

DODGE CITY MIDDLE SCHOOL

STRATEGIC PLANNING 2013 - 2014

"Kansas QPA SMART Goal Indicator Model"

Revised June 23, 2013 (9:57 p.m.)

Rigor: At Dodge City Middle School we are creating conditions in which educators work together to make improving instructional quality and student learning a priority. Each year our vision statement changes and long term goals are created to form a strategic plan that includes specific short-term goals. This year's vision statement is "Opening New Worlds for Personalized and Purposeful Learning." Opening New Worlds refers to teaching twenty-first century skills that include a student's ability to use a range of electronic technologies to access, synthesize and apply information. These skills include the ability to think critically and creatively and evaluate the products of one's thinking. Students mastering these skills will be able to communicate effectively and collaborate with others, particularly in diverse and multicultural settings.

Rigor: At Dodge City Middle School we require every leader to be responsible for planning, implementing, and evaluating continuous learning. Our strategic plan will be constructed around our new vision which will include a clear descriptions and direction for integration and implementation of all goals at all levels. This approach will provide us with avenues to change in a gradual and organized fashion. We have developed several layers of professional development teams led by teachers that are representative's leaders from our professional learning communities. Each team has a specific goal to meet that is aligned to our building and district level goals. These teams are specified by purpose and include; the Building Literacy Team, the 21st Century Learning Team, and the Student Advocacy Team.

The Building Literacy Team (Purposeful Learning)

Responsive Culture: At Dodge City Middle School we are fostering a culture that motivates, challenges, engages, and inspires all stakeholders by focusing on continuous improvement. The Building Literacy team has chosen writing as our targeted literacy skill for the 2013 – 2014 school year. The committee identified 7 components or sub-skills for all students to master in all content areas. The sub-skills have been ranked ordered for implementation. Each month the PLC team leaders will choose a different strategy or technique that will be taught to all students in all content areas. The team's primary resource for improving instruction will be "Teach Like a Champion." Once a literacy skill is chosen each staff member will be trained by a teacher expert within our building.

Purposeful Learning is learning how to learn. Purposeful learning includes;

1. To look at a question, be able to read it independently & formulate an answer independently (active reading strategies)
2. To generate a response to what one has read, viewed or heard
3. To explain one's thinking in complete sentences
4. To take Cornell notes & use them to write an open response
5. To describe an experience & report one's conclusions
6. To compare & contrast
7. To argue an idea and support one's thinking

Student Advocacy Team (Personalized Learning)

Results: At Dodge City Middle School we empower each learner to excel to his/her highest potential using a wide range of indicators of success through personalized learning opportunities. The Student Advocacy team provides knowledge resources for student centered learning that focuses on the development of student led conferencing and portfolio development. To address student advocacy the team is developing ways to help students set up their own personal learning environments. Some future ideas include instructional tools that will help students to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. Curriculum for student advisory time will also be developed for all three grade levels that support digital literacy. These digital literacy skills for the 2013 - 2014 school year will include topics on Skills for the Digital Age. Themes for the month will support critical thinking skills, communications, collaboration and digital citizenship.

Personalized refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization). Personalizing learning starts with the learner. Personalized learning means the students drive their learning and the teacher is the guide on the side, the co-designer of their learning, and more of a facilitator to make sure the students is meeting their learning goals.

Providing Feedback on Results

We recognize that to be successful within our strategic plan we will need to provide feedback on results. Regular checks on student learning will provide teachers with direct evidence of the results of their teaching efforts. This feedback will be used to guide revisions or to showcase improvements. In addition, these support mechanisms will serve as motivation for those whose desire for improvement may be weak. To continually check our strategic planning results we will develop multiple surveys using Google forms and walk through data assessments. Walk through data and surveys will be an easy way to collect data to measure both desired input and ideas for continual improvement.

SETTING MEASURABLE SMART GOALS (KANSAS STANDARD LEVELS OF PROGRESS)

Rigor: At Dodge City Middle School we strategically review current practices to identify those that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research and address an area of need; and require our building leadership team to be responsible for planning, implementing, and evaluating continuous learning. Every year Dodge City Middle School will develop measurable goals for school improvement in the form of SMART Goals. SMART goals for the 2013 – 2014 school year will be based on the language used for the emerging state of Kansas Quality Performance Assessment. The SMART goal standards and objectives indicator column will be constructed based on the QPA Five R's rubric that includes (Relationships, Relevance, Rigor, Results and Response to Culture) The Five R's Indicator Standards (IS) will also include the level of implementation in **(RED)** as it is specified within the Levels of Progress

- a. Emerging – collecting info, planning
- b. Implementing – programming in place
- c. Accomplishing – positive data to support implementation
- d. Distinguished – leading others, servant leadership

SMART GOALS ALIGNED TO KANSAS QUALITY PERFORMANCE ASSESSMENT STANDARDS

SMART goals will be used to set measurable year-end instructional goals, which serve as meaningful targets to guide pedagogical strategies. SMART is an acronym that stands for Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. To ensure proper measures for student growth we will set all our target goals using the Academic Performance Index formula provided by the Kansas State Department of education to calculate academic performance levels for individual students. Establishing SMART goals using the Kansas emerging QPA model will allow us to field test a formalized goal-setting process that will lead to improved student performance as it will be measured against the Kansas QPA model. The "Kansas QPA SMART Goal Indicator Model" will have the following six components:

1. A measurable API baseline (Using the Kansas API Calculation Formula)
2. A measurable target API target associated with each standard QPA indicator
3. A specific time frame
4. Specificity about what is being assessed
5. Specificity about the method of assessment and
6. Focus levels of implementation progress within the 5R's for future action needed to reach the learning target

Inclusion of these six components will ensure that SMART goals meet the criteria represented by the acronym. SMART and target goals will be used with common assessments, teacher-made rubrics, and end of the quarter benchmarks as well as with the end of year assessments. PLC content specific goal-setting will address instructional areas that are both important and strategic. Evidence from successful data-driven schools shows that strategic focus and success in a couple of key areas commonly carries over and alleviates other instructional and behavioral concerns as well.

Developing an Action Plan

Relationships: At Dodge City Middle School we encourage, support, and models collaborative relationships among all educators at all levels. We believe that collaboratively we can have a powerful impact on student learning. We recognize that we can make a difference and are strategically and intelligently redesigning instructional and organizational practices to support student centered learning, so that we can close achievement gaps and succeed in this new era of Common Core Standards of learning.

Relevance: At Dodge City Middle School we will ensure that academic and behavioral data will be used to inform instructional decisions. We have recognized that data analysis is meaningless if it does not result in meaningful instructional change. To be effective in the student centered instructional process we must be able to use summative and formative assessment data together to implement strategic, targeted and focused instructional interventions to improve student learning. In step four of assessing and designing goal obtainment, the grade level professional learning community will establish a plan of action that will formulate consistent instructional practice to ensure that the SMART Goals are being met. A SMART Goal statement is specific + strategic, measurable, attainable, results-oriented, time bound, identifies weak indicator standards or objectives, and is written as a statement of measurement indicating where students are now and whether they are improving.

DCMS SCHOOL WIDE **LITERACY** SMART GOAL 2013 - 2014

SMART GOAL

Achievement, Growth, Gap & Other Measures

*Specific + strategic,
measurable, attainable,
results-oriented, timebound*

SMART GOAL

By the end of the 2014 school year, the literacy goal is to see the percentage of students currently below proficiency decreased by at least 10%, and the overall literacy scores will increase by 10% over the previous year's scores.

INDICATOR

Relationship Response to Culture & Relevance

*Standards and Objectives
The Five R's*

RESPONSIVE CULTURE

Purposeful Learning

Foster a culture that focuses on continuous improvement by *implementing* a building wide literacy plan that focuses on helping students how to learn through writing.

MEASURE

Tools used to determine where students are now and whether they are improving

Students will be taught active reading strategies in order to gain the skill sets to look at a question, read and formulate an answer independently.

Students will be taught how to generate a response to what they have read, viewed or heard.

Students will be taught how to explain their thinking in complete sentences.

Students will be taught how to take Cornell notes and use them to write an open response.

Students will be taught how to describe an experience and report their conclusions.

Students will be taught how to compare and contrast through written artifacts for deeper understanding.

Students will be taught how to argue an idea and support their thinking in written and verbal expression.

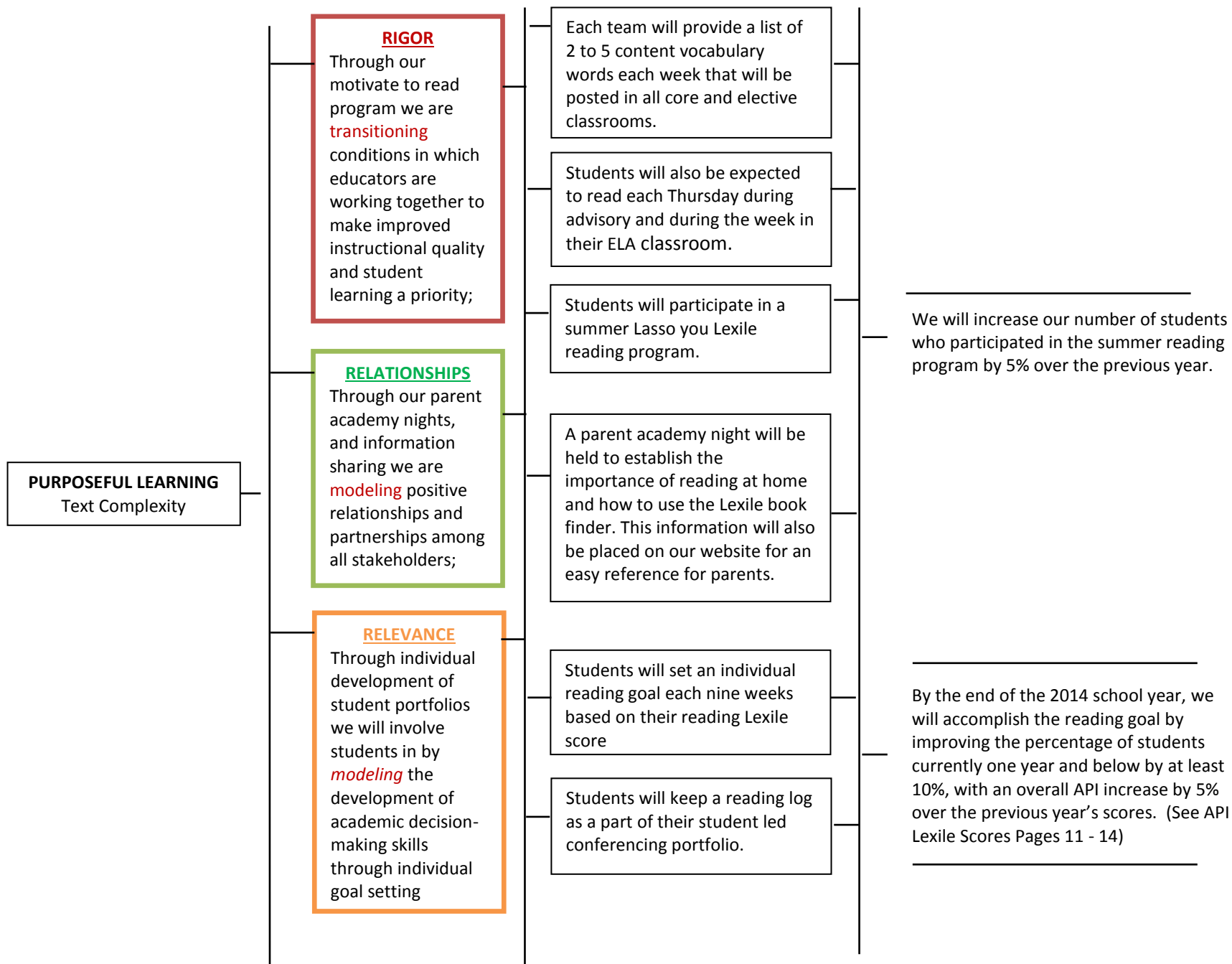
TARGET

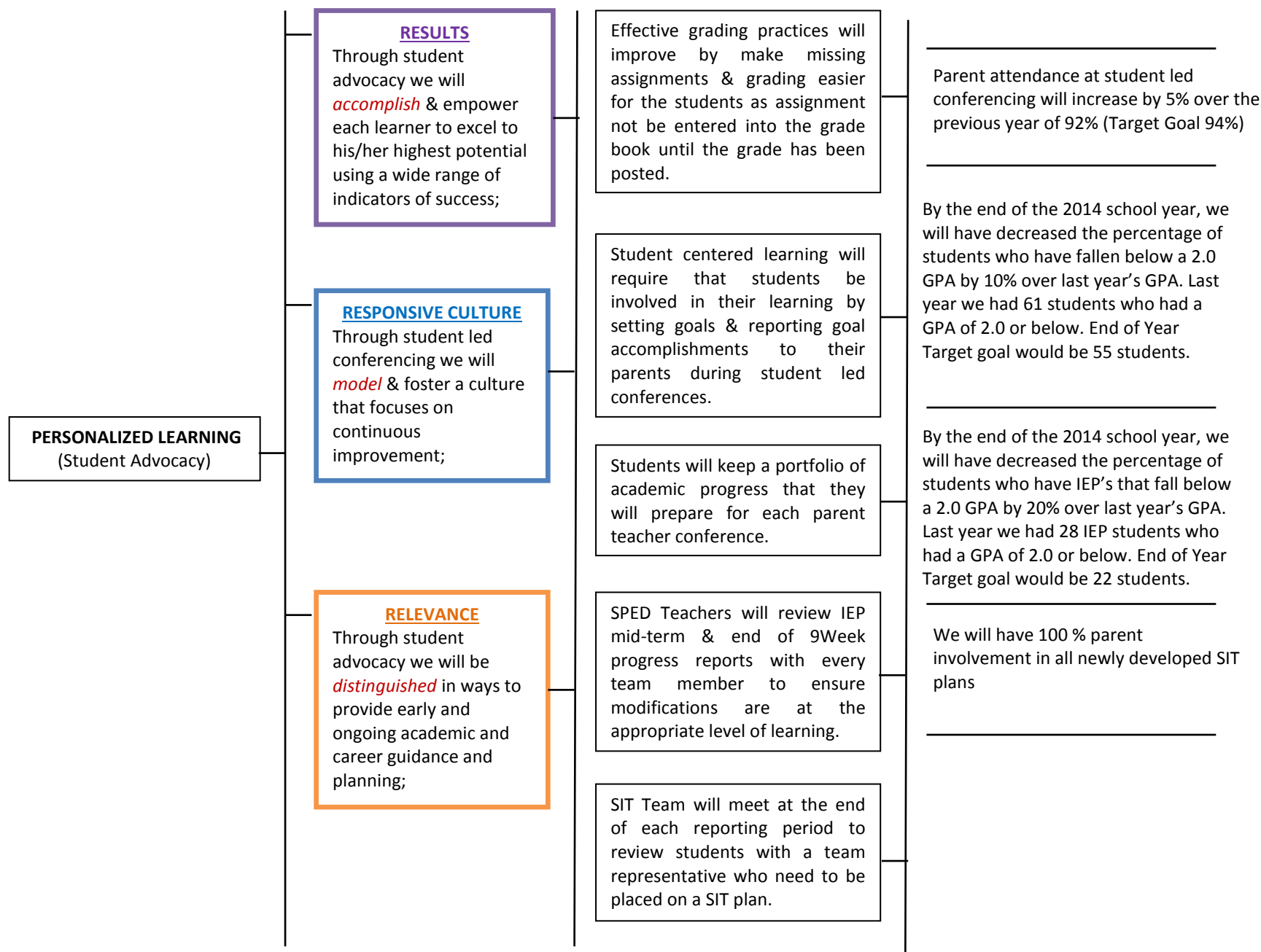
The attainable performance level we would like to see

Provide every student with a direction for learning that is relative to a particular learning goal. End of the Year Walkthrough Target Percentage Goal 80%

Enhance the students' ability to synthesize information in ways that captures the main ideas and supporting details of each instructional objective: End of Year Walkthrough Target Percentage Goal 80%

Engage students in the mental process of using knowledge by generating and testing hypotheses: End of Year Walkthrough Target Percentage Goal 50%





PURPOSEFUL LEARNING
Math Literacy

RESULTS
Through our Tier Interventions we will be *distinguished* by providing a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic & behavioral needs,

RELEVANCE
During weekly PLC's we will be *distinguished* to ensure academic and behavioral data will be used to inform instructional decisions

RIGOR
We will *accomplish* the provision of a rigorous, research-based, standards-based Common core academic curriculum geared to students' individual needs

RELEVANCE
We will be *distinguished* as we involve students in decision-making about their academic development through individual goal setting

Formative assessments are constructed to analyze student responses. (*Students explain their thinking*)

Grade level math PLC's develop SMART Goal before each mastery check based upon the weakest standard from previous years data

Data from Tier 2 & 3 Math programs are monitored monthly for extended constructed SIT Intervention

Data from mastery checks are monitored during PLC time for Tier 2 interventions and re-teaching opportunities are provided

Multiple step problem solving student assessments are conducted after each mastery check to determine student depth of knowledge

Individual students create a 9 week SMART Goal as a part of their portfolio which is developed around the standards of learning.

By the end of the 2014 school year, we will accomplish the math goal by improving the percentage of student's currently below mastery check proficiency levels by at least 10%, with an overall API increase by 6% over the previous year's mastery scores. (See API Math Scores)

PURPOSEFUL LEARNING
Career & College Readiness
21st Century Learning

RIGOR
We will *implement* ways to integrate academic curriculum with rigorous career and technical education curriculum;

RELEVANCE
We will begin *implementing* ways to provide a curriculum that is connected to real-world contexts through project-based learning;

RELATIONSHIPS
Through the *implementation* of Google Docs & the Kansas Career Pipeline teachers will facilitates a seamless transitions among various levels of education and connects prior learning completed in one level to new learning in another level;

RELEVANCE
Through our 1:1 implementation we will provide ubiquitous access to technology that supports teaching and learning

Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Using Google Apps students will apply digital tools to gather, evaluate, and use information.

Creative problem solving & writing courses will ensure that students can demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Using Google Apps students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Connect classes will teach students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

To continue to make progress in career and college readiness standards we will need to increase the number of students in grade 8 that fall below the Explore scale score by 10% in each assessed content area. (See Explore Scale Score Target Goals and Page 18)

INSTRUCTIONAL PROVISIONS FOR FIVE KINDS OF TEACHER THINKING

To prepare for the transition into the Common Core, all teachers will contribute to academic literacy by using the [Five Kinds of Teacher Thinking](#) for instructional planning. Starting the first semester of the 2013 -2014 school year, teachers will begin incorporating five essential techniques when designing and delivering lessons: (1) provide explicit instruction and supported practice in effective comprehension techniques, (2) increase the amount and quality of reading content discussions, (3) maintain high standards for text, conversation, questions, and vocabulary, (4) increase student motivation and engagement with reading, writing, listening and speaking and (5) provide essential content knowledge to support student mastery of critical Common Core concepts. Additionally this year we will explore technology tools that can be incorporated into effective instructional practices that support the acquisition of digital literacy.

STUDENT CENTERED INSTRUCTIONAL IMPROVEMENT GOALS 2013 – 2014

Teachers will:

- Provide students with reinforcing statements that are related to individual knowledge contributions and learning goal attainment. [Target Percentage Goal 80%](#)
- Enhance student understanding of content by engaging them in lessons that allow them to mentally process information by identifying similarities and differences between interrelated concepts. [Target Percentage Goal 50%](#)
- Provide every student with a direction for learning that is relative to a particular learning goal. [Target Percentage Goal 85%](#)
- Engage students in the mental process of using knowledge by generating and testing hypotheses: [Target Percentage Goal 50%](#)
- Enhance the students' ability to synthesize information in ways that captures the main ideas and supporting details of each instructional objective: [Target Percentage Goal 80%](#)
- Provide in every lesson ways that students can use and organize what they are taught: [Target Percentage Goal 90%](#)
- Enhance the student's ability to represent and elaborate on knowledge using mental images. [Target Percentage Goal 50%](#)
- Provide students with opportunities to interact with each other in ways that enhance their learning. [Target Percentage Goal 50%](#)

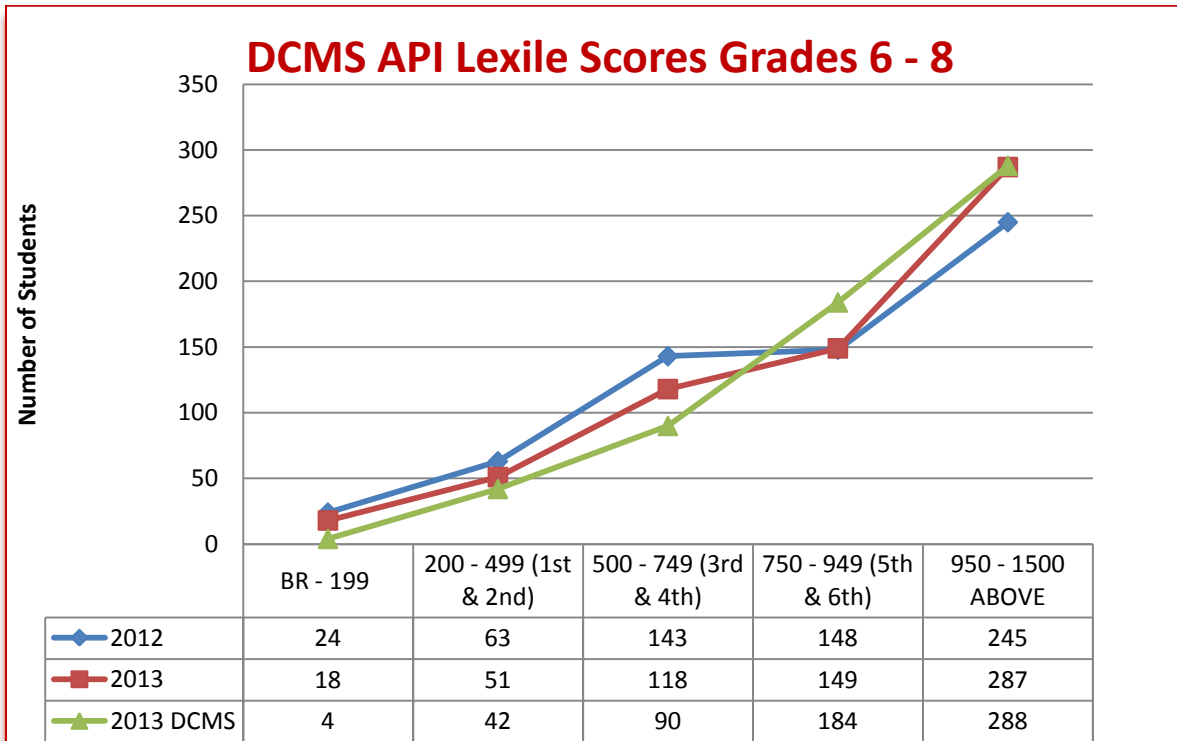
Instructional Improvement Action Plan

- Teachers will be introduced to two student centered instructional strategies every nine weeks that support site and district goals.
- An instructional practice website will be established with resources including videos, and definitions for each of the targeted instructional practices.
- Principal, assistant principals and instructional coaches will meet on a regular basis to define practices as they develop a common language among teachers and teams.
- Principal and assistant principals will work with teams each nine weeks to follow-up and initiate a new instructional practice by defining and establishing a common language for the practitioner.
- Instructional evaluation pre-conferences and post conferences will be developed around the common language needed for defining instructional practices.
- PLC Teams will correlate instructional practices that support information gained through student performance as correlated with summative assessments at the end of each quarter.
- At the end of each nine weeks, site based walkthrough data will be reviewed by PLC Team Leaders and the BLT will review consistency of the variables in walkthrough data to validate reliability to common language.

- Walkthrough data will be measured against district definitions to that of developmentally appropriate student centered practices at the school site as it relates to district goal attainment.
- “Success at the Core” and the school website will be the primary resource for defining developmentally appropriate instructional practice.
- Once the District (USD 443) walkthrough data becomes reliable through consistent observation practice, the data will be discussed in terms of improvement goals within the defined common language required for individual practitioners.
- Each teacher will begin practicing formative assessment strategies that support meta-cognitive processing for student critical thinking development in terms of;
 - checking for understanding,
 - guiding self assessment,
 - reviewing homework,
 - structuring peer assessment, and appropriately applying performance based rubrics.

DCMS API LEXILE PROGRESS REPORT

To establish baseline reading lexile data score for the 2013 – 2014 school year we have converted reading ranges using the Kansas recommended performance index within five reading levels. These five reading levels were plotted in ranges to determine API growth for year one setting the baseline for obtainable performance ranges within each grade level. By the end of the 2014 school year, we will accomplish the reading goal by improving the percentage of students currently one year and below by at least 10%, with an overall API increase by 5% over the previous year's scores. The Scholastic Reading Inventory is given twice a year (once in January and again in May measuring the performance progress of every student.



SCHOOL LEXILE TARGET

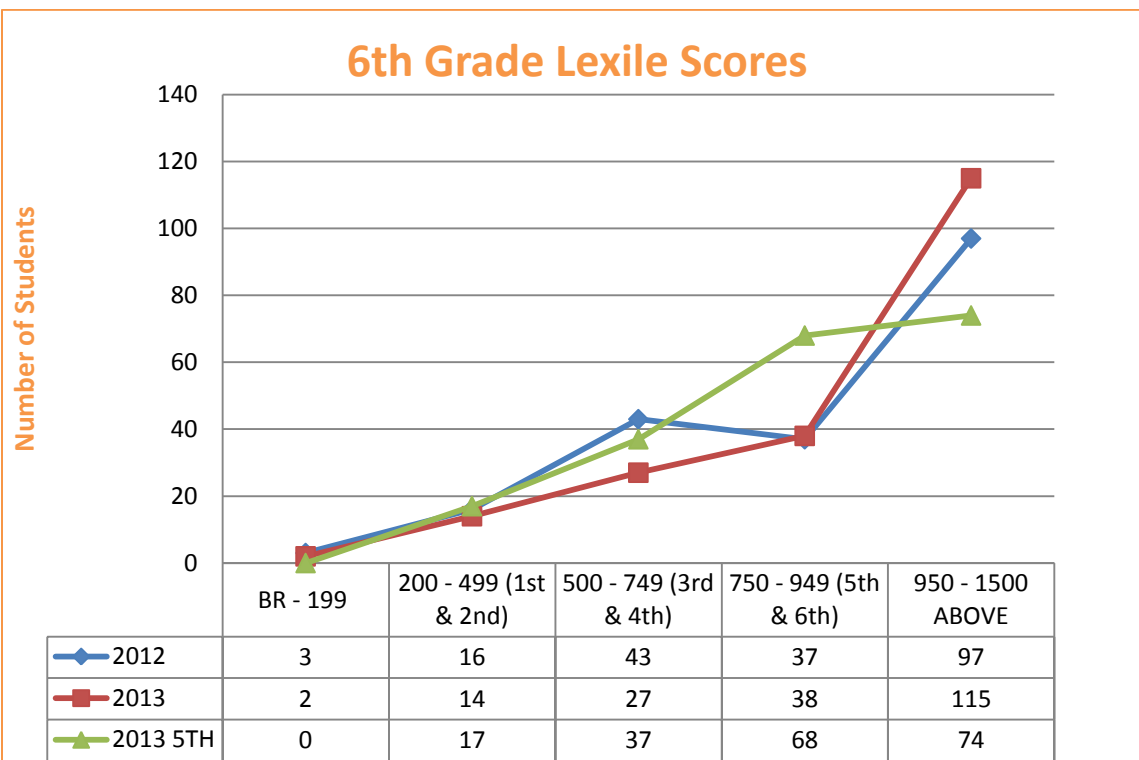
The overall school baseline data for Lexile reading performance API index in 2012 – 2013 was 755.

In order for us to reach the 2013 – 2014 goal of 10% we will need to have an overall school API gain of 5%.

The 2014 API Target Lexile Reading Goal for DCMS will be 829. (Average Increase of 37 Index Points)

- The 2014 API Target Lexile Reading Goal for DCMS will be 829.
- DCMS 2013 - 2014 School API Baseline = 792
- DCMS Fall 2012 Lexile API Score = 711
- DCMS 2013 Spring Lexile API = 755
- 2012 - 2013 Gain = 44

DCMS API LEXILE PROGRESS REPORT GRADE SIX



SIXTH GRADE LEXILE TARGET

The overall school baseline data for Lexile reading performance API index in 2012 – 2013 for 5TH grade was 754. The baseline data shows a decline in API scores from the previous year of 13 points over last year's fall scores. In order for the 6th grade to reach the 2013 – 1214 API reading goal of 10% they will need to have an overall grade level API increase of 10% due to the decrease in scores from the previous year's 5th grade.

The 2014 API Target Lexile Reading Goal for 6th will be 829.

*Loss or gains in API transitional points are calculated when groups of students move from one school setting to another. Example Middle School to High School or Elementary to Middle School.

2014 TARGET GOAL

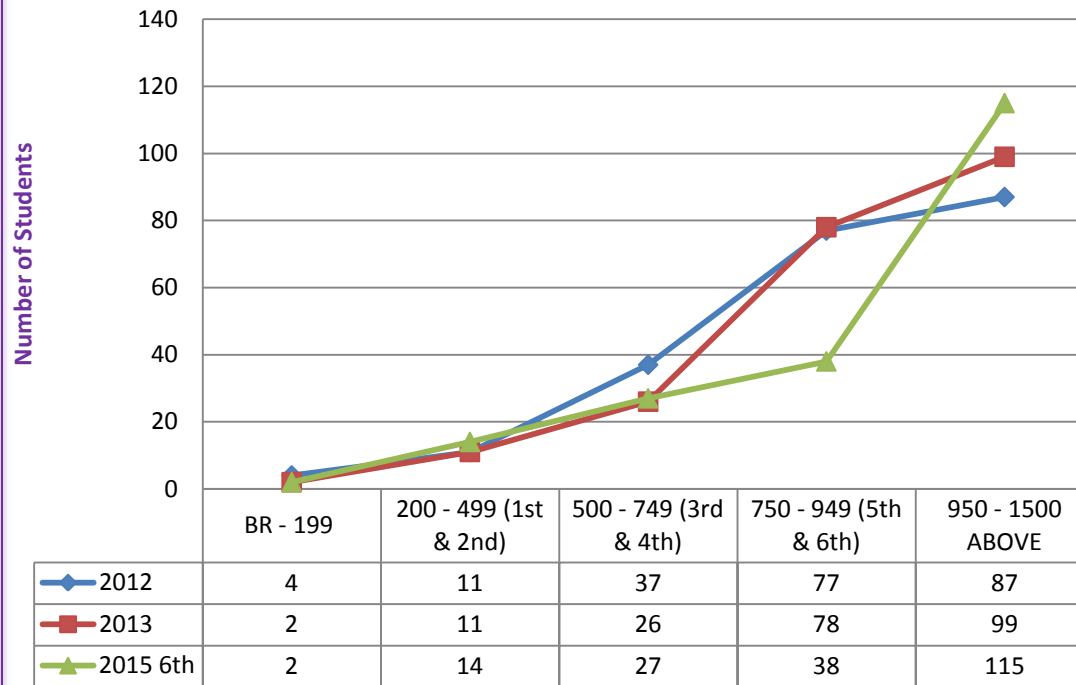
- The 2014 API Target Lexile Reading Goal for 6th Grade will be 829.
- DCMS 2013 Spring 5th Grade API Comparisons = 754 *(-13 Transitional Points)

2013 BASELINE SCORES RESULTS

- DCMS 2012 Fall 6th Grade API Lexile Score = 767 →
- DCMS 2013 Spring 6th Grade API Lexile Score = 819 ←
- 2012 - 2013 6th Grade API Gain = +52 ←

DCMS API LEXILE PROGRESS REPORT GRADE SEVEN

7th Grade Lexile Scores



SEVENTH GRADE LEXILE TARGET

The overall school baseline data for Lexile reading performance API index in 2012 – 2013 for 6TH grade was 819.

In order for the 7th grade to reach the 2013 – 1214 API reading goal of 10% they will need to have an overall grade level API increase of 5%.

The 2014 API Target Lexile Reading Goal for 7th will be 859.

2014 TARGET GOAL

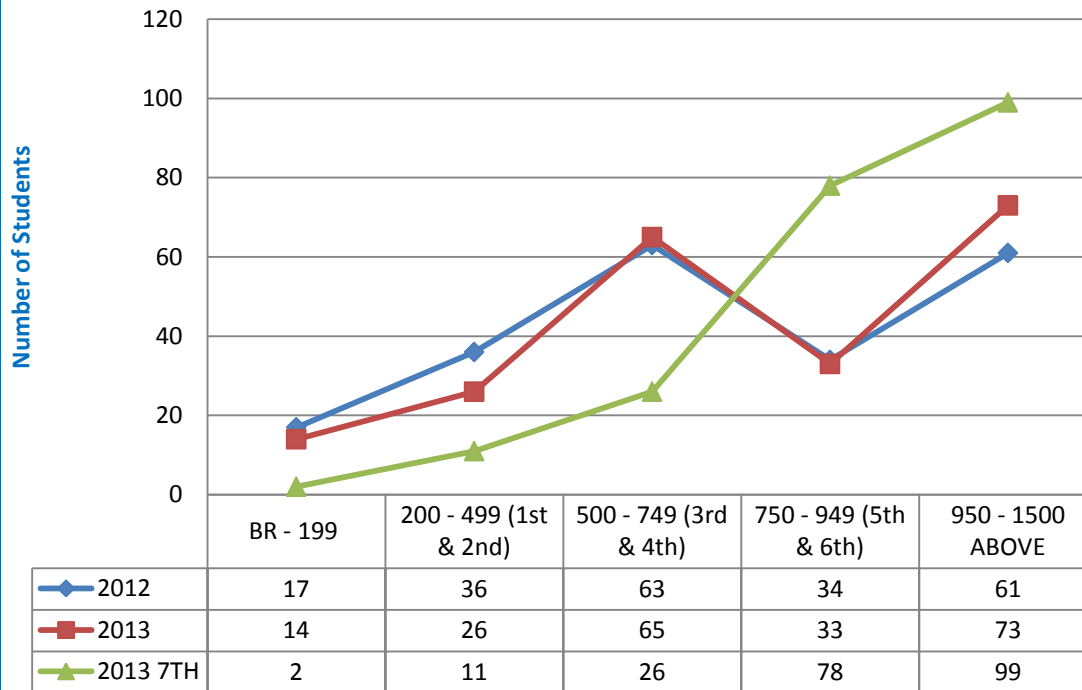
- The 2014 API Target Lexile Reading Goal for 7th Grade will be 859
- DCMS Spring 6th Grade API Comparison of (819)

2013 BASELINE SCORES RESULTS

- DCMS 2012 Fall 7th Grade API Lexile Score = 769
- DCMS Spring 7th Grade API Lexile Score= 802
- 2012 - 2013 7th Grade API Gain = +33

DCMS API LEXILE PROGRESS REPORT GRADE EIGHT

8th Grade Lexile Scores



EIGHTH GRADE LEXILE TARGET

The overall school baseline data for Lexile reading performance API index in 2012 – 2013 for 7TH grade was 769.

In order for the 8th grade to reach the 2013 – 1214 API reading goal of 10% they will need to have an overall grade level API increase of 5%.

The 2014 API Target Lexile Reading Goal for 8th will be 807.

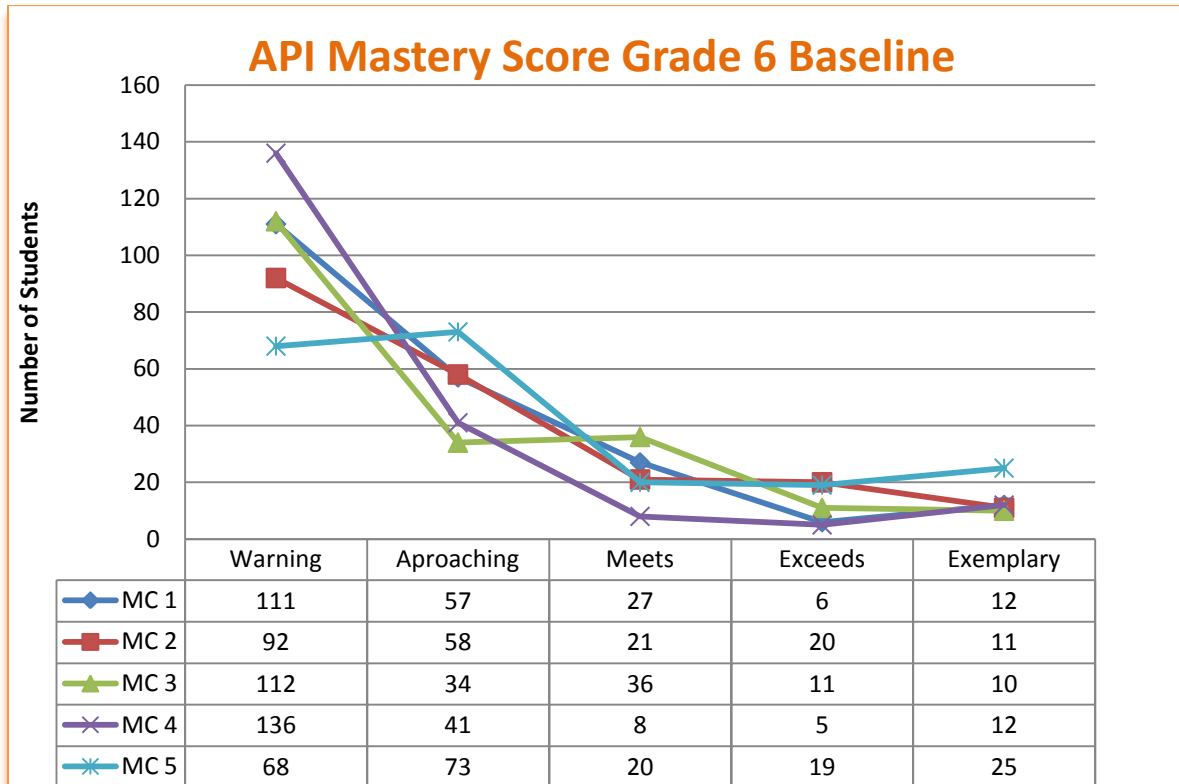
2014 TARGET GOAL

- The 2014 API Target Lexile Reading Goal for 8th Grade will be 807.
- Spring 7th Grade API Comparison of (769)

2013 BASELINE SCORES RESULTS

- DCMS 2012 Fall 8th Grade API Lexile Score = 602 →
- DCMS Spring 8th Grade API Lexile Score = 648 ←
- 2012 - 2013 8th Grade API Gain = +46 ↓

DCMS API MATH BASELINE MASTERY GRADE SIX



SIXTH GRADE MATH TARGET

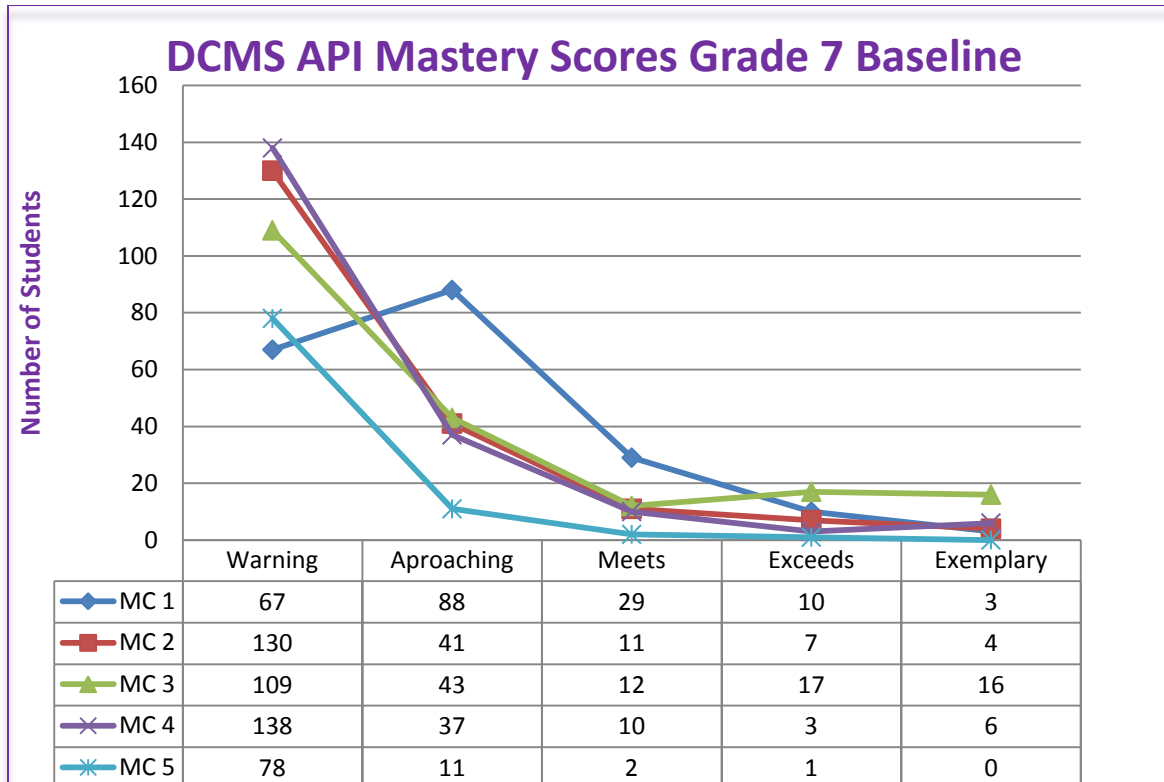
The 6th grade baseline data for math API index has been set on the previous year's (2012 – 2013) 5th grade mastery check API levels. The 5th Grade Math overall API was 230.

This year the seventh grade will need to increase the overall math mastery check API score by 10% in each of the 6 mastery checks.

The 2014 API Target Math Goal for 6th grade will be 251.

| Performance Level | Points per Test | # of Tests | Total Points |
|---------------------------------|-----------------|------------|--------------|
| Exemplary | 1000 | 14 | 14,000 |
| Exceeds Standard | 750 | 12 | 9,000 |
| Meets Standard | 500 | 22 | 11,000 |
| Approaching Standard | 250 | 53 | 13,250 |
| Academic Warning | 0 | 104 | - |
| Totals | | 205 | 47,250 |
| MASTERY CHECK GRADE 5 | | | |
| Assessments Performance Index = | 230 | | |

DCMS API MATH BASELINE MASTERY GRADE SEVEN



SEVENTH GRADE MATH TARGET

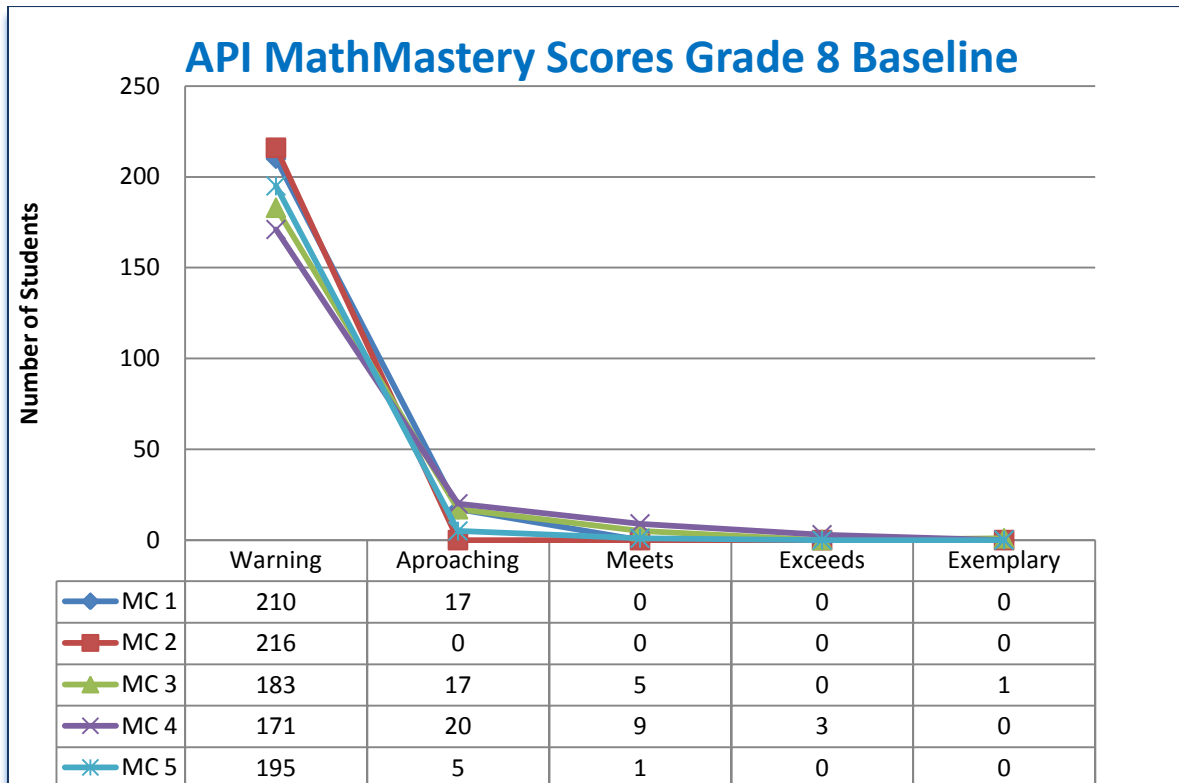
The 7th grade baseline data for math API index has been set on the previous year's (2012 – 2013) 6th grade mastery check API levels. The 6th Grade Math overall API was 165.

This year the seventh grade will need to increase the overall math mastery check API score by 10% in each of the 6 mastery checks.

The 2014 API Target Math Goal for 7th grade will be 219 .

| Performance Level | Points per Test | # of Tests | Total Points |
|---------------------------------|-----------------|------------|--------------|
| Exemplary | 1000 | 6 | 6,000 |
| Exceeds Standard | 750 | 7 | 5,250 |
| Meets Standard | 500 | 13 | 6,500 |
| Approaching Standard | 250 | 44 | 11,000 |
| Academic Warning | 0 | 104 | - |
| Totals | | 174 | 28,750 |
| MASTERY CHECK GRADE 6 | | | |
| Assessments Performance Index = | 165 | | |
| Based on 10% Below Proficiency | | | |

DCMS API MATH BASELINE MASTERY GRADE EIGHTH



EIGHTH GRADE MATH TARGET

The 8th grade baseline data for math API index has been set on the previous year's (2012 – 2013) 7th grade mastery check API levels. The 7th Grade Math overall API was 29.

This year the eighth grade will need to increase the overall math mastery check API score by 10% in each of the 6 mastery checks.

The 2014 API Target Math Goal for 8th grade will be 233.

| Performance Level | Points per Test | # of Tests | Total Points |
|---------------------------------|-----------------|------------|--------------|
| Exemplary | 1000 | 1 | 1,000 |
| Exceeds Standard | 750 | 1 | 750 |
| Meets Standard | 500 | 3 | 1,500 |
| Approaching Standard | 250 | 12 | 3,000 |
| Academic Warning | 0 | 195 | - |
| Totals | | 212 | 6,250 |
| MASTERY CHECK GRADE 7 | | | |
| Assessments Performance Index = | 29 | | |

DCMS ACT/EXPLORE SCALE SCORE PERCENTAGES

To ensure that our students are academically prepared for career and college readiness standards we will need to increase the percentage of students who are currently performing below the recommended scale score in all areas assessed by the Explore exam. To continue to make progress in career and college readiness standards we will need to increase the number of students in grade 8 that fall below the Explore scale score by 10% in each assessed content area. Students who meet a Benchmark on the ACT Test or ACT Compass have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on ACT Explore or ACT Plan are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school.

ENGLISH SCALE SCORE BY 10%

What percentage of our students on their Explore scale score in English performed at or above a 13? 48% Above

- **Target Goal for 2013 Explore in English** will be 53% of the students in 8th grade will score above a 13 scale score

READING SCALE SCORE BY 10%

What percentage of our students on their Explore scale score in Reading performed at or above a 15? 63% Above

- **Target Goal for 2013 Explore in Reading** will be 66% of the students in 8th grade will score above a 15 scale score

MATH SCALE SCORE BY 10%

What percentage of our students on their Explore scale score in Math performed at or above a 17? 16% Above

- **Target Goal for 2013 Explore in Math** will be 24% of the students in 8th grade will score above a 17 scale score

SCIENCE SCALE SCORE BY 10%

What percentage of our students on their Explore scale score in Science performed at or above a 20? 7% Above

- **Target Goal for 2013 Explore in Science** will be 16% of the students in 8th grade will score above a 20 scale score

In the future we will develop a five sub-group metrics that will provide a representative picture of how our school is doing across the full range of student achievement. *(See Explore References) These subgroups will include:

1. the percent of students scoring at/above cut scores as college readiness
2. the percent of students scoring at/above the state average
3. the percent of students scoring in the lowest quartile compared with all students tested statewide
4. the percentile rank of the average scale score compared with all students tested statewide
5. the percent who meet and who exceed state standards

Explore References:

- [Setting Targets for Grades 3-12 Linked to the ACT's College ...](#)
- [Explore Scale Score Information and Relevant Documents](#)

