

Area of Focus #1:

Rigor: All students will achieve high levels of academic growth.



Goal #1:

Student growth and success will be determined through multiple measures of learning.

Step 1: Write a SMART Goal in the space provided below for Goal #1

By the end of the 2019-20 school year, 90% of students in grades 6 - 10 will show projected growth as determined by the MAPS assessment.

Step 2: Give detail to the SMART Goal by completing the action steps below

Action Steps: <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	Owner: <i>Who is responsible for leading or coordinating this action step?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?</i>	Results: <i>Share results, observations, comments, etc.</i>
Certified Staff PLC's/Data Teams will assist in finalizing data protocol	All certified staff	8/14/2019	Data Protocol Finalized (personalized for each department as needed)	Data protocol was finalized collaboratively by all certified and instructional staff
Student Goal Setting based on MAPS Assessment	All School (Staff and Students)	8/29/2019; TBA (after each successive MAPS Administration)	Student Goal Setting sheets completed during 5th period (BDB)	Students were able to set individual goals after examining MAPS assessment data with 5th period teacher
Weekly Staff/Student Check-In regarding individual goals	5th period (BDB) Teachers and students	Weekly Check-Ins	Student Goal Sheets updated on a regular basis. Additionally, a positive increase in multiple areas of the Hanover survey should occur as it relates to adults in our building connecting with students.	
Data Teams/PLC's use data protocol to analyze student MAPS data	All certified staff	4x per year beginning on 8/14/2019 and after each successive administration of the MAPS Assessment	Data Analyzed to assist students in setting/achieving goals	
Documented standards covered for units/lessons taught	All Certified staff	Updated with units/lessons	Updated lesson/unit/KUD plans	

Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps

MID-YEAR DISCUSSION: January 6, 2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? 	<p>MAPS assessment data is being used at a high level especially within our math department. The mathematics teachers met and discussed each student in middle school to determine what their proper math placement should be based on data and performance in class. All students were made aware that based on their performance in class and the assessment, their classes may change at the semester. All parents were contacted either by phone or in person at the fall Parent/Teacher conferences with very positive feedback from parents. Improvement and achievement data showed a proper placement for a majority of students with very few moving to a different class. As we head into the final assessment period, we will be making recommendations for next year based upon data, performance and teacher recommendation. The language arts department discussed a similar process for placing students into LA classes. These discussions continue as we examine our available curriculum and how we can make this happen.</p>	<h3>Advancing</h3>

Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Ensure proper placement in math classes for students based on data, performance and recommendation	Math/Counseling	Quarter 4	Proper placement	
Continued discussions with our language arts department to determine if we have the curriculum in place to have a similar scope and sequence to the math classes	LA Department/Admin	Semester II	Possible change in language arts classes offered at NMHS	
Continued focus on documenting standards taught in every class NMHS offers	All Certified Staff	Ongoing	Standards documentes	
Continue to give time to certified staff to examine and analyze student assessment data	All Certified Staff	Ongoing	Protocols modified and improved	

EOY DISCUSSION: Multiple (4/21/2020, 4/28/2020, 5/7/2020, etc...)

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? 	<p>Without the final MAPs assessment data for the spring administration, it is difficult to determine exactly what the overall results of the strategies and actions we took this year in regards to our data. In discussions with a couple of different teachers, one teacher discussed his student data from the winter administration of MAPs. This data showed that every student with one exception fell into the "high growth" category and most of the students fell into the "high achievement" category as well. In another class where we were utilizing the ALEKS curriculum, a high level of growth was shown for all students using this program. These are students who have shown little growth in previous years. We were really looking forward to analyzing the final data from our MAPs spring-time assessment. In regards to the ELA component of the MAPs assessment, in lieu of analyzing spring assessment results, our ELA teachers came together via Zoom to discuss a plan to move forward with some of the new staff that was hired for next year. Much of the data from the winter assessment was discussed and a more streamlined system of communication and expectations was set up to meet the needs of our students; especially as they return in the 2020-21 school year after the disruption of the 4th quarter of our current school year. The discussions will pick back up in August to finalize a plan to move forward.</p>	<p>Sustaining</p>
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