

DODGE CITY MIDDLE SCHOOL
“We Are the Champions of Student Centered Learning”
2012 – 2013 Action Plan Agenda

What is student centered learning?

- Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning.
- Learning-centered teaching focuses on the process of learning.

Student and Teacher Role

- The functions of the content in learner-centered teaching include building a strong knowledge foundation and to develop learning skills and learner self-awareness.
- The roles of the instructor should focus on student learning. The roles are facilitative rather than didactic.

Accountability

- The responsibility for learning shifts from the instructor to the students. The instructor creates learning environments that motivate students to accept responsibility for learning.
- The processes and purposes of assessment shift from only assigning grades to include constructive feedback and to assist with improvement. Learner-centered teaching uses assessment as a part of the learning process.

DCMS PROFESSIONAL LEARNING COMMUNITIES

Part of the responsibility of the PLC Team Leader is to ensure that the SMART Goals and action plans of the school is fully developed and implemented. The PLC Team Leader will help prepare the action plans of the school that are based on the four specific elements within the action planning guide. These four specific elements include indicators, measures, targets and instructional strategies. This year due to the transition into the Common Core Standards the PLC Team Leaders will need to focus on two major curriculum areas of reading and math.

Our goals will be twofold. One is to establish indicators and measures through the creation of summative and formative assessments that are aligned to the Common Core units of study. Two is to develop targets and instructional strategies within a fluid action plan that addresses the Common Core learning needs of our students. To accomplish the development of the schools action plan we will need to first address student centered SMART Goals. These SMART Goals can only be based upon previous year's student performance as they are tied to Common Core assessments. Our base line data will be constructed around current year student performance as its applicable to the Kansas Growth Model. To accomplish this task we will need to set our SMART goals based upon student economic factors, students with disabilities and student language proficiencies. This will require three separate SMART goal statements on how we will be closing the achievement gap for low performing students. SMART Goal Action Plans will be fluid during the 2012 – 2013 school and should progressively include;

- **INDICATORS:** *(Standards and objectives, weak areas for students)* Identify areas of weakness for both Common Core Summative Assessments and the previous year's state assessments.
- **MEASURES:** *(Tools we'll use to determine where students are now and whether they are improving)* Develop and implement formative and summative Common Core authentic assessments based on levels of learning rubrics.

- **TARGETS:** (*The attainable performance level we would like to see*) Review of end of quarter summative assessments to establish additional action plan indicators, measures and targets.
- **INSTRUCTIONAL STRATEGIES** (Methods of instruction practices that is articulated through DCMS student centered instructional goals)

Additional improvement goals to consider for the coming year include:

Incorporating technology into the classroom, technology as a tool for learning

Grading practices that measure authentic learning and individual student goal obtainment

Five Kinds of Teacher Thinking and Objective Setting

2012-2013 PLC LEADERS:

Math – Deb Lapka

Science – Erin Schaffer

21st Century – Kim VanNahmen

Fine Arts – Patty Ahern

ELA – Lindy Duree

Social Studies – Eldon Brandenburg

Physical Education – Justin Hejny

GRADE LEVEL COMMON CORE PLC TEAMS

The purposes of content area teams are to maintain unity of curriculum, instruction, assessment, and to align and implement the Common Core units of study in ELA and math within each grade level. Content area teams by grade levels have been developed to support the monitoring of summative and formative assessments for individual students, systematically reviewing individual student performance rates as well as strategies for differentiated instruction. Individual grade level content area common core PLC's will meet every Wednesday. Every core teacher will participate in PLC meetings with content area and grade-level colleagues. Teachers will be expected to sign in. Instructional coaches will attend the monthly building PLC leader meetings.

These meetings will be conducted by instructional coaches, PLC leaders and building administrators will set the agenda to ensure three major purposes for instructional improvement are being met. These three major purpose for instructional improvement will include;

1. to develop rubrics for Common Core formative assessments
2. to review of walkthrough data to ensure that all classroom instruction is meeting the student center site based goals that addresses the needs of a diverse population,
3. to review data of classroom practices to gage affective developmental goals for young adolescents that includes student led conferencing and,
4. to review the summative data from FileMaker at the end of each quarter for the assurance that school wide SMART goals are being met as these goals are realigned to fit individual plans of learning.

Teachers will coach and support the implementation of Common Core standards and student center instructional practices in their classrooms.

WEDNESDAY GRADE LEVEL COMMON CORE PLC SCHEDULE

Subject	Grade	Time	Teacher	Room
ELA Social Studies	6	10:39-11:20	Penner, Keck, Sandoval, ELA coach* Larsen, Legg *Q1 & 3: Busch, Ontiberos; Q2 & 4: Lovitt	501
ELA Social Studies	7	8:27-9:08	Black, T. Small, Kolsky, ELA coach*,Johnston, Brandenburg, Beach *Q1 & 3: Cooper, VanNahmen; Q2 & 4: Kinkelaar	104
ELA Social Studies	8	1:35-2:16	Wright, Duree, Young, ELA coach*, Ramos, Lee *Q1 & 3: Herndon; Q2 & 4: Hejny	207
Math Science	6	11:23-12:04	Marcellus, Bakke, Kline, Math coach*, Pelton, Marino *Q1 & 3: Lovitt; Q2 & 4: Busch, Ontiberos	504
Math Science	7	12:07-12:48	Lapka,* Nystrom, Hughes, Math coach*, Schaffer,* Engelking *Q1 & 3: Kinkelaar; Q2 & 4: Cooper, VanNahmen	112
Math Science	8	2:19-3:00	Self, Mercado, Lesser, Math coach*, Hiers, R. Small *Q1 & 3: Herndon; Q2 & 4: Hejny	204
Advisory	678	9:11-9:52	Brinkley, Ahern,* Hamilton, Stateler, West, Sellens, Holeman, Jacobs, Dick	307
Math & ELA	678	9:55-10:36	Martin, Bennett, Herter, Montandon, Amaro, Steib	402

*Connect, P.E. and SpEd teachers will rotate quarterly to the common core PLCs.

GRADE LEVEL PLC FEEDBACK FORM

GRADE	DISCIPLINE
DATE	OBSERVER
TOPIC	FACILITATOR

IDENTIFIED STANDARD

Describe the Common Core Standard Discussed	Describe what students will need to learn.
Describe how it will be taught in terms of rigors and relevance.	Describe how it will be formatively assessed in levels of task.

INSTRUCTION

Check which student centered instructional strategies will best fit the Common Core Standard selected for this PLC meeting.	
<input type="checkbox"/>	Provide students with reinforcing statements that are related to individual knowledge contributions and learning goal attainment.
<input type="checkbox"/>	Enhance student understanding of content by engaging them in lessons that allow them to mentally process information by identifying similarities and differences between interrelated concepts.
<input type="checkbox"/>	Provide every student with a direction for learning that is relative to a particular learning goal.
<input type="checkbox"/>	Engage students in the mental process of using knowledge by generating and testing hypotheses
<input type="checkbox"/>	Enhance the students' ability to synthesize information in ways that captures the main ideas and supporting details of each instructional objective.
<input type="checkbox"/>	Provide in every lesson ways that students can use and organize what they are taught.
<input type="checkbox"/>	Enhance the student's ability to represent and elaborate on knowledge using mental images.
<input type="checkbox"/>	Provide students with opportunities to interact with each other in ways that enhance their learning.

PROFESSIONAL LEARNING COMMUNITIES - SMART GOALS

The purpose of the district wide Professional Learning Communities process is to appraise their effectiveness on the basis of student centered learning results. Professional Learning Communities are deeply embedded in a routine collaborative process designed to improve student achievement. Every PLC team participates in an ongoing process of identifying the current level of student achievement, by establishing SMART goals through baseline achievement data that reflects a baseline Assessment Performance Index. The Assessment Performance Index (API) is designed to measure the movement of any and all students to higher proficiency levels, and captures the whole distribution of student performance. Baseline achievement data provides PLCs with the data to establish SMART goals for the 2012 – 2013 school year. Our current baseline API calculations are provided below for both math and reading.

Collecting and Analyzing State Summative Data

During the month of August, at the first PLC meeting of the school year, teachers will be presented with the API baseline data report from the previous year's summative assessments in both reading and math. The baseline API will provide PLC teams with relevant summative test information based on the previous year's state assessment scores. Access to the raw data from the student information systems will be a crucial step in SMART Goal alignment in the upcoming years as we begin to align Common Core Standards with benchmark assessments.

Assessment Performance Index (API)

This year it will be difficult to match SMART Goals to benchmark assessments as we transition, from State Standards assessment to Common Core units of study. One way we will address this transition is to design our benchmark assessments with a two sample assessment strategy. The benchmark assessments will be administered at the end of each quarter having 10 sample items selected from the existing mastery checks and three Common Core open ended measures to assess units of study. To calculate our benchmark by student and by school in reading, math, science and social studies, we will use the API index as represented below.

DODGE CITY MIDDLE SCHOOL
Grade Six Baseline API

Grade 6 Baseline API Math – Dodge City Middle School

Performance Level	Points per Test	# of Tests	Total Points
Exemplary	1000	47	47,000
Exceeds Standard	750	44	33,000
Meets Standard	500	61	30,500
Approaching Standard	250	23	5,750
Academic Warning	0	24	-
Totals		199	116,250
Assessments Performance Index = 584			

(State Baseline API = 675) (DCMS Baseline API = 584) (Percentage Difference = 13.5%)

To reach the state baseline API we will need an 11.5% increase over last year’s API to reach state target.

Grade 6 Baseline API Reading - Dodge City Middle School

Performance Level	Points per Test	# of Tests	Total Points
Exemplary	1000	56	56,000
Exceeds Standard	750	44	33,000
Meets Standard	500	56	28,000
Approaching Standard	250	22	5,500
Academic Warning	0	21	-
Totals		199	122,500
Assessments Performance Index = 616			

(State Baseline API = 706) (DCMS Baseline API = 616) (Percentage Difference =12.7%)

To reach the state baseline API we will need a 12.7% increase over last year’s API to reach state target.

DODGE CITY MIDDLE SCHOOL
Grade Seven Baseline API

Grade 7 Baseline API Math – Dodge City Middle School

Performance Level	Points per Test	# of Tests	Total Points
Exemplary	1000	53	53,000
Exceeds Standard	750	53	39,750
Meets Standard	500	71	35,500
Approaching Standard	250	23	5,750
Academic Warning	0	28	-
Totals		228	134,000
Assessments Performance Index = 588			

(State Baseline API = 663) (DCMS Baseline API = 588) (Percentage Difference = 11.3%)

To reach the state baseline API we will need a 11.3% increase over last year's API to reach state target.

Grade 7 Baseline API Reading

Performance Level	Points per Test	# of Tests	Total Points
Exemplary	1000	51	51,000
Exceeds Standard	750	70	52,500
Meets Standard	500	70	35,000
Approaching Standard	250	10	2,500
Academic Warning	0	6	-
Totals		207	141,000
Assessments Performance Index = 681			

(State Baseline API = 719) (DCMS Baseline API = 681) (Percentage Difference = 5.3%)

To reach the state baseline API we will need a 5.3% increase over last year's API to reach state target.

DODGE CITY MIDDLE SCHOOL
Grade Eighth Baseline API

Grade 8 Baseline API Math – Dodge City Middle School

Performance Level	Points per Test	# of Tests	Total Points
Exemplary	1000	32	32,000
Exceeds Standard	750	57	42,750
Meets Standard	500	68	34,000
Approaching Standard	250	43	10,750
Academic Warning	0	21	-
Totals		221	119,500
Assessments Performance Index = 541			

(State Baseline API = 708) (DCMS Baseline API = 541) (Percentage Difference = 23.6%)

To reach the state baseline API we will need a 23.6% Increase over last year’s API to reach state target.

Grade 8 Baseline API Reading - Dodge City Middle School

Performance Level	Points per Test	# of Tests	Total Points
Exemplary	1000	32	32,000
Exceeds Standard	750	57	42,750
Meets Standard	500	68	34,000
Approaching Standard	250	43	10,750
Academic Warning	0	21	-
Totals		221	119,500
Assessments Performance Index = 541			

(State Baseline API = 676) (DCMS Baseline API = 541) (Percentage Difference =20%)

To reach the state baseline API we will need a 20% increase over last year’s API to reach state target.

The assessment performance index will provide us with sample benchmark data as it is compared to SMART Goal obtainment as data is measured against the zone of proximal development. Obtaining our goal of transitioning into the Common Core and measuring our SMART goal obtainment through quarterly benchmark assessments will depend on how we strategically align our plan of action. This plan of action will include indicators, measures, targets and instructional strategies.

Quarterly Benchmark Assessments

Using this process of quarterly measurement of student performance will be provided teachers access to the benchmark information. The data gained from the benchmarks will become the focus of the PLC teams as they select key indicators for interventions through student centered differentiated instruction. Most importantly, building-level instructional coaches will be active in helping teachers identify key indicators of student centered instruction, assist in appropriately analyzing benchmark assessment strategies, and by helping teachers turn identifiable data into strategic pedagogical interventions.

To establish the range of student performances on benchmark assessments as it applies to the API formula requires the determination of number of sample question as they are paired to five performance levels. To provide an example of how the benchmark assessments would be calculated within the API formula is measured by the points given at each level of performance. For example in 10 question sample the exemplary range is a perfect score of 10 to nine of the ten questions being answered correctly. To determine the total points within the exemplary performance level for the school is to enter the total number of students who had a perfect score or missed only one item on the assessment into the test field. Each performance level will have a given number of students. Once all test fields have been entered into the performance level field an API can be calculated as it is measured against the baseline.

Example
API Benchmark Assessment as Applied to an API Index

Performance Level	Range	Points Per Test	# of Test	Total Points
Exemplary	10 - 9	1000	20	20,000
Exceeds Standards	8 - 7	750		
Meets Standards	6 - 5	500		
Approaching Standards	4 - 3	250		
Academic Warning	2 - 0	0		
Totals				
Assessment Performance Index =				

Summative Assessments

This year we will address summative assessment benchmarks at the end of each quarter in all four core subject areas. The summative assessment schedule will be blocked out into a 45 minute or more assembly schedule configuration over two consecutive days. The assessment schedule will provide one time slot for math and science. The second assessment schedule will provide a time slot on an opposite day for English Language Arts and Social Studies. The formative assessments dates tentatively scheduled for the 2012 – 2013 are as follows.

- October 9th and 10th
- December 4th and 5th
- January 29th and 30th

CORRELATING STATE ASSESSMENTS TO COMMON CORE UNITS OF STUDY

To determine benchmark assessment items will require the PLC teams in each core subject area to review Common Core Units as they are currently correlated with the state standards test bank. A rubric has been developed to provide guidance on how to select existing summative assessment items from the existing test bank. The rubric provides correlation considerations as the assessment is matched against existing state standards and common core units being taught.

Process

Please note that this is step one of a three step process. The goal of step one is to create a test sampling of at least ten assessment items that matches both a state standard and a common core unit of study. Do not be concerned about the next step. Keep your focus on the selection of ten items. Try to complete the task within the first two PLC meetings.

Activity Description

The goal is to select ten multiple choice summative assessment items from last year's test bank that you would like for your PLC group to administer at the end of the first quarter. To accomplish this goal you must have at least ten items that matches both 1) unit one of the common core and 2) a state standard. The test bank will provide you with a resource of assessment items. You may break up into groups as long as you have two disciplines within one group. All assessment items must be above the DOK level 1. You can select more items than ten as long as you have ten assessment items that match both a state standard and a common core standard for unit one. Please use the following criteria for checking off each assessment item. To complete this task you will need the following tools and assets.

1. Mastery Check Test Bank Located on the Teacher Shared Drive
2. [Common Core Unit One](#)
3. [DOK Chart](#)
4. [Depth of Knowledge Overview](#)

COMMON CORE SUMMATIVE ASSESSMENT RUBRIC

Grade Level	Subject	Unit Number		
<p>Please describe below the assesment skill that your PLC group has been assigned. <i>(For example our PLC group has been assigned to work on a question that relates to a student’s ability to identify setting within a given passage.)</i></p>				
Determining Correlation		Assessment Item Number _____	Yes	No
Does Assessment Item Measure State Standard				
Does Assessment Item Measure Common Core Unit				
Does Assessment Item Measures Both CCU and State Standard				
<p>Determining Depth of Knowledge Please select one of the items listed below that best describes the DOK level for assessment the assessment item. DOK describes the process of thinking involved while considering complexity. Use your DOK Chart and Depth of Knowledge Overview to determine rigors and relevance of the assessment. Please check the box that best describes this assessment item.</p>		Check Mark		
This assessment item is at DOK Level (One & Two Recal& Skill/Concept)				
This assessment item is at DOK Level (Three Strategic Thinking)				
This assessment item is at DOK Level (Four Extended Thinking)				
<p>Describe below the skill that will be measured in terms of student learning. The description should include the success criteria that will be learned in unit one. For example a description for this assessment item would be the following: (6th Grade ELA Unit One requires students to identify a setting in a given passage. The assessment item was taken directly from last year’s mastery check test bank with no revisions.) This example statement provides evidence that assessment item one meets all the criteria in the rubric for measuring student performance.</p>				
<p>Describe what skill will be measured in terms of student learning.</p>				
Is the assesment item attached	Members of your Team	Date Completed		

PLC Team Leader Signature _____

SETTING MEASURABLE SMART GOALS

Every year Dodge City Middle School will develop measurable goals for school improvement in the form of SMART Goals. SMART goals will be used to set measurable year-end instructional goals, which serve as meaningful targets to guide pedagogical strategies. SMART is an acronym that stands for Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. An example SMART goal might look something like the following: The percentage of seventh grade students on the state mathematics assessment will increase from an API index of 655 points by 10% by the spring of 2013. This same formula could also be applied to sub group categories which could include Special Education, low SES and ELL populations pending on selected target groups.

Establishing SMART goals at the beginning of the school year will help our school to recognize that formalized goal-setting can lead to improved student performance. All SMART goals created by PLC teams will have the following six components (with example language from the SMART goal above):

1. A measurable API baseline
2. A measurable target
3. A specific time frame
4. Specificity about what is being assessed
5. Specificity about the method of assessment (the state mathematics test); and
6. Focus areas that guide future action needed to reach the learning target

Inclusion of these six components will ensure that SMART goals meet the criteria represented by the acronym. SMART goals can then be used with common assessments, teacher-made rubrics, and end of the quarter benchmarks as well as with the end of year Kansas state assessments. PLC content specific goal-setting will address instructional areas that are both important and strategic. Evidence from successful data-driven schools shows that strategic focus and success in a couple of key areas commonly carries over and alleviates other instructional and behavioral concerns as well.

Developing an Action Plan

At Dodge City Middle School, we believe that collaboratively we can have a powerful impact on student learning. We recognize that we can make a difference and are strategically and intelligently redesigning instructional and organizational practices to support student centered learning, so that we can close achievement gaps and succeed in this new era of Common Core Standards of learning.

We also recognize that data analysis is meaningless if it does not result in meaningful instructional change. To be effective in the student centered instructional process we must be able to use summative and formative assessment data together to implement strategic, targeted and focused instructional interventions to improve student learning. In step four of assessing and designing goal obtainment, the grade level professional learning community will establish a plan of action that will formulate consistent instructional practice to ensure that the SMART Goals are being met. A SMART Goal statement is specific + strategic, measurable, attainable, results-oriented, time bound, identifies weak indicator standards or objectives, and is written as a statement of measurement indicating where students are now and whether they are improving.

See Sample Form for Grade Level PLC Goal Development Work Page. (This page will be developed for each grade level PLC to set instructional goals for the upcoming school year. Logon and editing rights must first be established before this form can be completed.) Grade level PLC Data Analysis Collaborative Work Pages are posted below. Goal worksheet pages should be completed by the first of September of each school year as these goals will help drive instruction and interventions.

INSTRUCTIONAL PROVISIONS FOR ENGLISH LANGUAGE LEARNERS

To prepare for the transition into the Common Core, all teachers will contribute to academic literacy by using the [Five Kinds of Teacher Thinking](#) for instructional planning. Starting the first semester of the 2012 -2013 school year, teachers will begin incorporating five essential techniques when designing and delivering lessons: (1) provide explicit instruction and supported practice in effective comprehension techniques, (2) increase the amount and quality of reading content discussions, (3) maintain high standards for text, conversation, questions, and vocabulary, (4) increase student motivation and engagement with reading, writing, listening and speaking and (5) provide essential content knowledge to support student mastery of critical Common Core concepts. Additionally this year we will explore technology tools that can be incorporated into effective instructional practices that support the acquisition of digital literacy.

STUDENT CENTERED INSTRUCTIONAL IMPROVEMENT GOALS 2012 – 2013

Teachers will:

- Provide students with reinforcing statements that are related to individual knowledge contributions and learning goal attainment. [Target Percentage Goal 80%](#)
- Enhance student understanding of content by engaging them in lessons that allow them to mentally process information by identifying similarities and differences between interrelated concepts. [Target Percentage Goal 50%](#)
- Provide every student with a direction for learning that is relative to a particular learning goal. [Target Percentage Goal 85%](#)
- Engage students in the mental process of using knowledge by generating and testing hypotheses: [Target Percentage Goal 50%](#)
- Enhance the students' ability to synthesize information in ways that captures the main ideas and supporting details of each instructional objective: [Target Percentage Goal 80%](#)
- Provide in every lesson ways that students can use and organize what they are taught: [Target Percentage Goal 90%](#)
- Enhance the student's ability to represent and elaborate on knowledge using mental images. [Target Percentage Goal 50%](#)
- Provide students with opportunities to interact with each other in ways that enhance their learning. [Target Percentage Goal 50%](#)

Instructional Improvement Action Plan

- Teachers will be introduced to two student centered instructional strategies every nine weeks that support site and district goals.
- An instructional practice website will be established with resources including videos, and definitions for each of the targeted instructional practices.
- Principal, assistant principals and instructional coaches will meet on a regular basis to define practices as they develop a common language among teachers and teams.
- Principal and assistant principals will work with teams each nine weeks to follow-up and initiate a new instructional practice by defining and establishing a common language for the practitioner.
- Instructional evaluation pre-conferences and post conferences will be developed around the common language needed for defining instructional practices.
- PLC Teams will correlate instructional practices that support information gained through student performance as correlated with summative assessments at the end of each quarter.
- At the end of each nine weeks, site based walkthrough data will be reviewed by PLC Team Leaders and the BLT will review consistency of the variables in walkthrough data to validate reliability to common language.
- Walkthrough data will be measured against district definitions to that of developmentally appropriate student centered practices at the school site as it relates to district goal obtainment.
 - “Success at the Core” and the school website will be the primary resource for defining developmentally appropriate instructional practice.
- Once the District (USD 443) walkthrough data becomes reliable through consistent observation practice, the data will be discussed in terms of improvement goals within the defined common language required for individual practitioners.
- Each teacher will begin practicing formative assessment strategies that support meta-cognitive processing for student critical thinking development in terms of;
 - checking for understanding,
 - guiding self assessment,
 - reviewing homework,
 - structuring peer assessment, and appropriately applying performance based rubrics.

Formative Assessment Alignment

Content rubric analysis will be the first step in identifying important concepts within each Common Core unit of study. As a part of our transition into the Common Core, teachers will need to define the performance criteria as they relate to performance expectations of each unit of study. The standard levels for each of the criteria established with a unit of study will range from Excellent, Highly Competent, to Incomplete. These levels of achievement will be in the formation of a rubric as it is applied to specific task within the common core unit. The purpose of developing rubrics is to provide each student with a learning guide that outlines what is expected for each task as it relates to required performance. It is also important that students know the criteria and standards governing how they will be assessed before the task is actually initiated. When the task is complete, students will be able to use the performance level descriptions to evaluate their own work. This kind of assessment strategy communicates to the students at the onset of the assignment, exactly what is expected of them in terms of their own performance. It removes subjectivity from grading and helps teachers ensure fairness and equality in their grading practices.

Student Led Conferencing

To be a student centered school means that student set their own goals for learning under the guidance of an advisory teacher. This idea reflects on the individual student as they become responsible for their own learning through individual goal obtainment. This year we will introduce student-led conferencing to help individual students place value of completing work, keeping track of it, and making sure it represents who they are as learners. In preparing for a student-led conference, students are able to describe their work and engage in self-reflection. This process often provides the added advantage of allowing students to reflect upon what they do and do not understand about a topic. Through the process of self-reflection, students will learn where their strengths and challenges lie and use this knowledge in goal setting for the future.