Overview

In the summer and early fall of 2011, each Hopkins school held a Data Retreat. Previously, the District facilitated a large-group retreat; this year we moved to site-based data retreat work. Our work with data has expanded in both depth and breadth to the point that site based data review is the most helpful format to use.

Each school gathers a team of teachers and administrators to review the progress of their students as a whole, along with the growth of specific student groups, and the achievement of individual students. District level data is presented, along with individual school data, disaggregated by student group.

Based on the data analysis at the data retreat, each school is required to set a site goal. The goal is an Achievement Goal, which is a target set for the entire school in one content area, required by the Minnesota Department of Education (MDE) to be in the areas of math, reading, or science. The Achievement Goal is used as the basis for our Hopkins Compensation Model, which is a part of the Minnesota QComp model. These goals are submitted to the MDE for approval, and are the basis of our QComp determinations at the end of the school year.

The goals set at each school at the Data Retreat are used to focus work throughout the school year. This work is also integral to individual school site planning, as the goals inform the work of action plans at each site. The goals set must be specific, measurable, attainable, results-based, and time-bound, or “SMART”. The goals
and action steps within this report are those identified by each school at their site 2011 Data Retreats.

While the Data Retreat remains an important yearly touchpoint with which to review and assess our site-based needs, our use of data has become much more fully integrated into schools and classrooms each year. Through Professional Learning Communities, department and team meetings, school site planning, and daily classroom instructional planning, a variety of data sources inform our work in Hopkins.

**Primary Issues to Consider**
- Data Retreat/QComp goals for each school

**Supporting Documents**
The full report begins on the next page.
Data Retreat/QComp Report, 2011

Introduction

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- Instructional decisions
- Staff development
- Professional Learning Communities
- Marketing
- Celebrations!
- Curriculum development
- Site strategic planning
- Equity work
- QComp efforts
- Teacher supervision and support

Each school gathers a team of teachers and administrators to review the progress of their students as a whole, along with the growth of specific student groups, and the achievement of individual students. District level data is presented, along with individual school data, disaggregated by student group.

Data available to each school site includes Measures of Academic Progress at the elementary level, MCA data through 2010, EXPLORE and PLAN data for students in grades 9-12, attendance information, along with various curriculum based or school specific data.

Based on the data analysis at the data retreat, each school is required to set a site goal, and to develop action steps toward that goal. The goal is an Achievement Goal, which is a target set for the entire school in one content area, required by the Minnesota Department of Education (MDE) to be in the areas of math, reading, or science. The Achievement Goal is used as the basis for our Hopkins Compensation Model, which is a part of the Minnesota Excellence. Every School. Every Student. Every Day
QComp model. These goals are submitted to the MDE for approval, and are the basis of our QComp determinations at the end of the school year. A portion of each teacher’s compensation is based on the achievement of their site specific QComp goal.

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While the Data Retreat remains an important yearly touchpoint with which to review and assess our site-based needs, our use of data has become much more fully integrated into schools and classrooms each year. Through Professional Learning Communities, department and team meetings, school site planning, and daily classroom instructional planning, a variety of data sources inform our work in Hopkins.

2011-2012 Data Retreat/QComp Goals

**A. Alice Smith Elementary School:** The percent of students that meet or exceed reading proficiency in grades 3 through 6 will increase from 71% to 73%. This will be measured by 2011 MCAII reading tests; or as measured by NWEA MAP test using the cut points established in the 2011 NWEA Alignment Study.

**Action Steps:**
1. We will continue to provide collaboration time for PLC’s three to four times a month for each grade level at a minimum. Each grade level and area team will determine collaborative planning norms for their work, as well as select a facilitator to organize agenda and materials. The team facilitator will also have the added responsibility of meeting as a facilitation team with the principal every other month. The structure of collaboration time will allow for support staff to attend with the goal of strengthening communication and support for
students who receive additional services outside the regular education classroom.

2. We will continue to provide support to differentiate instruction during core instructional time in order to ensure academic growth for all student and access to enriched literacy experiences.
   Grade level differentiation will include:
   - K-1: PALS/Guided Reading
   - 3-6: Achievement Groups
   Classroom differentiation will include:
   - Guided Reading

3. We will read The Daily Five as a best practice resource for implementing Balanced Literacy. We will provide staff development opportunities to support implementation.

4. ALL Alice Smith students will independently read 15 to 60 minutes a day at their independent level.

5. We will continue to provide staff development on how to teach Guided Reading effectively according to best practice and research. The focus will be on teaching effective reading strategies to support our students being active and engaged readers.

6. We will continue to implement Core Components of RtI (Response to Intervention) with a specific emphasis on the following: improvement on assessment in order to determine skill based interventions, creatively use resources in order to ensure the most qualified teachers are teaching the neediest students, continue to build resources, strengthen Tier 1 interventions, improved progress monitoring, and improved problem solving (TSAT) team procedures.

**B. Eisenhower/XinXing Elementary**

Eisenhower Elementary school will increase from 69.3% to 71.3% of the students in grades 3 to 6 who made the Fall to Spring growth target in MAP 2012 Spring Reading tests.
Action Steps:
- Analyze MCA data, MAP data, and Des Cartes information to guide instruction and analyze trends.
- Use Common Formative Assessments in PLC teams to identify areas of need and refine instructional practice.
- Monitor individual student progress during RTI data meetings and in grade-level PLC meetings.
- Design a comprehensive staff development plan focused on Guided Reading Instruction.
- Provide staff development and support for implementation of new guided reading materials.
- Develop a system to enhance communication between classroom teachers and intervention teachers in order to more closely monitor student progress and align instruction to students’ needs.
- Engage the Literacy Coach and RtI staff to support assessment of new students to ensure proper placement in Guided Reading groups and interventions.
- Incorporate classroom libraries of leveled reading materials into XinXing English, ELL, and Spec Education classrooms; adding Chinese materials as they become available.

C. Gatewood Achievement Goal: Increase MAP Reading Test scores by 2% for students in grades three – sixth.
Action Steps:
- Technology Training Camp was provided for staff wanting to work on classroom projects focused on enhancing achievement.

and preliminary action steps to support the attainment of the goal.

- Teaching teams collaborate for specific RtI scheduling. Assure 90 minutes of core-differentiated instruction for all students in reading plus 30 minutes of intervention in Tier II or Tier III.

- Baseline Reading Assessment/Universal Screening administered (Letter Screening: Sound Identification, Word Lists, Houghton Mifflin Fluency Checks, End of the Year Grade Level Fluency Timing, and MAP testing).

- Two-hour grade level meetings are held to evaluate effective reading instruction of core curriculum, determine grade level specific goals for core curriculum improvement, monitor data, review progress, and discuss small group instruction based on identified intervention.

- Half day meeting with specialist representatives are convened to discuss and adjust core curriculum, monitor data, fine tune goals, review progress and adjust small group instruction based on identified intervention.

- Monthly meeting with specialist representatives and teachers are designed to monitor and adjust learning goals of individual students based on reading formative assessments. Tier I, II and III adjustments are made based upon the assessments. ALC before and after school programs are reviewed.

**D. Glen Lake Elementary School will increase from 64% to 68% of the students who made the Fall to Spring growth target in MAP 2012 Spring Reading test based on the MAP Fall 2011 test scores for grades 3 to 6.**

**Action Steps:**

1. Implement Professional Learning Communities, building fidelity in reading and math instruction and in our RtI tiered interventions.
   - Support teachers as they build their Professional Learning Communities, attending 80% or more of their meetings.
1. Encourage and increase the use of common formative assessments.
   - Work with our new literacy coach and math RtI coach to closely monitor specific interventions targeted for students scoring below proficiency.
   - Build a schedule that aligns learner support, Challenge, and special education intervention instruction.
   - Increase the number of guided reading lessons taught by classroom teachers using Scott Foresman resources.
   - Support the purchase of iPads for support of reading and math instruction as a tool for differentiation.

2. Build a positive school culture.
   - Continue to develop a school-wide positive behavior system
     - Review and school-wide and classroom behavior policies and practices.
     - Adopt SWIS behavior data collection system.
   - Implement Olveus Bully Prevention Program to reduce bullying incidents.
     - Continue to provide training for our staff and students.
     - Communicate the program components and practices to GL families.
     - Collect behavior data to track bullying incidents.

Creating Culturally Collaborative Classrooms
   - Meet weekly with our Integration Specialist.
   - Increase the number of faces from all races posted/displayed throughout our school.
   - Reference our diversity belief statement when we review all policies and practices.
   - Increase the number of families of color involved in PTO, at events and as volunteers.
   - Work with Stanley Brown to offer to families of color a series of ‘listening sessions’.
3. Support our new preschool Kaleidoscope program, to enhance early engagement in Hopkins Public Schools for students and families.

**E. Meadowbrook Elementary School will increase from 62.92% to 64.92% of the students in grades 3 to 6 who met their Fall to Spring growth target on the MAP 2012 Spring Reading test.**

**Action Steps:**

- Cross grade level teacher team meetings were held during workshop week to discuss the strengths and needs of students who will be entering the next grade level. This gave teachers needed background information and strategies to use to help meet student needs and raise achievement of our struggling learners and students who are proficient but not reaching target growth goals.

- Administer individual assessment of students in Kindergarten and first grade to determine skills, achievement level and instructional needs of each student. All students in grades 3, 4, 5, and 6 are tested in reading and math to determine achievement levels, skills, and instructional needs. Placement in intervention groups is based in part on MAP test performance.

- The MAP fall assessments will be administered as a tool to evaluate student growth to all students in grades 3-6.

- MAP testing for all students receiving additional instruction in a math or reading RTI group will occur in January.

- Spring MAP testing for all students in grades 2-6 in reading and math to track progress.

- Planning time is provided for placement of students for the following year. In May teachers from each grade, K-5, meet with the counselor and principal and Special Education teachers to place students appropriately for the following school year.
year. Careful consideration of achievement levels, learning style and other student needs are taken into consideration.

- New Reading fluency and leveled reading assessments will be used with all students at the beginning of the year and throughout the school year. This data will be recorded and stored in a database that is accessible to the teachers who work with these students and to district reading staff to track student progress and make decisions on reading instruction.

- Collaborative Planning time in Professional Learning Communities PLCs will be an area of enhanced focus. Our teachers have had district, school and Solution Tree (private) staff development related to starting and participating in Profession Learning Communities. All teachers will participate and meet a minimum of 18 times during the school year to examine, discuss, and plan for student formative and summative assessments and academic achievement.

- School-wide vocabulary building with word walls in each grade level and word of the week will be posted outside the media center for classes and families to see.

- A yearlong focus on two groups of students will be highlighted: Those who were not proficient and did not meet their growth target and those students who were proficient in reading but did not meet their growth target.

- Use our Literacy Coach to work with teachers. This coach will demonstration teach, assist in assessing students, work with our intervention staff, present at staff meetings some possible approaches for teaching reading and meet with small groups of students to present.

- Continue reading intervention provided by Learning Support Teacher and Paraprofessionals. Meadowbrook has a Learning Support Teacher and three Learning Support Paraprofessionals who work with struggling students in grades 1-6 to improve.
skills in math and reading. Each intervention group meets for thirty minutes, four days a week.

- **RTI Planning:** Three times during the year all teachers from each grade, 1-6, meet with our reading coach, principal, counselor and intervention staff for two hours to discuss student achievement levels and placement in math and reading support groups. Meetings take place in October, December and March.

- **Conduct special education team meetings each Thursday morning for child study.** Discussing student needs, finding interventions and supports for students, reviewing assessments, planning IEPs meeting with parents.

- **Volunteer tutors:** We have a volunteer coordinator who works with parents and community members who volunteer to tutor students who need additional help in reading one or more times each week.

- **NUA:** Over twenty teachers have completed training in reading instruction strategies recommended by the National Urban Alliance. Ten teachers were trained last year. There is a new cohort of teachers receiving NUA training in our building with 10 teachers participating. Many of the strategies such as Thinking Maps, Concept Attainment and Anticipation Guide can be applied to both reading and math as some of these strategies lead the students to compare and contrast, look for patterns and draw conclusions.

- **Professional development for staff:** Late starts and a portion of staff meetings will be used for professional development of Meadowbrook teachers. This will be done by building staff who have expertise or have attended training in the areas of reading instruction, guided reading, the use of Descartes from the NWEA web site, data analysis, vocabulary building, and reading assessments.
Each Parent Teacher Organization meeting will have an education for component, including information on test scores, explanation of lexile levels, and educational tools used in the classroom.

Communication with parents will include information about the MAP test scores, what areas need improvement and how the parents can help their students. This will be given to parents in teacher newsletters, conferences, and with activities for parents to do at home with their students.

F. L. H. Tanglen Elementary School students in grades 4 and 6 will increase their combined growth target by 2% from 55.7% to 57.7% on the reading MAP fall to spring test.

Action Steps:
- During the first two weeks in September, teachers and support staff will administer fluency checks, leveled reading passages and review the previous year’s MAP assessments for each student. MCAII scores will be viewed during the third week of September. Although our Q-Comp goal is in place for grades 4 and 6, all classroom teachers in grades 1-6 will evaluate the needs of their students based on these formal and informal assessments. The fall MAP assessments will be administered during the third and fourth week and the results will be added to every student’s data collection and discussed during PCL and Collaboration meetings.

- Our Professional Learning Community (PLC) meetings will start during week three and continue into week four. PLC meetings are held at each grade level and facilitated by a lead teacher at each grade level. The focus during the PLC meetings will be to review each student’s data to evaluate growth and share strategies to help with student growth.

- Our Collaborative meetings or teams, consist of Learning Support Paraprofessionals, Title One Teachers, Special Education and ELL Teachers and Classroom teachers. The Literacy Coach and Principal lead the collaborative sessions to

determine which students will receive additional support in our reading and math Tier II and III levels. The Collaborative team meets 3-4 times during the school year.

- In addition to the 90 minutes of Core Differentiated Instruction for ALL students in reading and 60 minutes in math, we provide 30 minutes of intervention for students at the Tier II and III levels in math and reading.

- With the completion of the MAP assessments for the fall of 2011 in grades three through six, adjustments are made to the Tier II and Tier III groups. The adjustments are made during the collaboration meetings, which will continue from the previous week. Grade level teachers met with the Learning Support team to establish the best reading strategies for teaching each student in order to meet their needs. There are a number of reading strategies from our reading series of Scott Foresman’s Reading Street and Sidewalks. The RTI groups are formed to assigned Learning Support Paraprofessionals and Title one teachers. Student groups of support will range from 4-6 students in each group and they will meet for 30 minutes.

- In addition to the PLC and Collaborative meetings, all grade level teachers and specialist teachers will meet for half a day, four times during the school year to review and evaluate the growth of all students. Collaborative team members will join them when possible to review students’ growth and teaching strategies.

- The MAP fall, winter and spring assessments will be administered as a tool to evaluate student growth. New students that enroll at Tanglen will be administered the MAP assessments in order to determine what learning needs we can assist with. The Literacy Coach, District Math Coordinator and Principal will evaluate individual student progress as well as classroom progress in reading and math throughout the school year.
The District MAP assessment window opens for Winter MAP testing and closes in February. Our staff will administer the MAP in January, right after winter break. Teachers will review individual student results during their PLC meetings. The Collaborative team will come together to evaluate the Winter MAP results and student growth to determine adjustments to the RTI Tier II and Tier III groups. During this time, some students may be omitted from the RTI group due to significant growth while others may be added due to a number of struggles with reading or math. As students are continually monitored, a few student adjustments may be made before or after the meetings also.

Professional Learning Communities will continue to meet on Thursdays that we are not holding staff meetings. Staff meetings consist of a number of staff development opportunities along with the updated business at hand. NUA strategies and Responsive classroom skills are shared with all staff members during our late start session along with our PCL work. Our Learning Support team and Title One staff will continue to meet together for planning. All staff members are working with students for the preparation of the MCAII assessments for the 2012 school year.

Professional Learning Communities continue to focus on the formative and non-formative assessment feedback. The Collaborative team will meet at all grade levels to evaluate student growth in the RTI Tier groups as well as students in the classroom at Tier I. MCAII testing takes place in April. Our school counselor works with the teachers and the district to determine the best testing days and times. Our collaboration team works together to provide support to students for a comfortable and confident test-taking day.

Our collaborative group of Classroom Teachers, Learning Support staff, Title One, English Language Learning, and Special Education Teachers, along with the Literacy Coach and Principal will meet to review and reflect on the service delivery
model of RTI, and make adjustments where needed. The discussion will focus on student growth, strengths and challenges of the process this year, which will allow for planning for the upcoming school year 2012-2013.

G. West Junior High Achievement Goal
The percentage of all students (grades 7 and 8) at West Junior High who earn achievement levels of Meets the Standards or Exceeds the Standards on the 2012 Reading MCA II test will increase from 76.43% to 78.43%.

Action Steps:
1. Develop and implement a Response to Intervention Program (RTI) Program features:
   - Clear criteria for entrance/exit of program
   - Frequent formative assessment
   - Instructional strategy adjustments based on assessment results
   - Tiered levels of instructional intensity
   - Targeted instructional materials for each tiered level
   - Program effectiveness evaluation through using summative data

2. Systematically identify and streamline transition points
   - Review longitudinal data of incoming classes for planning
   - Vertically team with 6th grade teachers
   - Develop efficient system for continuity of interventions between grades

3. Align Advisory, Study Time and PLC activities to support and coordinate with reading

4. Early identification and placement of students in classes/programs

5. Review and improve intake processes for specific programming (ALC, Special Education, WISE)
6. Increase time in class and on task through implementation of PBIS approach to behavior

7. Reinforce a reading in content areas through PLC work and reading framework

H. North Junior High The percentage of the Grades 7-8 students who meet or exceed the proficiency level in reading will increase from an average in grades 7/8 of 73% to 75% as measured by the MCAII Spring Reading test in 2012.

Action Steps:
- Implement PLC work, with all staff focusing on reading and writing.
- Develop Common Formative Assessments, and track student data.
- Continue to develop and measure student progress on key power standards.
- Coordinate with District curriculum coordinators.
- Continue the “Ten-minute Read” at the beginning of each class.
- Redefine and rework our Reading, Math, and Writing intervention models through a Response to Intervention framework, supported through the ADSIS grant.
- Create a standardized measure in writing, through which student accomplishment and need can be tracked.
- Further analyze math data to identify individual student areas of need.

I. Hopkins High School
Students at Hopkins High School will increase their Math proficiency from 50.5% to 52.5% on the 2012 MCAIII Math assessment.
**Action Steps:**

- Use Professional Learning Communities to identify students’ mastery of the subject and to develop appropriate interventions.

- Identify the students who are likely to struggle and are not serviced in other areas. Plan interventions for those students.

- Identify students who are in 11th grade and not in a math class. Plan interventions for those students.

- Identify students who were not successful in Algebra II, coming using MCA II and MAP testing data, to work with a math intervention specialist one to two times a week.

- Train entire faculty in the content and format for the math test and how they can support students’ success.

- Have math department work with curriculum coordinator to continue to align course content to Power Standards and develop common formative assessments.

- Have math department and special education department collaborate through a staff member joint-licensed in math and special education.

- Have every department will write a practice prompt with a graph or chart and some relevant math.

- Identify quality conferences related to math instruction and send math teachers to those conferences.

- Identify quality conferences related to achievement, the achievement gap, professional learning communities, and common formative assessments. Send staff throughout the curricular areas to these conferences.
o Have math department continue to develop multiple-choice components on all of their tests to give students practice with that format.

o Identify some classes to administer MAP test and train teachers in how to use the results. Look at possibly testing the entire grade in the future and make a decision.

o Use new academic support time during the school day – TASC (Teachers and Students Connecting) as an intervention for students who need more help. Develop some specific sessions during TASC time third term for MCA review.

o Improve communication with students and parents on the nature and significance of the MCA tests.

o Continue to develop and use literacy strategies, as reading can be a barrier for some students on the math test.

o Continue to use the Moodle site for MCA practice and review.

o Use new Advisory to help improve placement in math courses during registration.

o Monitor changes in the MCA test versions to provide appropriate practice materials.

o Train staff and implement AVID strategies across grade levels and subject areas.

o Use culturally relevant strategies to engage students of color.