

**SCHOOL DISTRICT OF NEW LONDON**  
**Monitoring Report to the Board of Education**

<b>Program Title:</b> Maximize Student Achievement	<b>Schools Affected:</b> All Schools <b># Of Students Affected:</b> All Students	<b>Timeframe:</b> 2010-11
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**Mission Target(s):**

Academic progress will be monitored in a way that ensures all students will graduate with the knowledge and skills necessary to be college and career ready, effectively eliminating achievement gaps.

In the past, we have annually reviewed progress at district level data retreats, and have then used these results to guide school improvement plans. Although we will still monitor data at the district level, we have included personalized building level Data Retreats in a cycle of continuous improvement that allows building level leaders to customize a rigorous review of data that helps them to uniquely monitor and adjust school improvement plans.

**Program Goal(s):** Data Retreats

Focus on how well students are meeting stated academic goals of the district. These goals include the Student Success Indicators adopted by the Board of Education resulting in college or career readiness.

- a. 90% of students will be proficient or advanced in Reading.
- b. 90% of students will be proficient or advanced in Mathematics.
- c. Students will meet or exceed performance of like peers in the state on the ACT/SAT, ASVAB and or Accuplacer Exams.
- d. Students will meet or exceed performance expectations described in the Student Success Indicators adopted by the District.
- e. Staff will use student performance data to inform and differentiate their instruction.

**Goal Rationale:**

If we are to provide learning opportunities that are meaningful and engaging, we all must focus our efforts on continuous improvement. Student learning can and should improve on a continuous basis, yet at times our efforts may not lead to the results we anticipated. It is with rigorous study of our work that we monitor the growth of each child. We work to continuously improve when we:

- Plan: Develop a plan for improvement.
- Do: Implement the plan.
- Study: Evaluate the impact according to specific criteria.
- Act: Adjust strategies to better meet criteria.

Data are the key to continuous improvement. When we '*plan*' we use data to provide insight and focus to aid in goal setting. Data patterns reveal strengths and weaknesses in the system and provide excellent direction as we create meaningful School Improvement Plans. When we '*do*' we collect data that reveals the impact of our strategies. Data Retreats allow us to '*study*' student performance data to inform, differentiate, and monitor instruction. We then '*act*' to refine our strategies such as whether interventions are working or if new teaching techniques have impacted student learning. It is with this information that we adjust our practice and renew plans as we work to provide success for all students.

**Personnel Allocated to Goal Achievement:**

Each principal has the autonomy to organize a team that best represents his/her school. Participants include members of Mission Leadership Team and Building Leadership Teams as well as teacher leaders.

**Budget Allocation to Goal Achievement:**

Approximately \$2,500 is budgeted for resources and hourly allocations for staff members who are not Administrators or Mission Leadership Team members to allow full participation in building-level Data Retreats.

**Highlights/Accomplishments:**

- \*Implementation of individualized/ongoing Data Retreats
- \*Provided a delivery model that has become more standardized, automatic, and meaningful
- \*Used multiple sources of data: WKCE, Scantron, Running Records, Item Analysis, Screening Assessments, Surveys, Literacy Assessment Portfolios
- \*Scheduled common planning and/or intervention blocks for the 2011-12 school year
- \*Created a cultural shift that continuous review of student data/progress is an expectation at the building level that is ongoing

**Concerns:**

- \*Resources to aid in data management need to be created for all schools
- \*Secondary assessments and interventions are not as plentiful as those at the elementary, intermediate, or middle levels
- \*Funding for our data coach has not been sustained
- \*WKCE Annual Measurable Objectives will increase again next year to: Reading – 87% and Math – 79%

**Suggested Next Steps:**

- Continue research with Aligned by Design to include the Explore, Plan, and ACT assessments
- Explore the benefit of adopting the Explore, Plan, and ACT assessments instead of Scantron at the 8-12 grade levels
- Finalize schedules to include blocks for intervention
- Refine School Improvement Plans
- Confirm Mission Leadership Team and Building Leadership Team Meeting Dates/Times
- Secure necessary resources for data analysis
- Complete resource mapping to communicate effective interventions at building and each level of Response to Intervention
- Provide training regarding the effective use of interventions and intervention blocks

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