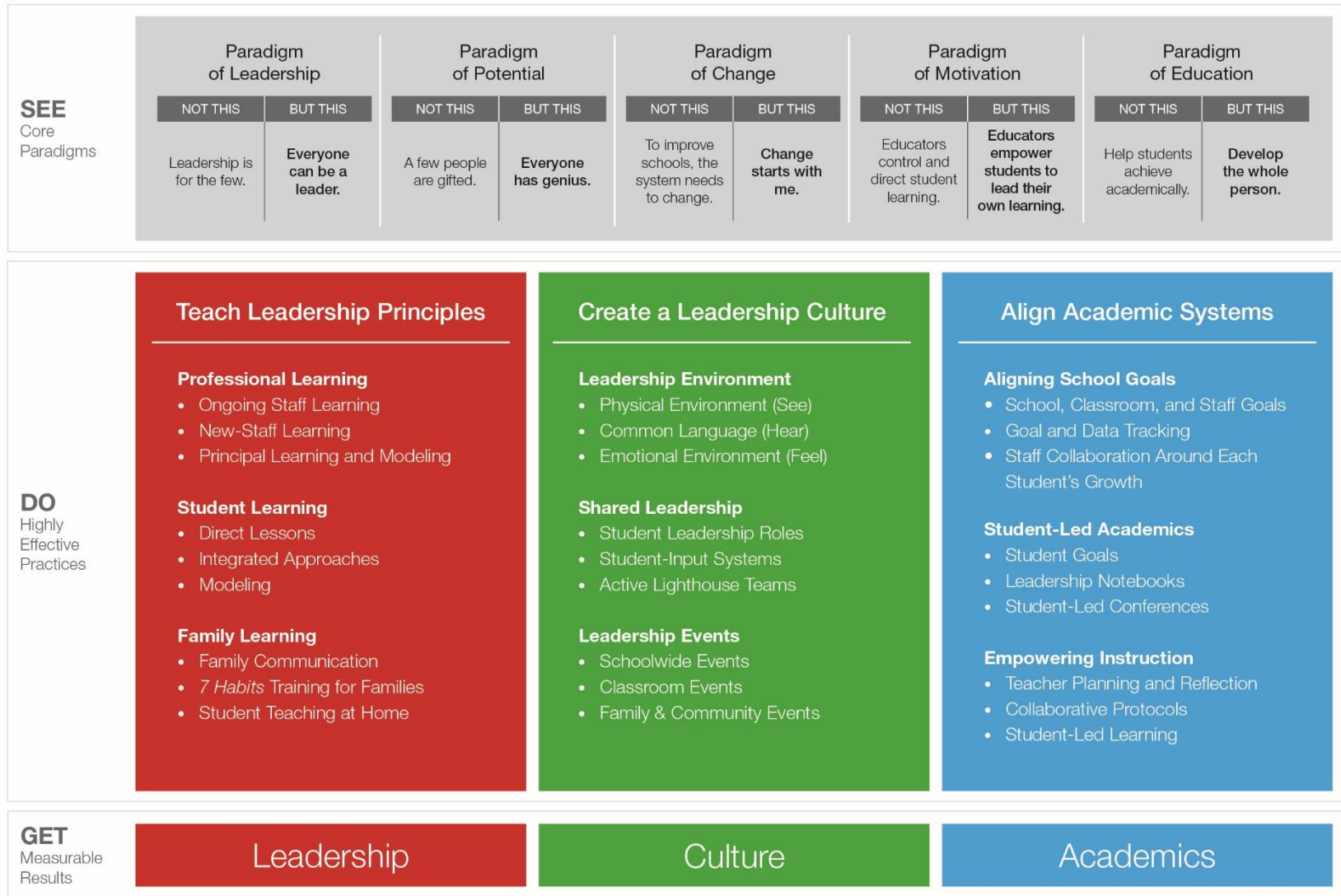
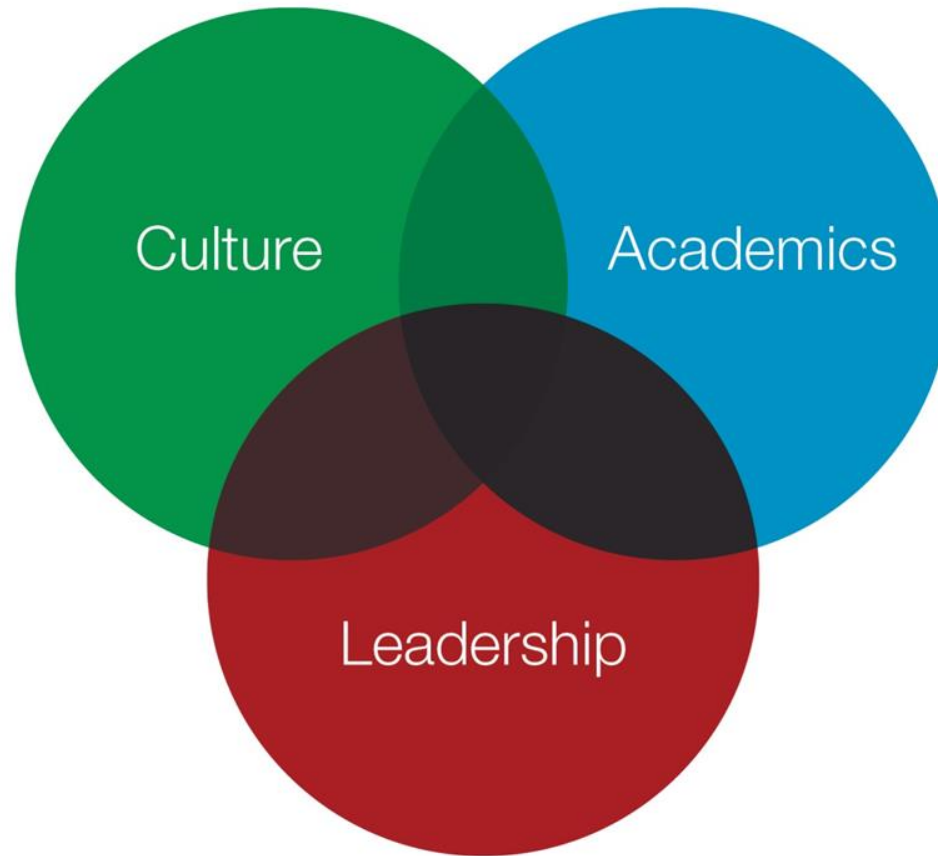


How Do We Know If We're Winning? 2015–16

Setting School Improvement Goals and
Tracking to Improve Student Learning



The Leader in Me Process



Objective:

Learn to empower students to work effectively to achieve their goals.

Purposeful and Effective



4 Steps:

1. Focus on the WIGs (Lag measure)
2. Act on Action Steps (Lead measures)
3. Keep a Compelling Scoreboard
4. Create a Cadence of Accountability

WIGs are:

Wildly Important Goals

Wildly Important Gaps

Written in “X to Y by when” to ensure there is a finish line

Lag and Led Measures

- ▶ Lag measures are our WIGS – think of them as the big picture or “the end in mind”
 - We have been great at setting these goals in the past but have had a hard time tracking them as we go along. (Long term goals)
- ▶ Lead measures are the things that “lead” us to the Lag – think of them as the plan or activities that lead us to our goal
 - For example, PBIS does this by looking at the monthly referrals. They help students and staff predict if they are going to WIN! (short term goals)

How do we choose our Lags/WIGS?

- ▶ We need to look for areas that have a **noticeable gap**.
 - We have looked at attendance in the past because it was an easy goal to start with. What we have noticed is that we are great at attendance and stay between 90–100%. Because we now know this and it is not a big gap, it is something we can give up.
 - This led us to look at reading, math, writing, and behavior/culture data to see where the big gaps were occurring so that we could choose more useful goals.

Reading School Data

	Kdg	1 st	2 nd	3rd	School
2010-2011	76%	70%	74%	67%	72%
2011-2012	64%	91%	82%	75%	77%
2012-2013	63%	73%	78%	71%	71%
2013-2014	69%	67%	80%	76%	73%
2014-2015	68%	74%	73%	78%	73%

Reading Achievement

Goal 1

Step 1. Focus on the WIG (Lag measure)

Increase students' reading achievement by providing quality core classroom differentiated instruction aligned to the Common Core State Standards (CCSS) and tiered intervention.

- ▶ Ellington School will increase the number of students meeting or exceeding in reading, and students who have grown 3 or more reading levels, from 78% to 85% between October 2015 and May 2016 as measured by the Fountas and Pinnell Benchmark assessment.
- ▶ In May 2014, 78% of students had grown at least 4 reading levels or were meeting/exceeding on the wall.

Step 2. Act on Lead Measures

How will we track this?

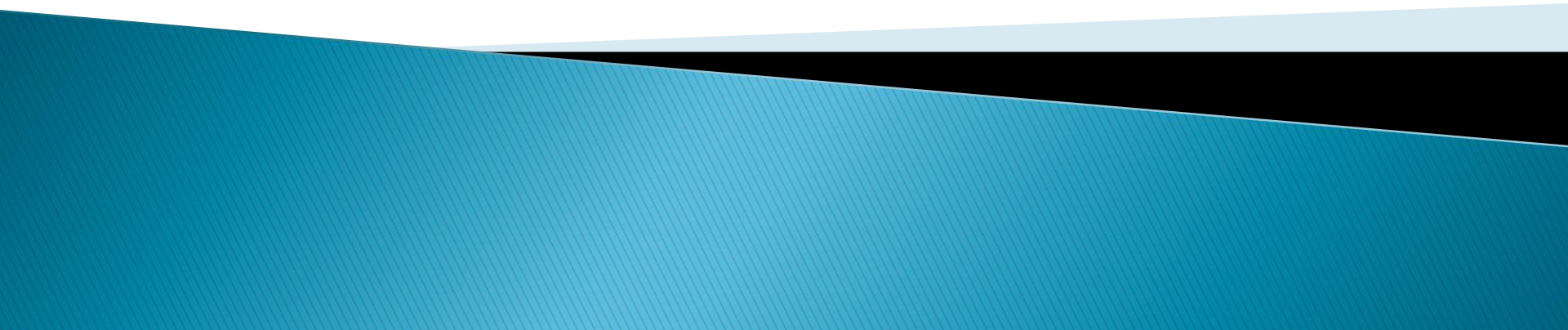
- ▶ Monthly running records on each student to be entered by teachers into One Drive
- ▶ Weekly teachers will call the office or send a note, anytime on Friday, after they have determined their classroom achievement for the week. (Example 22 of 24 students met their reading goal this week.)
- ▶ These will be reported at Morning Meeting each Monday.

How will we track this?

(Continued)

- ▶ Classroom: Classes will chart what percentage/number of students who reached their goal that week. This goal will be set by each grade level but will be a high number close to 90%
- ▶ This will be what you can set your classroom incentive from.
- ▶ Students: In their leadership notebooks they will chart if they reached their goal for the week/month.

Step 3. Keep a Compelling Scoreboard

- Is it simple? (goal line)
 - Can I easily see it?
 - Does it show lead and lag measures?
 - Can I tell at a glance if I'm winning?
 - Do our school, grade level, and classroom scoreboards align?
- 

How will we track this?

(Continued)

- ▶ Classroom: Classes will chart what percentage/number of students who reached their goal that week.
- ▶ This will be what you can set your classroom incentive from.

INVERTED TRIANGLE

Aligns data from the bottom up. Using **inverted triangles** helps stakeholders understand data efforts. “If I meet my goal, I help my class meet our goal. If my class meets our goal, we help our grade level and school meet their goal.”

2nd Grader Quote



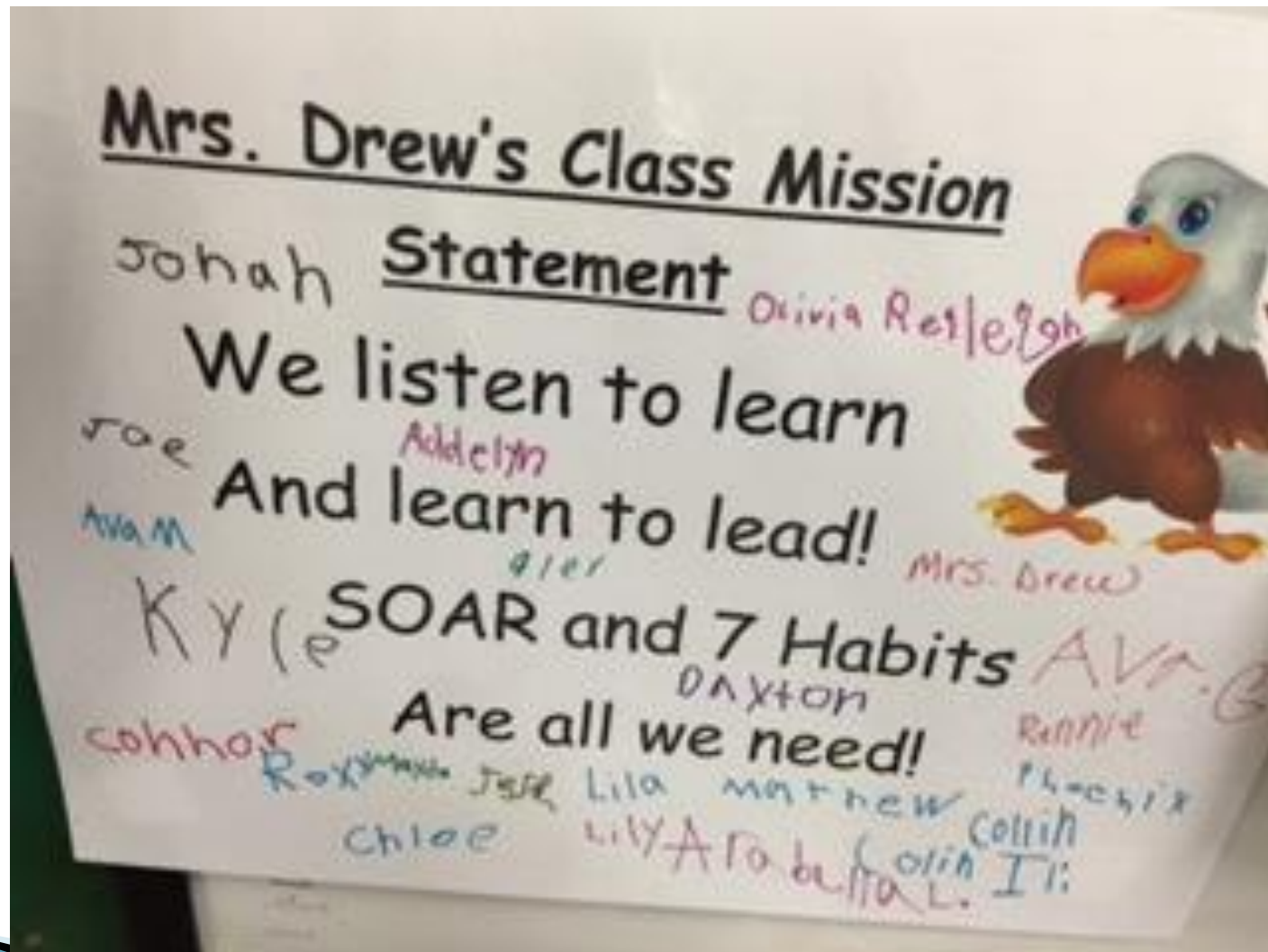
Step 4. Create a Cadence of Accountability

- Report on the commitments frequently
- Review the scoreboard to learn from successes and losses
- Revise commitments as needed
- Celebrate

Weekly Lead Measures

- ▶ These are set by the grade levels to help the students reach their goals.
 - Kindergarten may use practice their ABC chart 3 nights per week
 - 1st grade will read at home 4 nights per week
 - 2nd grade will read at home for 15 minutes 4 times per week
 - 3rd grade will read at home 80 minutes per week
 - Set by each grade level but MUST be consistent per grade level.
 - Can change as needed and agreed upon by grade level.

Class Mission Statement



Monthly Running Records

- ▶ Entered into One Drive by teachers
- ▶ Students score in their Leadership Notebooks

N									
M									
L									
K									
J									
I									
H									
G									
F									
E									
D									
C									
B									
A									
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May

Please sign the calendar below to help your student reach their goal of reading 4 nights per week.

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Casual Fridays - casualfridays-laura.blogspot.com

Leadership Notebook

January

GOAL: My goal is to have 14 green days at the end of the month by completing my reading homework.

DIRECTIONS: Parents please initial in the circle when they have read to you. The teacher will color green when she checks the next day. At the end of each week, we will check to see if we are on track.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
4 No School	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 NO HW
11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 NO HW
18 No School	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 NO HW
25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 NO HW


Green: I completed my assignments today ☺

Pink: I have assignments not completed.

Posted in Classroom

Ellington School will increase the number of students meeting or exceeding in reading, and students who have grown 3 or more reading levels, from 78% to 85% between October 2015 and May 2016 as measured using Fountas and Pinnell Benchmark assessment.

Students at Ellington School will become better readers by doing their reading homework every day.



Mrs. Drew's Class Homework Goal
We set goals to see how many students do their reading homework 5 days a week.

20/200%					
15/150%					

Posted Outside Classroom



Reading chart posted in gym and updated/shared weekly at Morning Meeting



WIG Board in Cafeteria Updated Monthly



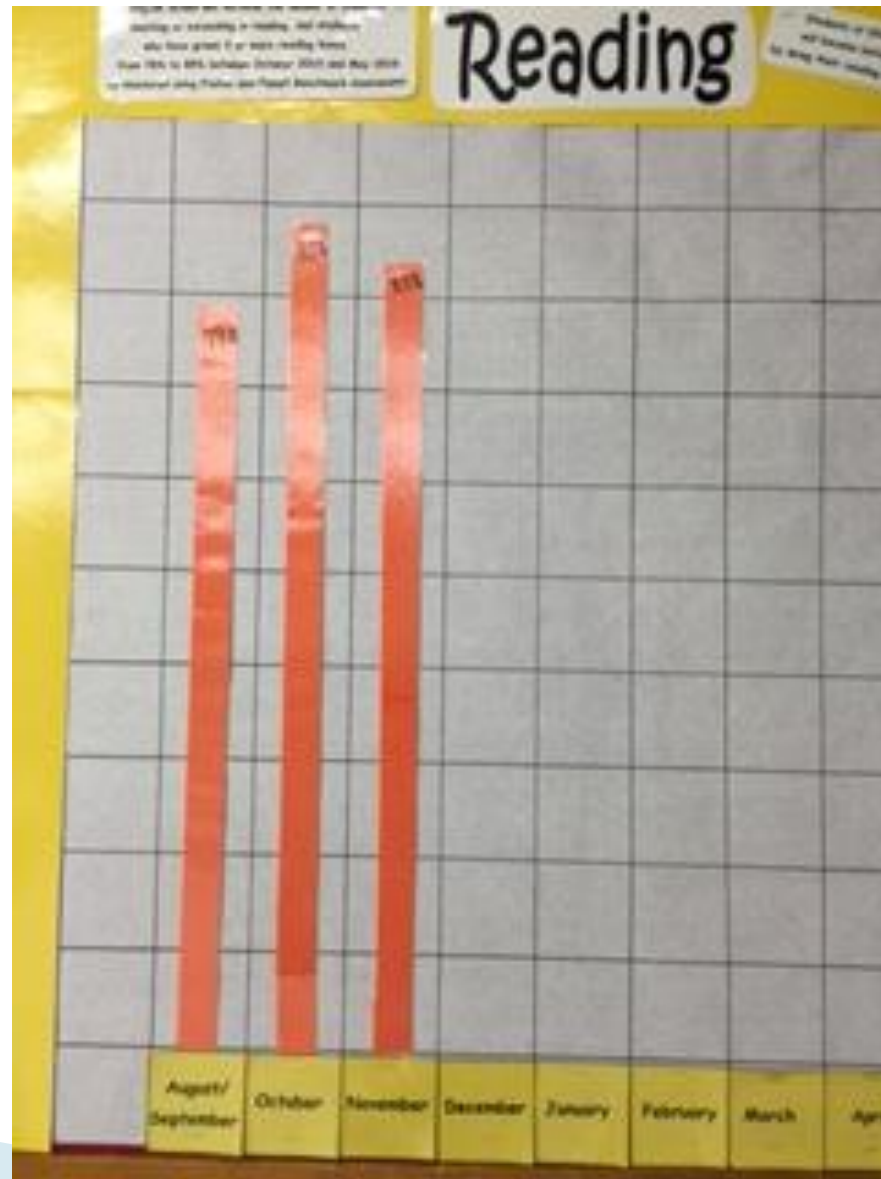
Teacher Language on Goal Board

Erington School will increase the number of students meeting or exceeding in reading, and students who have grown 3 or more reading levels, from 78% to 85% between October 2015 and May 2016 as measured using Fountas and Pinnell Benchmark assessment.

Student Language on Goal Board



School-wide WIG Board



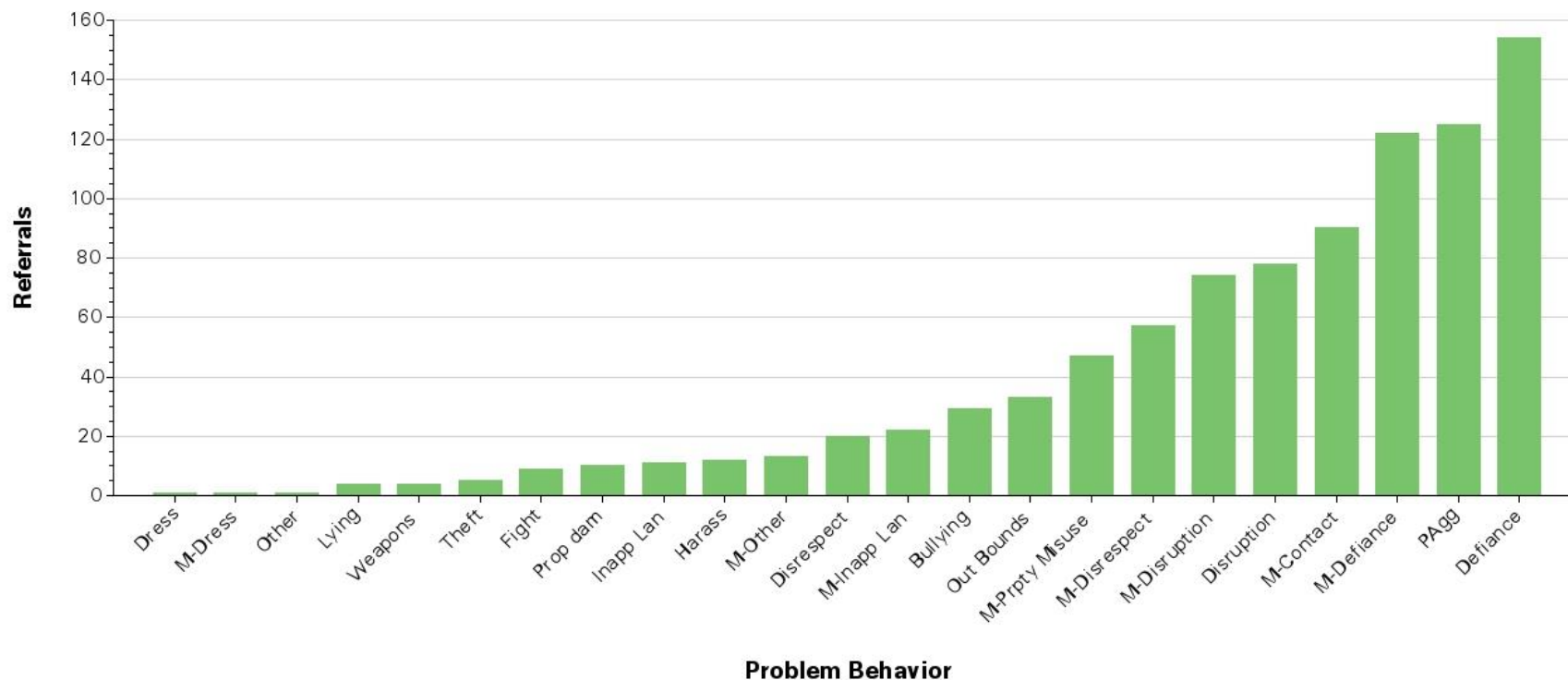
Culture/Social Emotional Achievement

Goal 2

SWIS Data

Referrals by Problem Behavior

Drill Down



Step 1. Focus on the WIG (Lag measure)

increase students' social emotional achievement by providing quality core classroom differentiated instruction aligned to the Common Core State Standards (CCSS) and tiered intervention.

- ▶ Each month Ellington School will achieve an “all-time best” percentage of students modeling their leadership behaviors by showing that Leadership Comes from the Inside Out.
- ▶ In May 2014, 60% of students had no referrals (79% of students had no major/office referrals and 65% of students had no minor referrals)

Step 2. Act on Lead Measures

How will we track this?

- ▶ PBIS will keep track of the percentage of students receiving referrals through SWIS
- ▶ We will report weekly the number of students with NO referrals for the previous week at Morning Meeting each Monday
- ▶ Students will chart their daily behavior on their reflection charts in their Leadership notebooks. *Students who are in the CICO/Tier 2 programs will have additional data tracking.

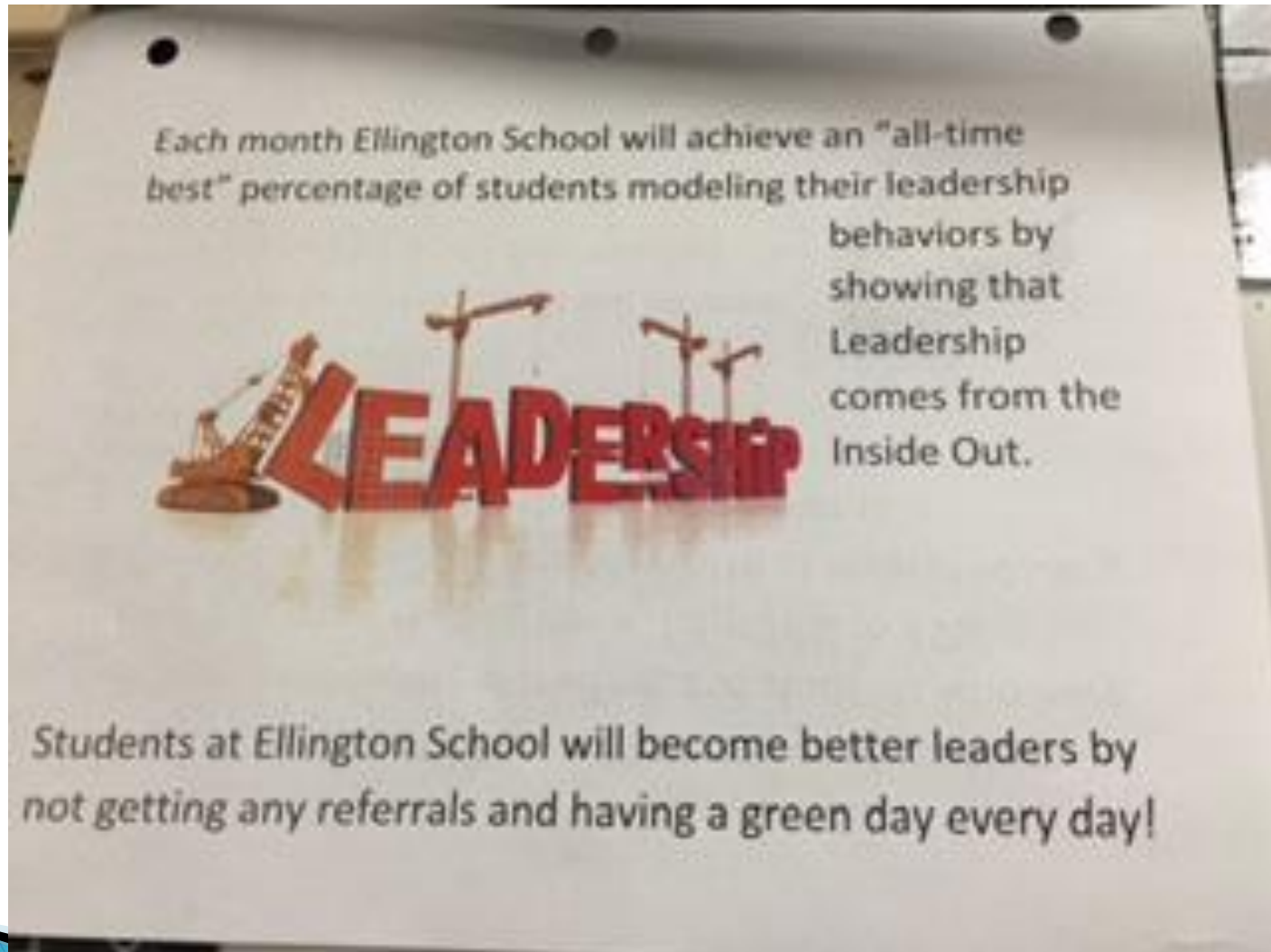
Behavior chart for Leadership Notebook and/or Classroom tracking for the Month

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Casual Fridays - casualfridays-laura.blogspot.com

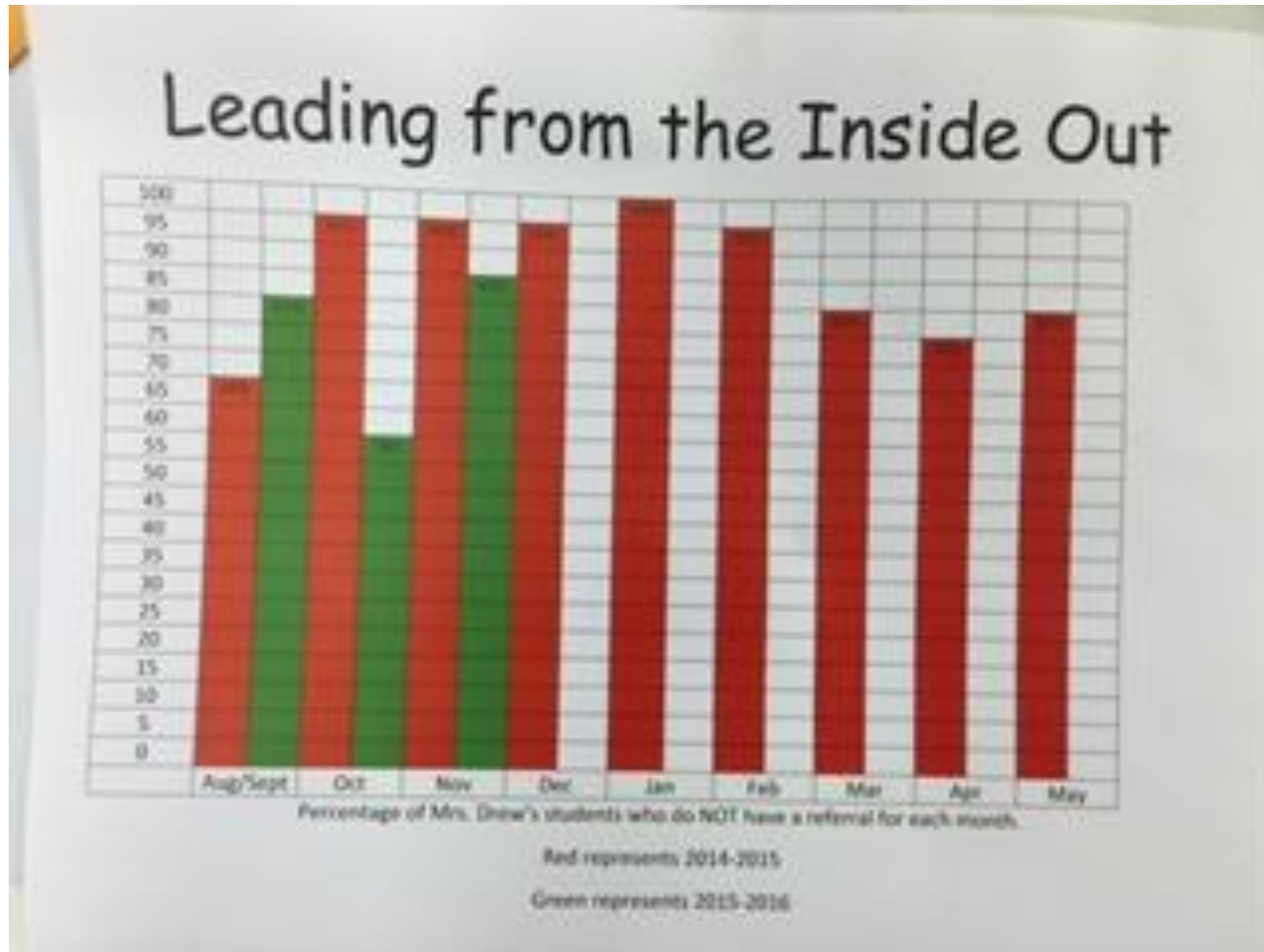
Posted in Classroom



Co-constructed Behavior Expectations



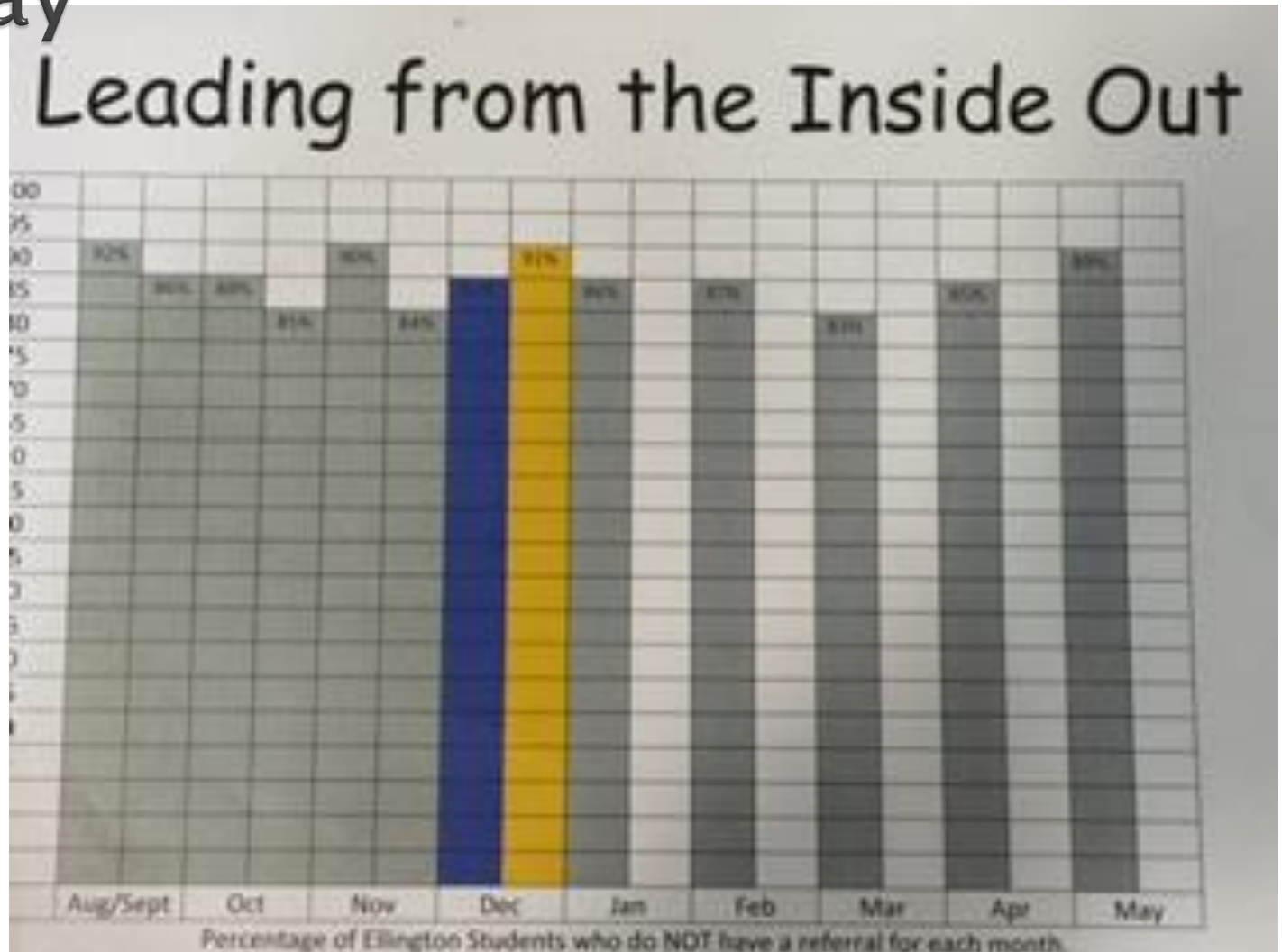
Posted in Classroom



Behavior chart posted in gym and updated/shared weekly at Morning Meeting



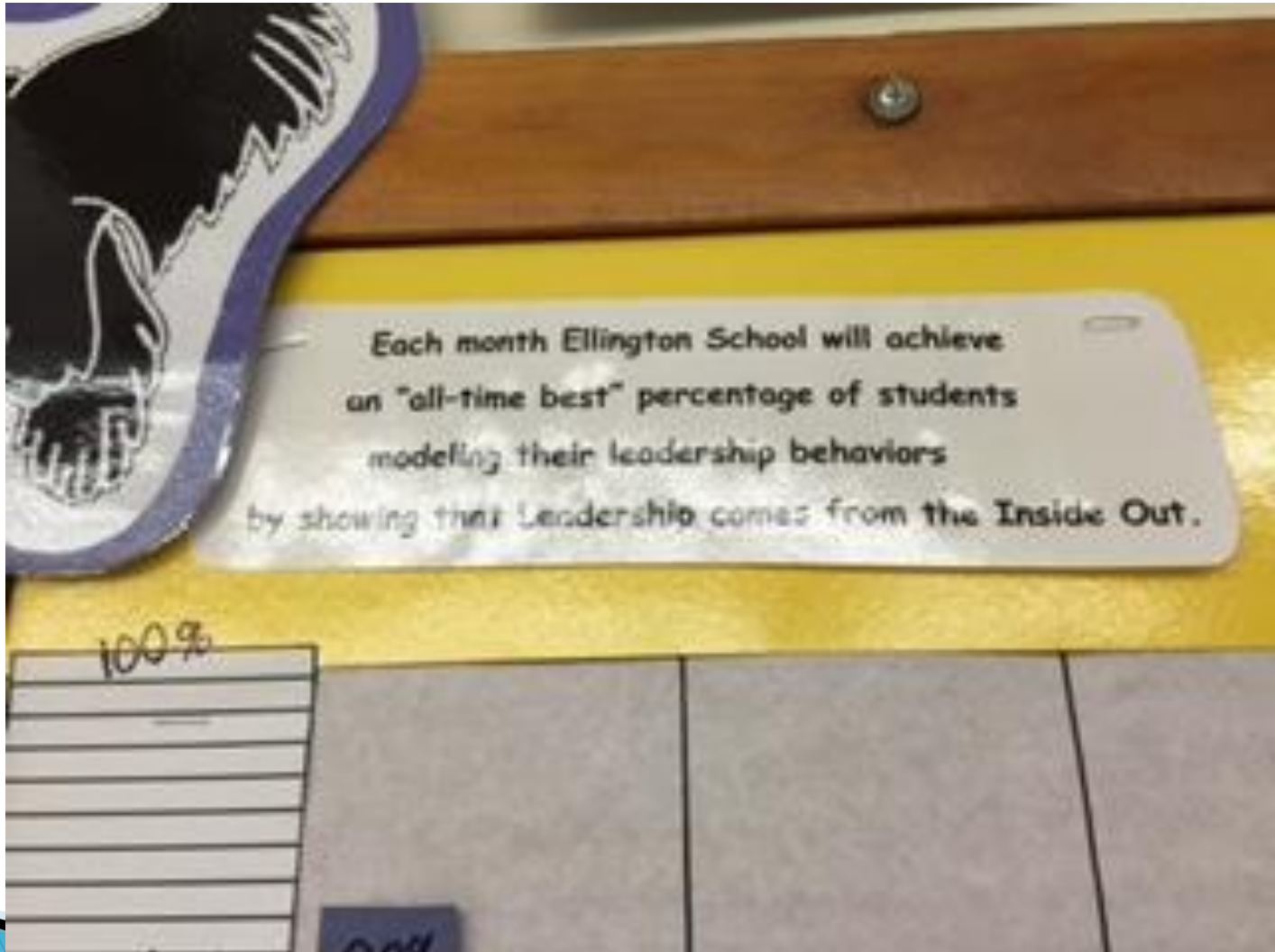
Shared at Morning Meeting each Monday



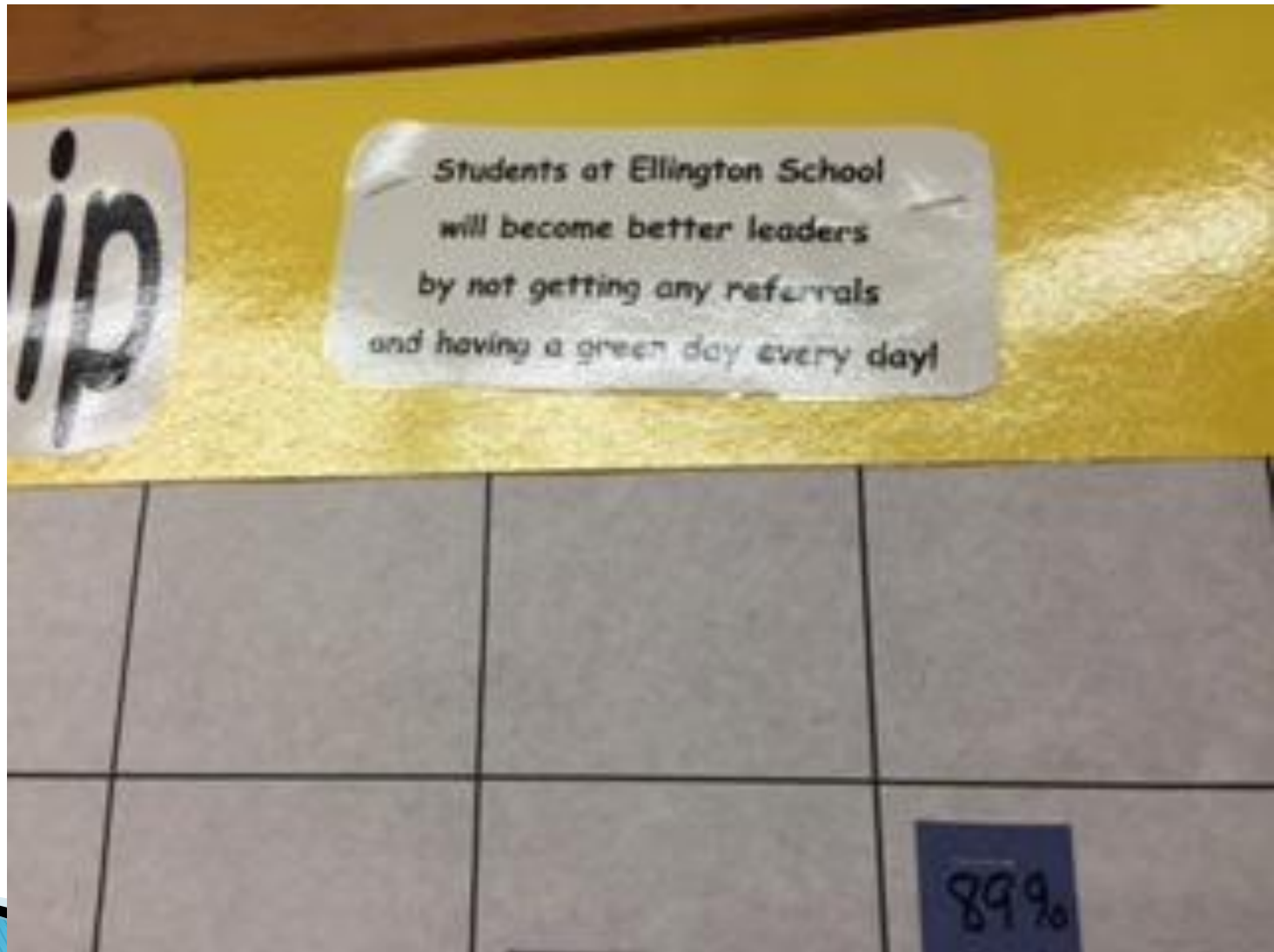
WIG Board in Cafeteria Updated Monthly



Teacher Language on WIG Board



Student Language on WIG Board



School-wide WIG Board



Questions?

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