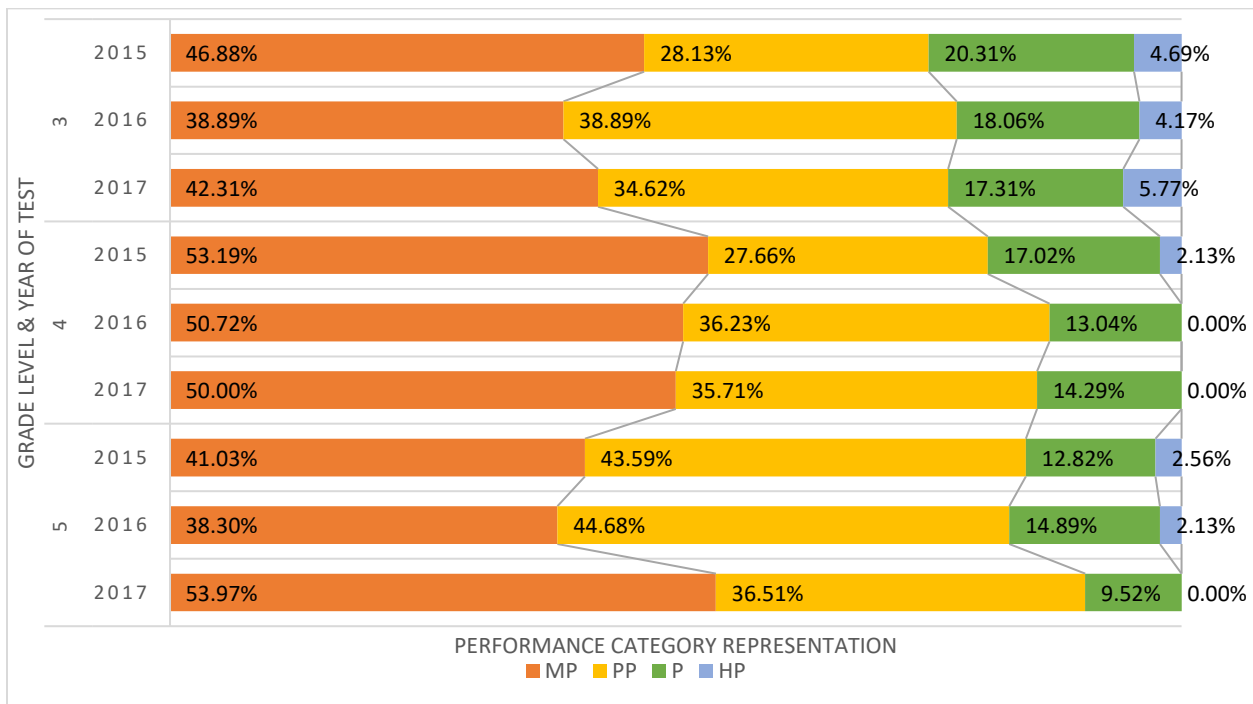
Key Personnel

Tammy Nelson, Virginia Biggs, Suzanne Maki, Lynn Mavrek-Gurne, Carrie Henderson

What do you feel should be the focus area based on your data?

Low student achievement, specifically in mathematics.

Kinsey's Math AzMERIT Data



What are some of the variables that may be contributing to the weakest area in your data?

- Lack of technology integration in instruction and assessment
- Lack of common instructional strategies
- School in third year of magnet implementation, shift in focus
- Did not have common pacing guide to ensure all grade level standards were taught
- Large gaps in student knowledge of math concepts with the transition between Envision and Eureka in the intermediate grades

Why do you believe it is those variables?

- The data as measured by AzMERIT. Feedback from grade level classroom teachers since the start of the year

- We had difficulty following the pacing calendar and did not have the 70-minute block in one session
- A lack of formative assessment data to guide instruction and intervention
- Lack of time to implement math intervention as well as reading intervention

What is your action plan to address the weakest area?

- Increasing instructional specialist position from 1 to 2
- Reallocation of personnel to strategically address student achievement
- Increase intervention program and frequency
- Implementation of a leadership team that meets to review our school improvement plan, intervention plan, instructional strategies
- Mandated Collaborative Team Time (CTs) for grade level meetings facilitated by instructional specialists
- Increased math instruction, a common curriculum pacing guide that ensures all standards are taught
- Creating formative and summative assessment
- Using data in a purposeful and intentional manner to drive instruction
- Providing students more opportunities to use technology for instruction and assessment

What does the timeline look like for this action plan?

- Staff hired and placed in position prior to August 10, 2017
- Intervention program designed implementation began immediately
- Assessment of students with Quest and Aims Web. Students placed in groups and Walk to Read began September 11, 2017
- Leadership Team Collaborative Time-1X per week, Ongoing
- Collaborative Team meetings began August 14, 2017
- Math instruction schedule has been increased and instruction has begun
- Creating assessments is ongoing implementation end of quarter 1
- Using data in a purposeful and intentional manner to drive instruction ongoing, this has begun in Collaborative Teams
- Providing students more opportunities to use technology for instruction and assessment-ongoing



How will you know if your action plan is working?

- QUEST quarterly data
- Module assessment data
- Monthly MCOMP data
- Pacing guide calibration

- Quarterly measurement of progress on classroom and grade level S.M.A.R.T goals

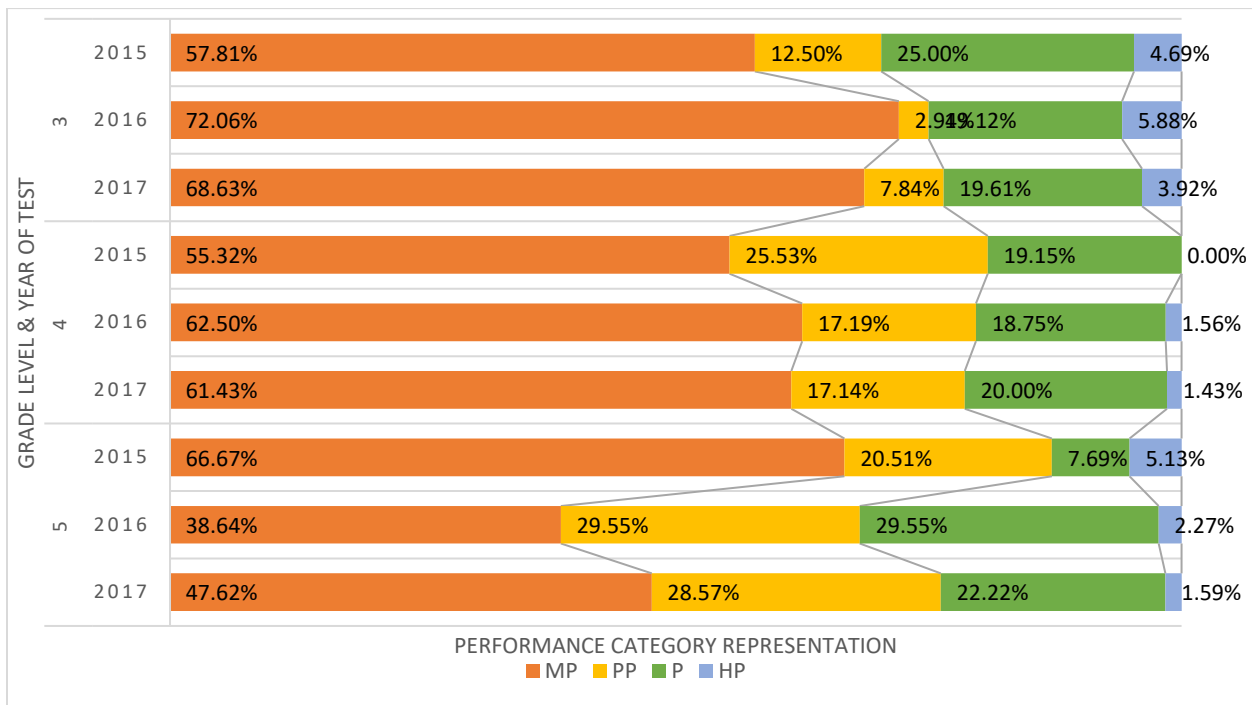
What are some ideas you have to adjust the action plan if you see it is not working?

- Revise the plan and our SMART goals based on common assessment data including QUEST, Eureka Module assessments, and MCOMP data

How are you addressing the needs of any particular subgroups at you school?

- Review of ELL/SEI programming to determine best approach
- Flexible grouping for intensive students
- Tier 2 intervention for subgroups by appropriately certified staff
- Tier 3 intervention for our most intensive readers by appropriately trained staff
- Review of Dual Cert model vs. resource model for students on an IEP

Kinsey's ELA AzMERIT Data



Kinsey's AIMS Science Data

