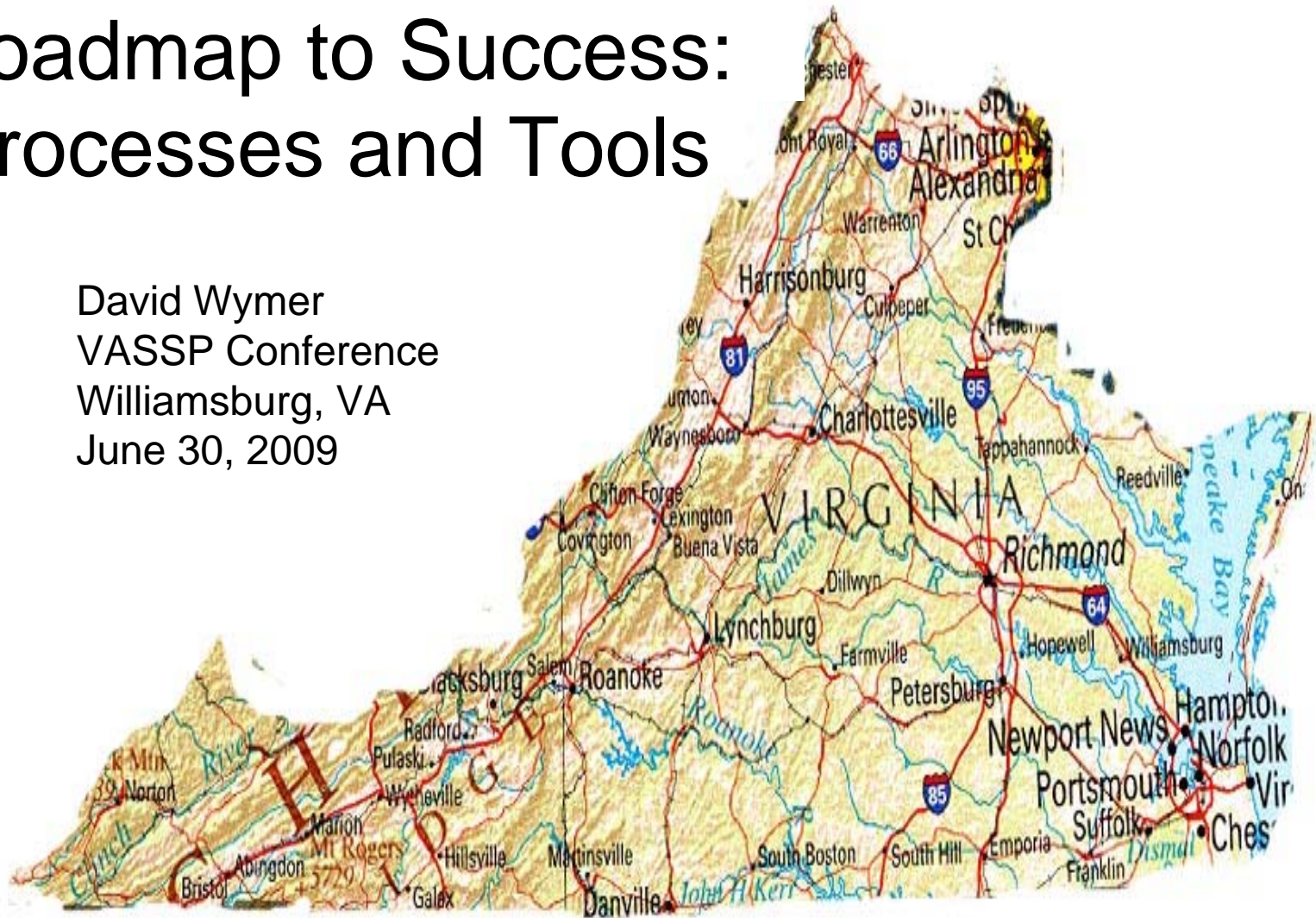


Roadmap to Success: Processes and Tools

David Wymer
VASSP Conference
Williamsburg, VA
June 30, 2009



Fifteen Areas to Check for “How are we doing?”

- Believe that All students can learn and perform at a high level
- Develop a long term plan that addresses strengths and weaknesses in student performances
- Become a data-driven decision-making school





“How are we doing?”

- Develop a master schedule that includes opportunities for all aspects of the learning cycle
- Develop common planning times to support professional learning communities
- Create an atmosphere where all staff members have ownership for the academic performance of all students in the school



“How are we doing?”

- Develop an on-going staff development program that supports teachers meeting the needs of all students
- Align the curriculum and assessments with the expressed content and skills identified in the Standards of Learning
- Eliminate testing and increase assessment in the school

“How are we doing?”

- Increase the amount of time administrators spend in the classroom observing instruction and providing feedback to teachers
- Increase the amount of time teachers and administrators discuss student performance and regularly evaluate progress toward school goals
- Implement a line of communication with parents and other stakeholders to share goals, progress, and garner their support for your students

“How are we doing?”

- Establish benchmark (formative assessments) frequency and goals
- Dare to expect excellence
- Celebrate Success!!!

Use of Data to Prepare for Instruction for the Next School Year

End-of-Year Data Review
Pass Rate Summary for each SOL test
Pass Rate Summary by each teacher
Three year Pass Rate for each teacher
Pass Rate by sub-groups
Three year Reporting Category scores for each test
Comparison of Strengths/Weaknesses by test, by teacher, by sub-group

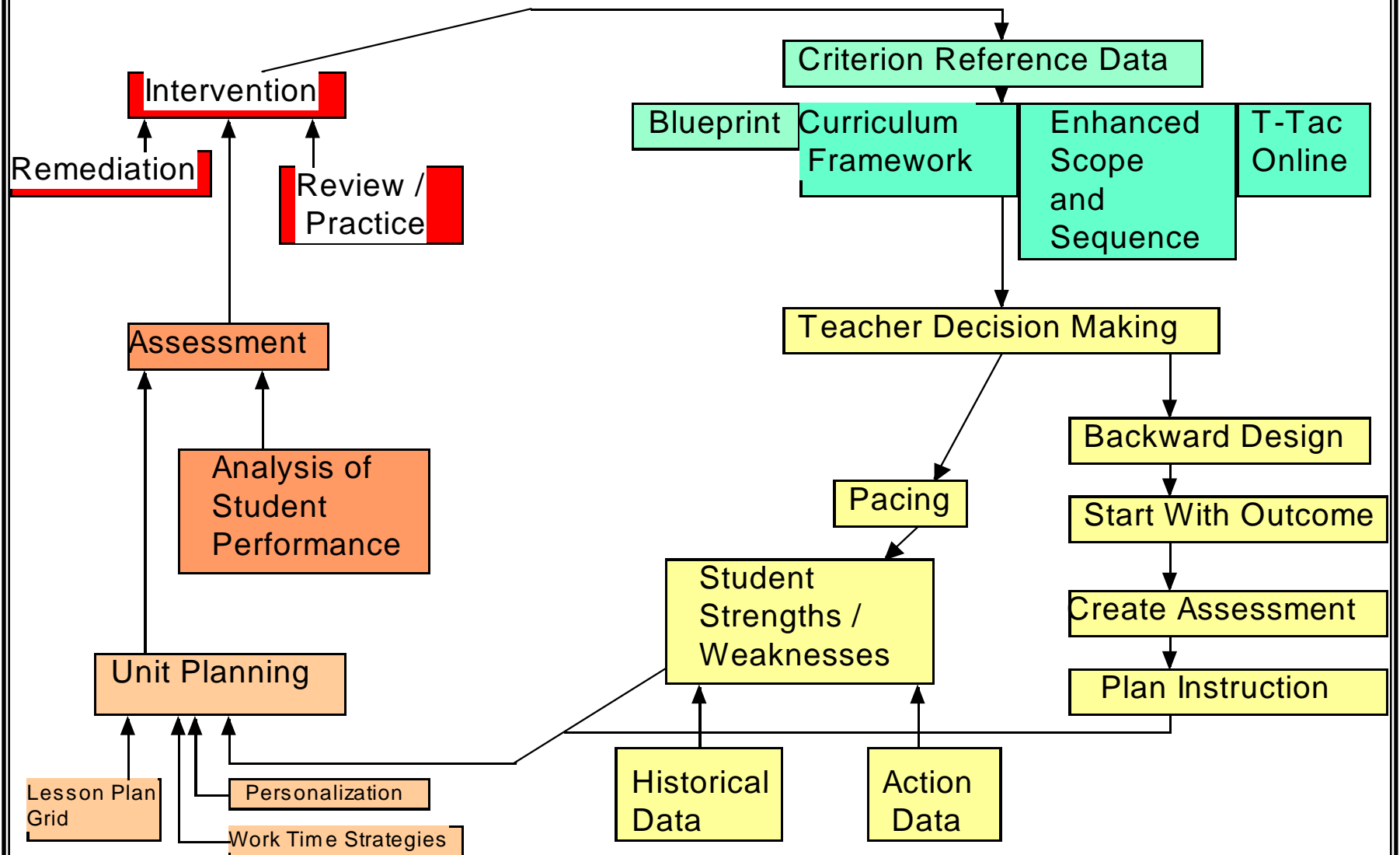
Review of Benchmark Testing
Compare Teacher benchmark data with SOL data – SPBQ
Compare sub-group benchmark data with sub-group SOL data – SPBQ
Review benchmark testing data to identify areas of weaknesses and individual students who may need specific intervention

Review of Remediation Efforts
Collect Pass / Fail SOL data for all students who participated in any in-school or out-of-school remediation
Identify patterns of performance on SOL tests, identify strength of programs
Determine what changes will strengthen the program(s)

Questions for Consideration:

- Does the data for 2008-2009 and three year running data indicate any areas for professional development?
- Does the data for 2008-2009 and the three year running data indicate any teacher(s) who might need intervention/support?
- Are there students who need / would benefit from certain teacher assignments for 2008-2009?
- What observations / conclusions can you draw from sub-group performances on the 2008-2009 SOL data?
- Are there instructional / remediation strategies / support services that will need specific teacher / collaboration times available in the master schedule for 2009-2010?
- How much data can you share with teachers regarding the prior performance of the students they will be teaching in 2009-2010?
- What additional support will weak performing students receive? By whom? When will the support begin? Will it be focused on individual strengths and weaknesses? Will the remediation be assessed and evaluated on a regular basis?
- Do you need to bring parents into your circle of support for their student(s)? What will the support team look like? What will the communication look like? How long will the circle of support last?

Data Analysis Cycle



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Learning Plan Grid

Standard: Grade 7 – Math 7.7

Reporting Category: Measurement

Target Objective: Subdivide a polygon into rectangles and right triangles; Estimate the area of the rectangle and/or right triangles; Use formulas to determine the area of the rectangle and/or triangles; Apply perimeter formula to solve real -life problems; Apply area formulas to solve real-life problems

Objective Descriptor	Independent Work	Computer Based	Student-Directed Group	Teacher Directed	Homework
Enhanced	<p>Create real world examples using the principals of estimating area of combination figures</p> <p>Set up and solve the real world problems they just created</p> <p>Students complete activities which mirror the sample released SOL test items</p>			<p>Have students identify the elements in the formulas for perimeter and area</p>	
Target	<p>Have students work in pairs to find the perimeter and area of various polygon surfaces found in the classroom</p> <p>Show which formulas were used to arrive at the solutions</p> <p>Students complete activities which mirror the sample released SOL test items</p>		<p>Use the GeoBoards to create rectangles and squares</p> <p>Draw the diagonals on the GeoBoards and identify the formulas to be used to find perimeter and areas of the polygons</p> <p>Use the formula to determine the perimeter and area of the sample polygons</p> <p>Students complete activities which mirror the sample</p>	<p>Review the polygon vocabulary</p> <p>Have students identify the elements in the formulas for perimeter and area</p> <p>Student groups meet with teacher to check for understanding of setting up problems and using the correct formulas</p>	

			released SOL test items		
Prerequisite	<p>Work in groups of two to create drawing/models of word problems to illustrate the problem to be solved</p> <p>Set up the formula to be used in solving perimeter and area problems</p> <p>Students complete activities which mirror the sample released SOL test items</p>			<p>Use GeoBoards to create rectangles and right triangles</p> <p>Create combination figures using rectangles and right triangles</p> <p>Introduce formula sheet and identify formula symbols for perimeter and area</p> <p>Work in pairs to solve pre-determined examples of perimeter and area</p>	

Resources Used to Develop the Learning Plan Grid

Virginia Department of Education

- **Curriculum Framework -**
http://www.doe.virginia.gov/VDOE/Instruction/Math/math_framework.html
- **Enhanced Scope and Sequence –**
<http://www.doe.virginia.gov/VDOE/EnhancedSandS/mathematics.shtml>
- **Curriculum Blueprints -**
<http://www.doe.virginia.gov/VDOE/Assessment/soltests/home.html>
- **Released Test Items -**
<http://www.doe.virginia.gov/VDOE/Assessment/releasedtests.html>
- **Algebra Readiness Diagnostic Test -**
<http://www.doe.virginia.gov/VDOE/Instruction/Math/ARI/ari-dt.shtml>

6 Ways to Raise Student Achievement

Change **what** you teach.

Change **how** you teach.

Change **how long** you teach.

Change **how you group** to teach.

Change **when** you teach.

Measure what you teach.

Addison Middle School

Action Agenda

Team Name:

Meeting Date:

Meeting Location:

Members Present:

Agenda Items	What needs to be done:	What was done and who is going to do it:
Team Effectiveness (How can we support each other? Are we implementing instructional strategies? Are we following the 8-Step and School – Improvement Plans?)		
Student Learning Data (Is the instruction driven by the data? How is the data being used?)		
Instruction (Effective Instructional Practices. Collaboration. What's working? What's not? Success stories.)		
Curriculum (Pacing, Calendars, Blueprints, Frameworks, Alignment?)		
Student Behavior (Attendance, Discipline, etc.)		
Parents (Are we communicating with parents? How?)		
Other Business		

Date and Time of next meeting:

Location of next meeting:

Weekly SOL Evaluation

Week of: _____

Teacher(s): _____

Content Area: _____

Brief Description of the SOL taught this week:

Students who did not do well with the SOL:

Additional assistance needed for these students:

When and how will the students receive needed assistance:

Content Area: _____

Brief Description of the SOL taught this week:

Students who did not do well with the SOL:

Additional assistance needed for these students:

When and how will the students receive needed assistance:

2009 SOL Re-teaching, Review and Remediation Plan- Template

	Week 1: Mar 23 - 27		Week 2: Mar 30 - Apr 3		Week 3: Apr 6 - Apr 10		Week 4: Apr 20 - Apr 24
M							
T							
W							
Th							
F							

	Week 5: Apr 27 - May 1		Week 6: May 4 - 8				
M							
T							
W							
Th							
F							

2009 SOL Review & Remediation Plan - Math 8

	Week 1: Mar 30 - Apr 3		Week 2: Apr 6 - 10		Week 3: Apr 13 - 17		Week 4: Apr 20 - 24
Mon	Pre-Test Number & Number Sense		8.3 - Discounts, Proportions, Real-Life Problems		NO SCHOOL		8.9 - 3-Dimensional Figures
Tues	8.1 - Order of Operations, Ordering Numbers, Scientific Notation		8.4 - Algebraic Expressions		Pre-Test Measurement & Geometry		8.10 - Pythagorean Theorem
Wed	8.2 - Real Number System		8.5 - Square Roots, Perfect Squares		8.6 - Angle Relationships (Supplementary, Complementary, Vertical Angles)		Review & Assess Measurement & Geometry
Thurs	Review & Assess Number & Number Sense		Review & Assess Computation & Estimation		8.7 - Formula Sheet		Pre-Test Probability & Statistics
Fri	Pre-Test Computation & Estimation		NO SCHOOL		8.8 - Transformations		8.11 - Probability, Counting Principle

	Week 5: Apr 27 - May 1		Week 6: May 4 - 8		Week 7: May 11 - 15		Week 8: May 18 - 22
Mon	8.12 - Graphs		8.16/8.18 - Domain & Range, Graphs, Independent, Dependent Variables		Number & Number Sense GROUPS Based on 2008 Test Results		Childress - 1st Carr - 1st Amey - 7th
Tues	8.13 - Matrices		8.15 - Equations & Inequalities		Computation & Estimation GROUPS Based on 2008 Test Results		
Wed	Review & Assess Probability & Statistics		8.17 - Proportions & Formulas		Measurement & Geometry GROUPS Based on 2008 Test Results		
Thurs	Pre-Test Patterns, Functions, & Algebra		Review & Assess Patterns, Functions, & Algebra		Probability & Statistics GROUPS Based on 2008 Test Results		
Fri	8.14 - Graphs, Tables, Functions, Slope-Intercept Form		2008 SOL Test		Patterns, Functions, & Algebra GROUPS Based on 2008 Test Results		

Contact Information

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540-562-0335

Materials on the VASSP Website:

- Prisoner of Time – Report by USDOE
- VDOE: High School Disaggregation Tool
- Appalachian Regional Comprehensive Center: Closing Gaps in Opportunity and Achievement
- Excerpts from ARCC Report: Closing Gaps in Opportunity and Achievement
- Mike Schmoker: What Money Can't Buy
- Bruce Oliver: Tough Questions
- All forms shown in PowerPoint
- PowerPoint presentation with notes