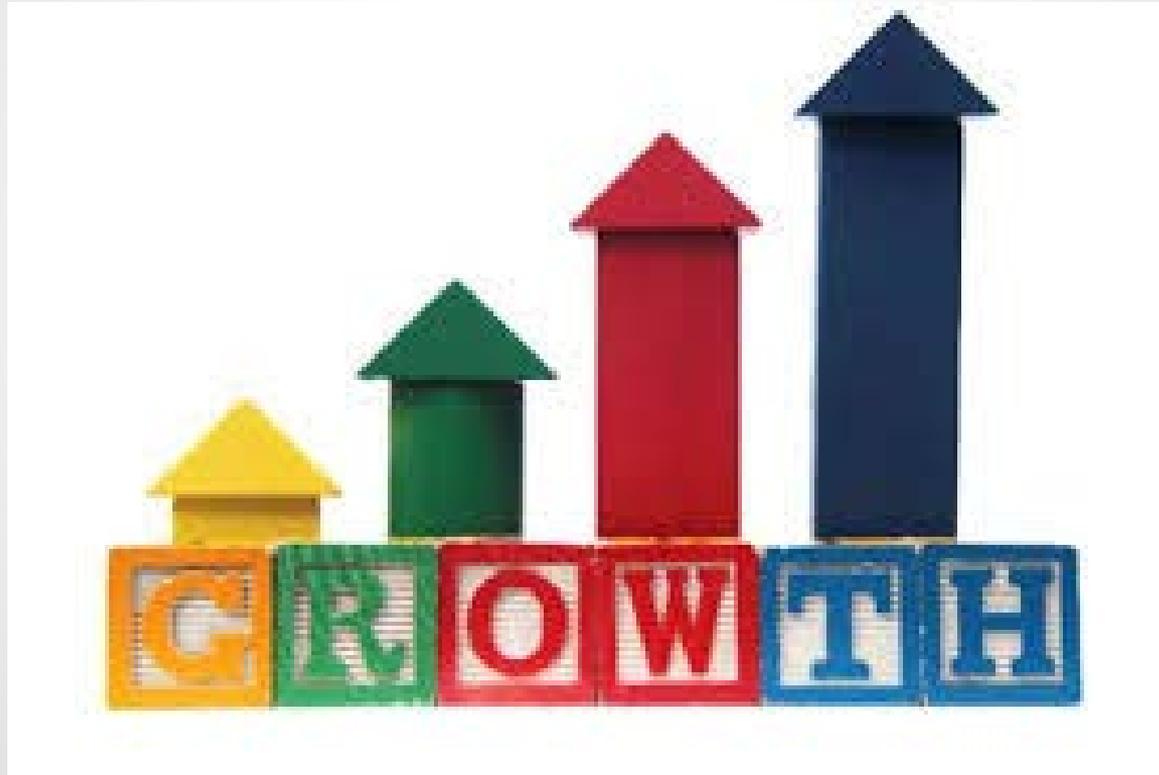# **Whitewater Middle School**
SOARING Grant Reflection Presentation

WUSD, in collaboration with families and community, inspires students to achieve excellence in an innovative educational environment.

"Every student an engaged lifelong learner"

Areas for Growth

Evidence/Root Causes 2013-2017

➢ Staff and leadership turnover
➢ Disconnect between district frameworks and practice
➢ Special education/ELL students did not have equitable access to grade level curriculum standards and supports in a general education environment (pull out, etc. limited time in general education with peers)
➢ Lack of universal language and common vision of instructional excellence, as well as student indicators of mastery

Evidence/Root Causes 2013-2017 Continued

- ➢ Lesson planning was not addressing unique learner needs
- ➢ There was no systemic/systematic ways to address students below grade level proficiency in math and reading
- ➢ Professional development needs in meeting unique learner needs
- ➢ School schedule did not provide opportunities for additional learning and intervention

Goal s

Overall Accountability Score and Rating

71.1

Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement		**63.4/100**	**67.3/100**	
Reading Achievement		27.2/50	30.5/50	
Mathematics Achievement		36.2/50	36.8/50	
Student Growth		**63.1/100**	**55.7/100**	
Reading Growth		30.3/50	28.0/50	
Mathematics Growth		32.8/50	27.7/50	
Closing Gaps		**67.0/100**	**66.5/100**	
Reading Achievement Gaps		32.6/50	34.0/50	
Mathematics Achievement Gaps		34.4/50	32.5/50	
Graduation Rate Gaps		NA/NA	NA/NA	
On-Track and Postsecondary Readiness		**91.0/100**	**89.3/100**	
Graduation Rate (when available)		NA/NA	NA/NA	
Attendance Rate (when graduation not available)		76.3/80	74.9/80	
3rd Grade Reading Achievement		NA/NA	NA/NA	
8th Grade Mathematics Achievement		14.7/20	14.4/20	
ACT Participation and Performance		NA/NA	NA/NA	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Strategies 2013-2017

Chosen strategies, progression and rationale for strategies	What professional Development and/or coaching was needed to support the strategies?	How did the team assess the effectiveness of strategies or implementation?
Co-teaching	Co-teaching PD, embedded coaching, co-planning PD utilizing a workshop model	Survey data, student achievement outcomes on summative assessment
RtI systems in reading and math being conducted with fidelity	Aimsweb and progress monitoring, RtI, systems support, LA/M programming support, collaboration, universal screening	Aimsweb and MAP data, RtI fidelity checks, report card data, formative program data, SLOs
Instructional coaching through a co-planning process	Workshop model work around effective practices, as defined by Hattie	Classroom walkthrough and building level data around student learning outcomes, SLO goals, math discourse surveys, pre-/post- survey data

Strategies 2013-2017

Scheduling shift	Common planning time, built-in time for RtI practices, SE support in the classroom, built-in SE time for IEP services	Resource and support time defined (time tracking), schedule minutes defined, IEP review
Professional development/capacity building	Workshop model around knowledge, skills, and dispositions for meeting diverse learner needs	Capacity building framework rubric, student outcomes data related to learning targets and success criteria
Classroom support	Para professional development, formative assessment informing instructional practices and scaffolding PD, climbs PD, built in collaboration for increasing communication between SE/reg ed	Calendar and minutes allocation in the classroom, IEP supports, summative and standardized assessment outcomes
Building common vision and language	Instructional leadership and disposition work in a "leaders go first model"	Public practice outcomes, systematic/systemic processes and communication plans defined

Barriers we overcame 2013-2017

Resources for Engagement 2013-2017

➢ University partnerships
➢ CESA 2 Partnerships
➢ Partnerships with field experts
➢ Instructional coaching networks
➢ K-12 cross-building collaborative partnerships
➢ Grade level and pupil services teaming

Successes to celebrate 2013-2017

➢ Systemic/systematic RtI processes at Tier 2 and 3
➢ Instructional co-coaching and support
➢ Full inclusion model, little to no pull-out of ELL/Spec Ed
➢ Instructional leadership
➢ Building level data showing growth

Opportunities for growth 2017-2020

➢Continued PD in high leverage instructional practices
➢Scheduling opportunities that support access for all
  students to additional supports/intervention
➢Staff leadership
➢Public practice
➢New staff orientation

The story our data tells in 2017

➢ Staff is moving towards public practice
➢ Students can articulate grade level objectives and success criteria and know what they can look for in their work to demonstrate mastery
➢ RtI systems are implemented with fidelity
➢ Summative assessment results and MAP data demonstrate growth at a building level, but this has not been translated to report card scores as of yet
➢ The need for continued professional development in supporting unique learner needs
➢ SE/ELL students can be successful in inclusive settings

The system we want to be in 2022

➢ A school who exceeds/significantly exceeds expectation as identified by the WI school report card
➢ Growth scores increase and gaps decrease, as measured by building level and state standardized assessments
➢ Sustainability and enhancement of current intervention and inclusive systems
➢ Continued collaboration and movement towards a model that supports public practice
➢ Classroom demographics continue to reflect overall building demographics
➢ All students behind grade level proficiency will have access to a tiered system of supports and demonstrate growth that meets or exceed the RtI standard
➢ Utilization of hiring practices that support staff retention

Sustainability Plan 2017-2022

➢ Progress monitoring/RtI integration with grade level teams
➢ Built-in co-planning time
➢ Built-in PD time around common building level goals
➢ Instructional support team leadership and movement towards public practice
➢ Individualized learning approach through scheduling and the IEP/PLP process
➢ Continued support/coaching of a co-planning model that explicitly utilizes high leverage instructional strategies