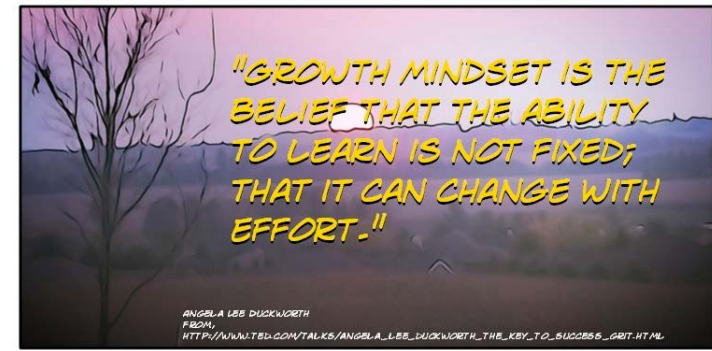


100% Growth Mindset

Thermopolis Middle School

SMART Goal 2015-16



"GROWTH MINDSET IS THE BELIEF THAT THE ABILITY TO LEARN IS NOT FIXED; THAT IT CAN CHANGE WITH EFFORT."

ANGELA LEE DUCKWORTH
FROM:
[HTTP://WWW.TED.COM/TALKS/ANGELA_LEE_DUCKWORTH_THE_KEY_TO_SUCCESS_GET.HTML](http://WWW.TED.COM/TALKS/ANGELA_LEE_DUCKWORTH_THE_KEY_TO_SUCCESS_GET.HTML)

Vision: TMS will be the top performing middle school in the State of Wyoming.

We Believe In

Learning as our fundamental purpose

Collaborating for continuous improvement

Focusing on results

Partnering with parents and community

Preparing all students for their future

Goal 1: Ensure that 100% of TMS students grow from fall to spring on the MAP assessment in reading, math and science.

Goal 2: Ensure that each grade level/content area cohort percentage increases from previous year percentage to achieve the highest cohort % proficient on spring MAP.

Goal 3: Establish common writing rubrics and writing assessments to determine 100% of TMS students demonstrate effective writing skills across all content areas.

Goal 4: Ensure 100% quality PLC team collaboration that is data driven.

Goal 1: Ensure that 100% of students grow from fall to spring on the MAP assessment in reading, math and science.

Objectives:

1. *All students will participate in the fall, winter and spring MAP assessment for reading, math and science.*
2. *Students will set individual growth goals for reading, math and science and track progress towards those goals.*
3. *Teachers will monitor, report and analyze student growth by skill in the fall, winter and spring in collaborative teams.*
4. *All TMS teachers will be mutually accountable for student growth in reading, math and science.*

Baseline Data:

Percent of students that grew on MAP from fall 2014 to spring 2015

*On attached MAP Data Sheet

Measures of Success:

1. MATH Growth 2014-15– 96% of 5th graders grew; 98% of 6th graders grew; 86% of 7th graders grew and 78% of 8th graders grew.

Target for 2015 is that 100% of TMS students will demonstrate math growth on MAP.

2. READING Growth 2014-15 – 90% of 5th graders grew; 80% of 6th graders grew; 65% of 7th graders grew; 64% of 8th graders grew.

Target for 2015 is that 100% of TMS students will demonstrate reading growth on MAP.

3. SCIENCE Growth 2014-15 – 76% of 6th graders grew; 65% of 7th graders grew; 79% of 8th graders grew.

Target for 2015 is that 100% of TMS students will demonstrate science growth on MAP.

Implementation Steps/Strategies	Responsibilities	Resources	Timeline
1.1 Pacing plans must reflect time for the reading, math and science MAP assessments.	Teacher collaboration teams and Mrs. Daniels	Grade level and content area pacing plans.	Summer curriculum work
1.2 Content specific or homeroom teachers will ensure all students participate in setting and tracking individual MAP growth goals.	7 th /8 th grade content teachers and 5 th /6 th grade homeroom teachers	Individual MAP data for every student and record keeping tools.	Fall, winter, spring MAP assessment windows
1.3 Monitor grade level RIT scores for grade level achievement. Level math and ELA classes to accelerate learning.	Mrs. Daniels, Principal and Parke Price, Instructional Facilitator	NWEA MAP scoring guides from 0 – 100% - not just the norm 50 th percentile.	MAP assessment windows
1.4 Include multi-step problem solving processes and critical thinking in all outcome assessments.	All Teachers	Common Core flipcharts and SBAC release items as examples.	All Year
1.5 Establish essential learnings aligned to PAWS blueprint and create vertically aligned outcome assessments.	All Core Content Area Teachers	Common Core flipcharts and PAWS blueprints.	Summer curriculum work, daily team collaboration throughout year
1.6 Immediately following each MAP assessment teachers will analyze student growth in collaboration and celebrate students meeting individual growth goals.	All Core Content Area Teachers	By student, by skill MAP reports from the NWEA website.	Following MAP assessment windows
1.7 Teach academic vocabulary explicitly and include this vocabulary on assessments.	All Teachers	DesCartes Vocabulary, Common Core flipcharts and PAWS blueprints.	All Year
1.8 Refine outcome assessments to the correct rigor level aligned to WY State Standards/PAWS.	All Core Content Area Teachers	TMS assessment binder, including all teacher created assessments.	Summer curriculum work, daily team collaboration throughout year

Goal 2: Ensure that each grade level/content area cohort percentage increases from previous year percentage to achieve the highest cohort % proficient on spring MAP.

Objectives:

1. *All students will participate in quarterly writing assessments.*
2. *Students will set individual growth goals for writing and track progress towards those goals.*
3. *Teachers will monitor, report and analyze student growth in writing skills as collaborative teams.*
4. *All TMS teachers will be mutually accountable for student growth in writing.*

Measures of Success:

Baseline Data: Percent of students by cohort that met the RIT Achievement Target on spring 2015 MAP.

Target: To increase the cohort % of students at/above the RIT from spring 2015 to spring 2016.

*See attached MAP Data Sheet

Implementation Steps/Strategies	Responsibilities	Resources	Timeline
2.1 Keep up to date MAP data in front of grade level teachers that includes spring to spring comparison of scores.	All Teachers, Parke Price, Instructional Facilitator	MAP Data	Fall Data: Aug/Sept Spring Data: April/May
2.2 Teachers will monitor, report and analyze student growth data as collaborative teams.	Grade Level Collaborative Teams	MAP Data	Fall, Winter and Spring MAP Data

Implementation Steps/Strategies	Responsibilities	Resources	Timeline
2.3 Collaborative teams will use MAP data to identify individual student interventions.	Grade level collaborative teams	ZAP, AO, Saturday Breakfast Club, Flex Interventions, Workshop	Weekly, all school year
2.4 A building wide PLC roundtable will be held each spring to analyze cohort data.	Mrs. Daniels, Principal	Professional development days for teachers at end of school year.	May 2016

Goal 3: Establish common writing rubrics and writing assessments to determine 100% of TMS students demonstrate effective writing skills across all content areas.

Objectives:

1. *All students will participate in quarterly writing assessments.*
2. *Students will set individual growth goals for writing and track progress towards those goals.*
3. *Teachers will monitor, report and analyze student growth in writing skills as collaborative teams.*
4. *All TMS teachers will be mutually accountable for student growth in writing.*

Measures of Success:

1. *Student performance on Writing Outcome Assessments will determine proficiency.*
2. *Target for 2015 is that 100% of TMS students demonstrate writing growth as measured by TMS "common" rubrics on quarterly assessments.*

Implementation Steps/Strategies	Responsibilities	Resources	Timeline
3.1 Pacing plans must reflect time for quarterly writing assessments.	All Writing Teachers Grades 5-8	Grade level and content area pacing plans	Summer curriculum work
3.2 Writing teachers will ensure all students participate in setting and tracking individual writing growth goals quarterly.	All Writing Teachers Grades 5-8	Individual assessment data for every student and record keeping tools.	Quarterly writing assessments recorded in Powerschool by writing teachers

Implementation Steps/Strategies	Responsibilities	Resources	Timeline
3.3 Literacy handbooks for all students and staff with writing rubrics and key vocabulary.	Language Arts Teachers Grades 5-8, Breez Daniels, Principal	Create a published literacy handbook for students and staff	Summer Curriculum and Assessment Work
3.4 Establish common writing rubrics as a grades 5-8 collaborative team.	Language Arts Teachers Grades 5-8, Breez Daniels, Principal	Language arts instructors, 6 Traits of Writing	Summer Curriculum and Assessment Work
3.5 Vertical calibration of writing expectations grades 5-8.	Student work samples, common rubrics for assessment	Language arts instructors	Ongoing
3.6 Include multi-step writing prompts on writing outcome assessments.	Language Arts Teachers Grades 5-8	Release items from previous SAWS tests as examples	Summer curriculum work, daily team collaboration throughout year

Goal 4: Ensure 100% quality PLC team collaboration that is data driven.

Objectives:

1. Collaborative teams will have agendas, common outcome assessments, participate in data analysis around essential learnings and regroup students for skill specific interventions and enrichments.
2. Collaborative teams will focus on the 4 essential questions of a PLC:
 - a. What do students need to know?
 - b. How will we know if they have mastery?
 - c. What will we do if they don't (interventions)?
 - d. What will we do if they do (enrichments)?

Measures of Success:

1. The percent of students in each cohort “at or above the norm” on MAP in reading and math will progressively increase each year at TMS. **See attached data sheet*

BOLD GOAL: 80% of students in each cohort will be at or above the achievement target in reading and math.

Implementation Steps/Strategies	Responsibilities	Resources	Timeline
4.1 Team agendas will be shared in Google Drive and all team members will actively contribute to the agenda.	Breez Daniels, Collaborative Teams	Teacher laptops and Google accounts	All Year
4.2 ALL teams will create common outcome assessments for essential learnings.	Breez Daniels, Collaborative Teams	Wyoming State Standards, PAWS blueprints, collaboration time	All Year

Implementation Steps/Strategies	Responsibilities	Resources	Timeline
4.3 ALL teams will participate in data analysis around essential learnings.	Breez Daniels, Collaborative Teams	Common Outcome Assessments	All Year
4.4 ALL teams will utilize building interventions to re-teach and re-assess to ensure student learning.	Breez Daniels, Collaborative Teams	Common Outcome Assessments	All Year
4.5 Collaboration time will be used specifically to discuss the 4 PLC questions around student learning.	Breez Daniels, Collaborative Teams	Budget and Staffing for Collaboration Time Built Into the School Day	All Year
4.6 Annual PLC survey of teachers rating the effectiveness of collaboration.	Breez Daniels, Collaborative Teams	Learning By Doing Survey by Richard DuFour	Annually in Spring
4.7 Collaborative teams will value the time set aside for daily collaboration by interacting with a high degree of professionalism.	Breez Daniels, Collaborative Teams	PLC Training for ALL Teachers	All Year