

DODGE CITY MIDDLE SCHOOL

GOAL ASSESSMENT WORKSHEET

2010- 2011

At the end of each year the PLC team will conduct a short evaluation of their established goals. The form below will also be used as a part of the SMART Goal initiative when reviewing accomplishments for the previous school year.

SOCIAL STUDIES

What We Did Well (Celebration)

Low					High				
1	2	3	4	5	6	7	8	9	10

- How have we addressed grading practices that reflect state assessments?
 - Conversion Charts that reflects what the state scores would look like.
 - Teaching and assessing delta indicators as though we were taking a state test.
 - Incorporated many of the Reading indicators into our lesson plans.
 - Incorporated math indicators by way of maps and time-lines.
 - Continually re-teaching indicators students are struggling with in the 8th Grade.
 - Re-teaching indicators students struggle with in the 7th Grade by trying to incorporate them into the new subject matter.

- What progress have we made in developing instructional practices to meet 80% proficiency?
 - Reworking the order of our tests to reflect a much better flow of data in the American History timeline
 - Using flip books for students to study and have access to for test review.
 - Playing the game Jeopardy as a study tool.
 - Eighth grade teachers celebrated their goal of at least 80% of their students being exposed to and having at least a basic knowledge and understanding of the United States Constitution.
 - The seventh grade teachers were able to celebrate the fact they had exceeded their goals of having at least 70% of their SPED students achieve at least 50% on Mastery Checks and 70% of all ELL students to achieve at least a 60%. Both SPED and ELL performed at a 5 to 15% higher level than expectations.

READING

What We Did Well (Celebration)

Low					High				
1	2	3	4	5	6	7	8	9	10

- How have we addressed grading practices that reflect state assessments? **We have become more aware of what we grade and the way we grade. We feel that most of our grades will reflect the scores on the State Tests.**

- What progress have we made in developing instructional practices to meet 80% proficiency? **We all are looking at mastery at 80% as our goal for all things in our classrooms. A “C” is an acceptable grade, but we as teachers are trying to convince our students that mastery should be their goal as well, therefore a “B” should be their goal. They should not be satisfied with a “C.”**

MATH

What We Did Well (Celebration)

Low					High				
1	2	3	4	5	6	7	8	9	10

- How have we addressed grading practices that reflect state assessments?
 - The math department is working toward paralleling the class grades with the MC score and hopefully seeing that students are earning a state assessment score at or higher than what they have been doing during the school year. There is still a lot of mind sets and practices that are being changed. A slow by sure process.
- What progress have we made in developing instructional practices to meet 80% proficiency?
 - Again, this is a mind set and practice change for the math department. Most feel the 80% mastery is too high, and yet there is an understanding and even acceptance of why it is at 80%. Additional practices have been to utilize bellwork as an opportune time to keep concepts at the forefront of student learning, and that the after, before and Saturday school helps students with their mastery. Some of the teachers work with their students before and after school in addition to the tutoring DCMS offers. The math pacing guide allows time for teachers to review the tested indicators before the state assessment.
 - Teachers have stated during the year that they feel rushed with the pacing during the school year, but now they seem pleased with the additional time to reinforce previous learning.

LANGUAGE ARTS:

What We Did Well (Celebration List)

Low					High				
1	2	3	4	5	6	7	8	9	10

- How have we addressed grading practices that reflect State Assessments and 6 Trait Writing Rubric?
 - LA teachers have a 6 Trait stamp. LA teachers practiced rating sample writing together to establish consistency. LA teachers grade assignments based on 6 Traits writing. LA teachers have been trained on the 6 Trait Writing model.
- What have been the results for unpacking the writing essential indicators?
 - We all teach and mastery check the introduction the first quarter. We teach and mastery check the 3 body paragraphs during the second quarter. We teach and mastery check the conclusion paragraph the third quarter. We evaluate students through a mock “state writing” assessment.
 - 7th Grade teach and assess the following 6 Traits of Writing
 - 1st qtr: Ideas and Content and Organization
 - 2nd qtr: Word choice & voice
 - 3rd qtr: Sentence Fluency & Conventions
 - 4th qtr: State writing assessment

SCIENCE

What We Did Well (Celebration)

Low					High				
1	2	3	4	5	6	7	8	9	10

- How have we addressed grading practices that reflect state assessments?
 - Only count it worth 25% of its total score.
- What progress have we made in developing instructional practices to meet 80% proficiency?
 - Weekly PLC meetings: much more sharing.
 - Improvement of Lang. and Content Obj.
 - Vocabulary Instruction has been a work in progress.

TECHNOLOGY

What We Did Well (Celebration)

Low					High				
1	2	3	4	5	6	7	8	9	10

- How have we supported teams in technology integration?**
 The elective members were unanimous in saying no. They felt every time they started technology integration they were given another project from administration.
 The Connect members felt they had supported their teams successfully.
- How successful were we in creating a team parent guide on the Team Wiki's**
 There are too many places to post information, it seems redundant to post on the wiki when we have an electronic newsletter monthly. The wiki seems to be a non essential piece for our parents. The counters do not indicate there is visitation beyond maintenance.
- What goals did meet to ensure that students are receiving 21st Century Learning?**
 Digital Story Telling, Web 2.0, Career Education Portfolio, Established a registration procedure for students.
- What Web 2.0 applications such as Podcasting, Live Binders, and other open source software did we introduce to support modalities of learning for school wide indicators?**
 - Dropbox
 - Live Binders
 - Wiki's
 - Voki
- How did your PLC team support software purchased by the district to ensure that it is being used?**
 - FileMaker Pro –No instruction necessary, teachers work unassisted.
 - Outlook –Team training as needed
 - Study Island –Individual assistance
 - Fast Math –The program did not work properly this year, very frustrating to students and teachers
 - E-Portfolios KCP –We set up with necessary information
 - Discovery Education –No instruction was necessary, teachers like and use the application

LIFE SKILLS

What We Did Well (Celebration)

Low					High				
1	2	3	4	5	6	7	8	9	10

- What kind of affective skills did your PLC team promote to ensure our students are ready to take the state assessment? - **Goal Setting at the beginning of each semester – Test taking skills in homebase – All homebase activities are focused on good character and doing the right thing which leads to students doing their best on all assessments.**
- How did your PLC team promote good behavior within the school to ensure a safe learning environment? - **We designed the homebase activities for the whole school. The activities are all based on students learning affective skills. – Project Wisdom is a character education website where we get many of the activities and where the morning announcements come from.**
- How did your PLC team ensure that follow through is occurring throughout the school that affective skills are being taught to every student? - **Evaluation Forms on every lesson plan for the teacher to give feedback – Shorter activities and more time to do them – Oral feedback from students – All Activities are online, therefore easier for teachers to access – P.E. teachers go to every team meeting every other day and encourage their teams to utilize the homebase activities and also to fill out the teacher evaluations.**

FINE ARTS: Rating

What We Did Well (Celebration)

Low										High
1	2	3	4	5	6	7	8	9	10	

- What initiatives did your PLC team provide to ensure good communications between **exploratory** and core teams?
 - The fine arts PLC team initiated a Veterans Day assembly for 7th and 8th grade and created Homebase activities to encourage good student etiquette during performances.
 - Enrichment activities were created for Homebase to encourage teachers to build different relationships outside of the daily class setting.
 - We started an initiative to get a liaison in each PLC/team to open up the line of communication on students and parent meetings.
- How did your PLC team support the school indicators to ensure that our students reach 80% proficiency on their mastery checks?
 - Each exploratory teacher weekly takes on indicators from math, reading, language arts, science and social studies and incorporates that into their lessons. These are reported on weekly during team meetings as well as submitted to the principal. Our hope is that those students that don't understand items in the core classroom can understand through applying in a hands-on, real world activity.
- How did your PLC team support the integration of the arts into the curriculum?
 - We feel that it is more of a one-way street where the arts incorporate core indicators into their curriculum. Teachers come and ask for art supplies but not how to properly incorporate our indicators into their curriculum. On the other hand, we are not taking the initiative to share our indicators.
- What did your PLC team do to ensure that students are being recognized for their artistic abilities?
 - Monthly we host a Student of the Month breakfast where students are recognized for their talent and character. Art students' artwork is displayed both inside and outside of the school and in student art shows (both locally and nationally). Music students put on concerts for their peers and parents and students look forward to festivals where they can individually show their talents. Drama students have been used as master of ceremonies for assemblies as well as had an opportunity to highlight their skills in a newly formed drama club after school. At the end of the year, students' talents are displayed at the Cardinal Jam talent show. School Zone has also been notified to highlight students' talents in the local newspaper.