

KMS
School Plan Retreat
July 13th-14th, 2010



2010-11 Retreat Team

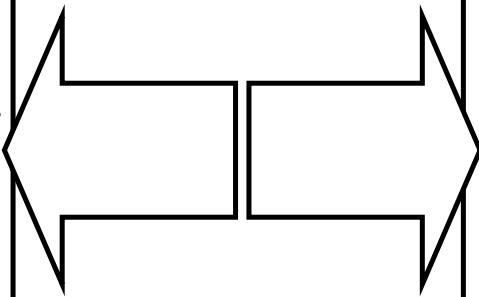
SITE INITIATED
ACTION RESEARCH

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Mark Kaminski
Anita O'Neill
Rachel Quill
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Becky Wittemann
Colleen Thompson
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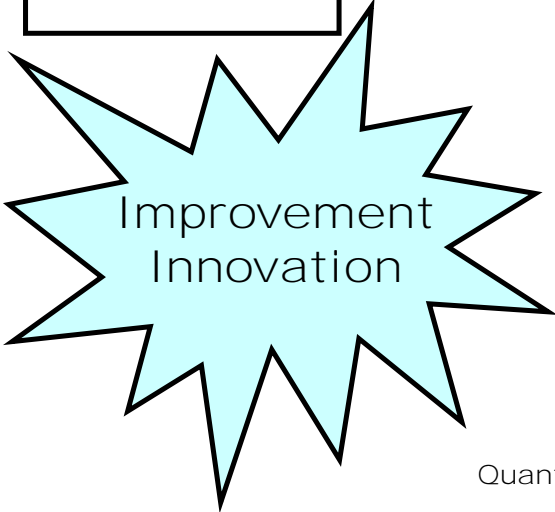
Data Relating to Goals

USE OF DATA

Get curious.
Ask more questions.
Search for solutions.



Reward,
punish,
shame,
blame



DATA - GOAL 3

= *Informal Results of informal survey from 10-09-07 Faculty Meeting*

PURPOSES OF GRADING

7

1. Communicate the Achievement Status Of Students to Their Parents and Others

11

2. Provide Information for Student Self-Evaluation

0

3. Select, Identify, or Group Students for Certain Educational Programs

0

4. Provide Incentives for Students to Learn

18

5. Document Students' Performance to Evaluate the Effectiveness of Instructional Programs

2

6. Provide Evidence of Students' Lack of Effort or Inappropriate Responsibility

8. Teachers use a variety of elements in determining students' grades. Among those listed below, please indicate those that you use and about what percent (%) each contributes to students' grades.

- | | |
|--|---|
| <input type="checkbox"/> Major examinations | <input type="checkbox"/> Oral presentations |
| <input type="checkbox"/> Major compositions | <input type="checkbox"/> Homework completion |
| <input type="checkbox"/> Unit tests | <input type="checkbox"/> Homework quality |
| <input type="checkbox"/> Class quizzes | <input type="checkbox"/> Class participation |
| <input type="checkbox"/> Reports or projects | <input type="checkbox"/> Work habits and neatness |
| <input type="checkbox"/> Student portfolios | <input type="checkbox"/> Effort put forth |
| <input type="checkbox"/> Exhibits of students' work | <input type="checkbox"/> Class attendance |
| <input type="checkbox"/> Laboratory projects | <input type="checkbox"/> Punctuality of assignments |
| <input type="checkbox"/> Students' notebooks or journals | <input type="checkbox"/> Class behavior or attitude |
| <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Progress made |

Informal Results of informal survey from 10-09-07 Faculty Meeting

“Four” = Approx. 2 “Five” = Approx. 3 “Six” = Approx. 3 “Seven” = Approx. 5
 “Eight” = Approx. 3 “Nine” = Approx. 2 “Ten” = Approx. 3 “Eleven or More” = Approx. 8

Longitudinal Data Regarding Q's Relating to Homework & Grading

Regardless of my personal opinion, I see the value of the establishment of a "Grading & Homework" Study Team to help provide a resource to gather information about this topic for us as a school community.			
Answer Option	2007-08	2008-09	2009-10
Yes	92.7%	93%	96%
No	9.8%	7%	4%

Based on the activities done as a staff, and per the discussions and results of those discussions, what is your thought about the need to establish a shared "purpose" about grading and homework.			
Answer Options	2007-08	2008-09	2009-10
Agree	82.4%	N/A	N/A
Disagree	19.6%	N/A	N/A

I would embrace the opportunity to have a recognized speaker on the topic of Homework and Grading.			
Answer Options	2007-08	2008-09	2009-10
Yes	87.8%	86%	85%
No	12.2%	14%	15%

I welcome the opportunity for the KMS Teaching Staff to discuss how to effectively articulate key "Standards of Practice" for Grading and Homework relating to best practice and research.			
Answer Options	2007-08	2008-09	2009-10
Yes	N/A	94%	96%
No	N/A	7%	4%

I welcome the opportunity for the KMS Teaching Staff to analyze established practices within our current site relating to Grading and Homework leading to collaborative discussion and outlining a school wide purpose of a Grading and Homework statement.			
Answer Options	2007-08	2008-09	2009-10
Yes	N/A	88%	95%
No	N/A	12%	6%

I welcome the opportunity for the KMS Teaching Staff to identify core beliefs and practices to be considered for implementation of "best practices" aligned with the purpose of Grading and Homework.			
Answer Options	2007-08	2008-09	2009-10
Yes	N/A	89%	95%
No	N/A	11%	6%

"We believe it is important that a school be 'led' by a set of agreed shared beliefs. To achieve this staff and community need to enter into 'learning conversation's to define and articulate such a philosophy. As it is said: If you stand for nothing you will fall for anything' or 'Control your own destiny or someone else will"

Author Unknown

"A shared vision is not an idea...it is rather, a force in people's hearts...at its simplest level, a shared vision is the answer to the question 'What do we want to create?'"

Peter Senge

Homework-Grading & Assessing Student Success (Wormeli)

Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points

-- Marzano, CAGTW, pgs 5-6

Benefits of Students Self Assessing

- Students better understand the standards and outcomes
- Students are less dependent on teachers for feedback; they independently monitor their own progress
- Students develop metacognitive skills and adjust what they are doing to improve their work
- Students broaden learning when they see how peers approach tasks
- Students develop communication and social skills when required to provide feedback to others.

-- from Manitoba's *Communicating Student Learning*, 2008

Developing School Goals which are “DATA DRIVEN” Ask the “Key Questions”

- What does the data seem to be telling us?
- What does it not tell us? What else would we need to know?
- What needs for school improvement might arise from this data?

