

You Can Get There From Here

Using Data, PLCs and Teacher Leadership
to Drive School Improvement

Deer Isle-Stonington High School

Marion Austin- Teacher
Judith Hotchkiss- Teacher
Seth Laplant- Teacher
Todd West- Principal

Our Community

"Bridged Island"

In 2011, Stonington landed 14.8 million pounds of lobster worth over \$46 million- in a community with a year round population less than 3,000.

Fishing community & arts community.



Our School

142 student grades 9-12

17.2 FTE Teachers

1 Administrator

25% Students on IEPs

47% Free & Reduced
Lunch



Our Story



43°

Cloudy
RealFeel® 36°

High: 61° | Low: 38°
High Tide: 4:07AM
Low Tide: 9:47PM

Morning Sentinel

Tuesday, March 13, 2012

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Real Estate



Deals



Maine Yellow Pages

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March 9, 2010

Maine's 10 lowest-achieving schools identified

By Kelley Bouchard kbouchard@mainetoday.com
Staff Writer

AUGUSTA — The Maine Department of Education today named the state's 10 "persistently lowest-achieving schools" as defined by federal criteria, including a Portland elementary school.

Riverton Community School and the other nine schools are now eligible to share \$12 million in federal grants if they pursue aggressive school improvement plans, said Education Commissioner Susan Gendron.

The 10 schools have demonstrated low reading and math proficiency and little improvement over three years. The schools are divided into two categories based on eligibility for Title I funding, which targets students from low-income

Mo

- Se
- Se
- Sla
- Fis
- cal

Our Story

NEWS FEATURE

DEER ISLE

Web exclusive, September 9, 2010

School improvement grant

State asks high school to withdraw application

Fall 2007- Current School Improvement Effort Begins.

Fall 2008- PLC's Implemented; School Culture Improving.

June 2009- 10% Dropout Rate and 57% Graduation Rate
(lowest in Maine)

March 2010- Named persistently Low Achieving School.
Applied for but did not receive SIG grant

Our Theory

Focus on Learning, not Teaching.

We are small enough to focus on every student as an individual.

Focusing on individual students will help to generate the results we hope for.



Our Theory

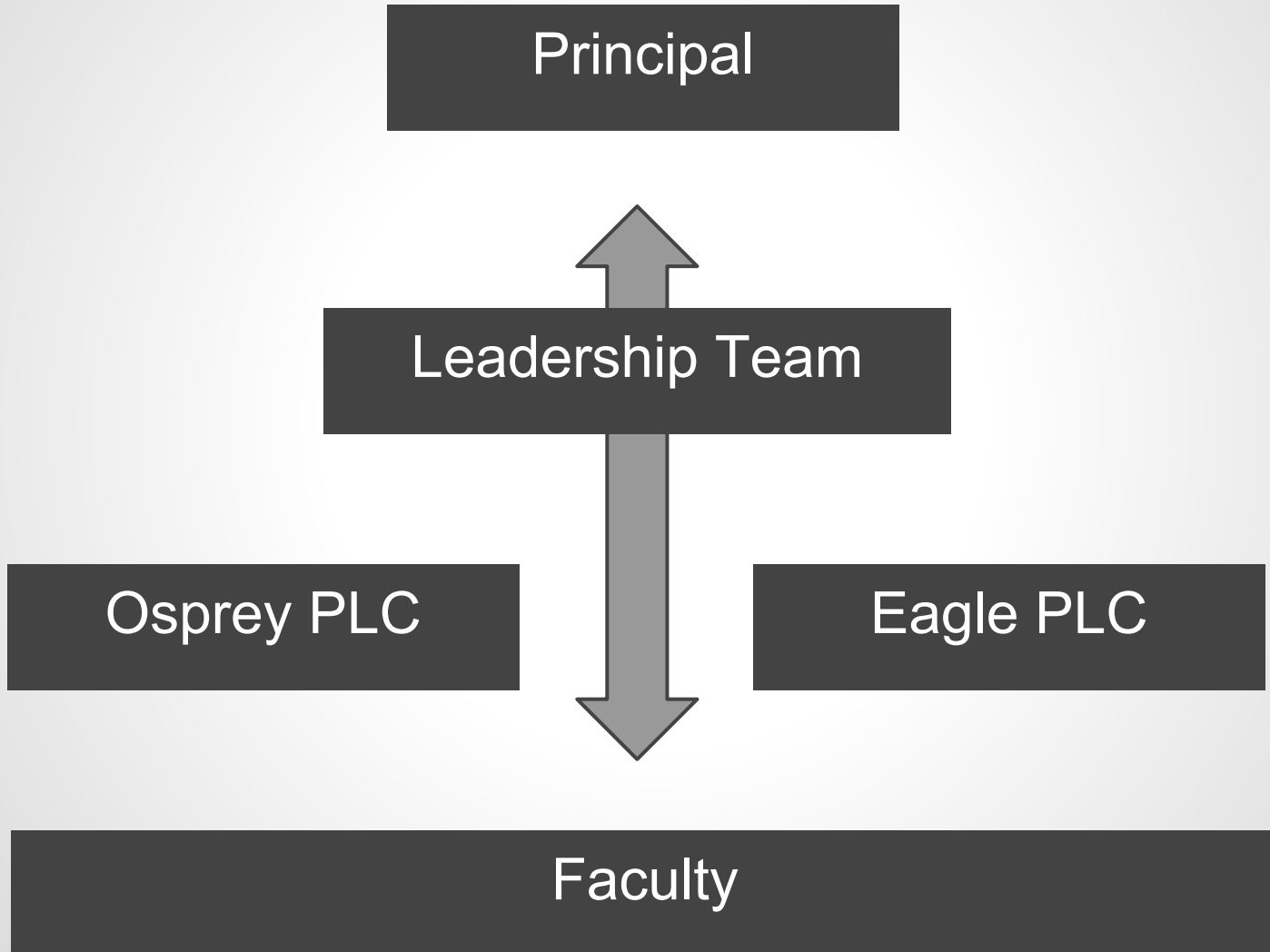
Belief in the collective power of our professional staff.

Teacher Collaboration is a MUST.

Principal Leadership is a MUST.



Our Structure: Distributed Leadership



Our Structure: Distributed Leadership

PLC's Make Change Possible with Limited Resources.

Importance of Teacher Leaders.

From Congenial to Collaborative to Critical.

[PLC Video](#)



Our Structure: Distributed Leadership

Graduation Portfolio
Tasks (SWE's)
Developed in PLC's.

SWE's Foundation of
Standards-Based
Diploma.

PLC's Use Protocols to
Critique & Approve
SWE's and Common
Score Student Work
from SWE's.



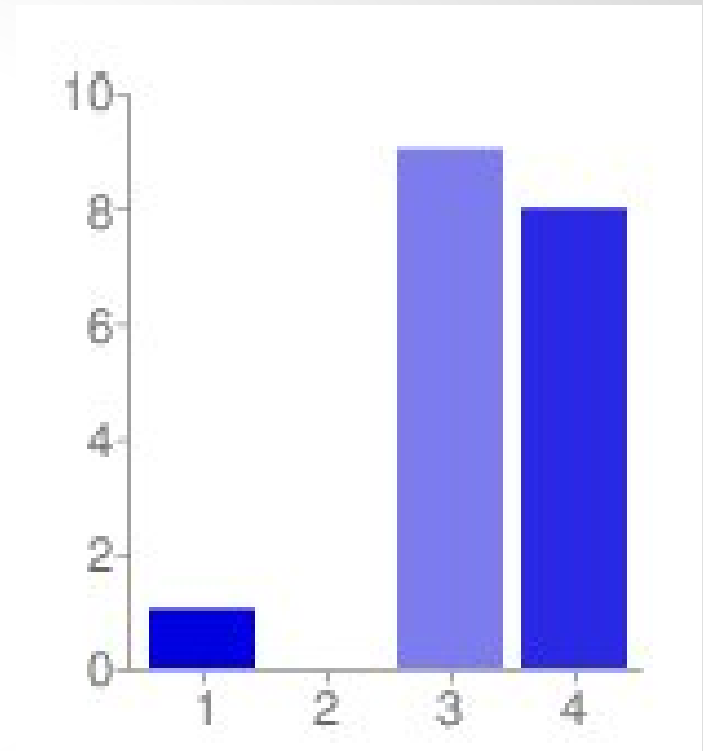
Data: PLC Self-Assessment

Annual Survey for PLC Members.

Indicated Attitudes of Teachers Towards PLCs.

Increased Positive Responses Since 2008-09

2010-11 PLC Self-Assessment



"In my PLC criticism is constructive and there is a collegial challenging of diverse ideas."

Our Plan

School Improvement Action Plan

Annual Planning Cycle

Three Goals:

1. 95% Graduation Rate by 2013
2. 100% of Graduates meet Standards.
3. Increase Basic Academic Skills

Eight Strategies to Achieve Goals

The Data: Guide and Milestone

PLC Self-Assessments

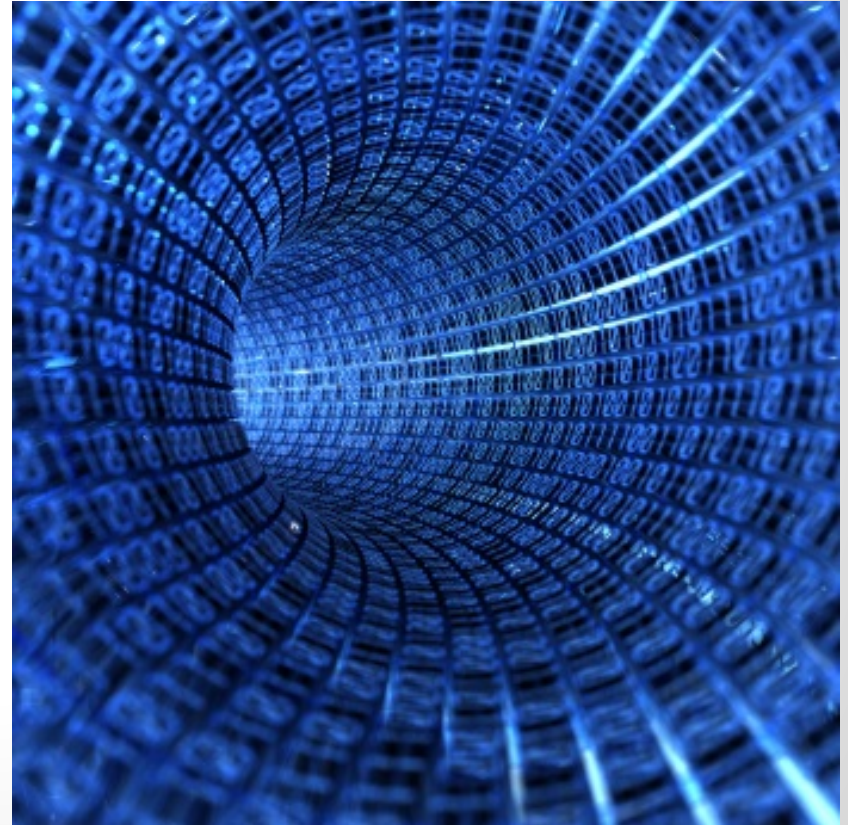
Graduation & Dropout Rates

Course Failures

NWEA Testing

SAT/PSAT (State Assessment)

iWalkthrough



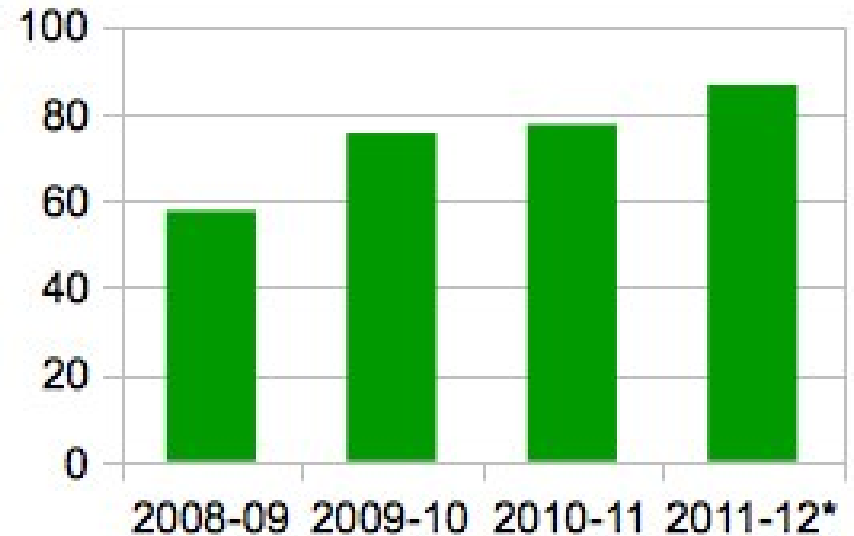
Data: Graduation & Dropout Rates

High Standard: 4 Year, On-time, Diploma Earning Graduates.

2008-09: 57% Graduation Rate, Lowest in State.

Goal: Class of 2013 Will Have a 95% Graduation Rate.

4-Year On-Time Graduation Rate

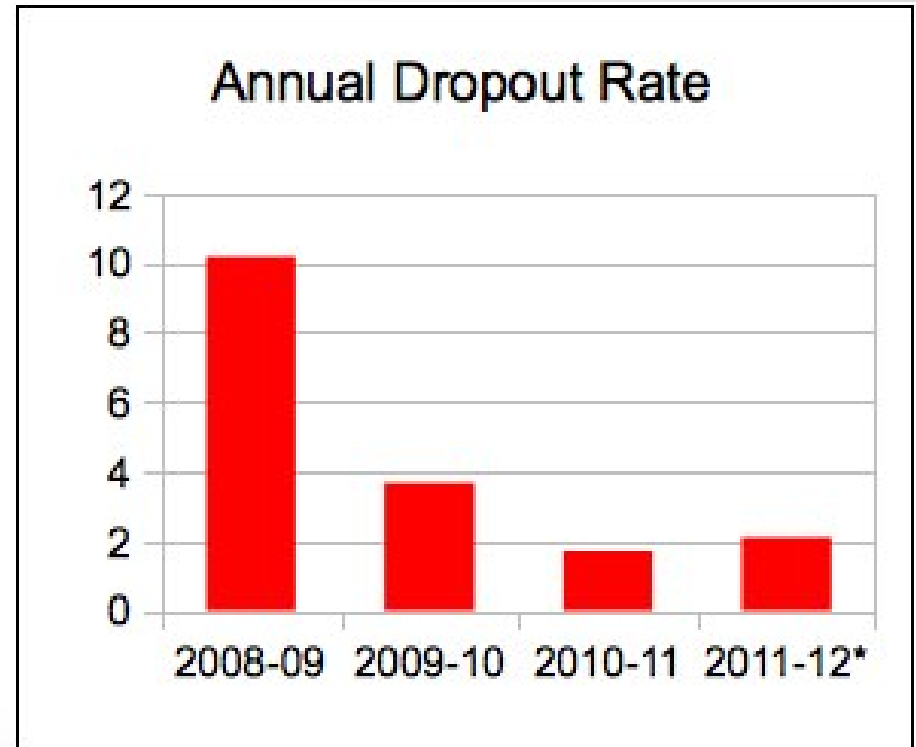


Data: Graduation & Dropout Rates

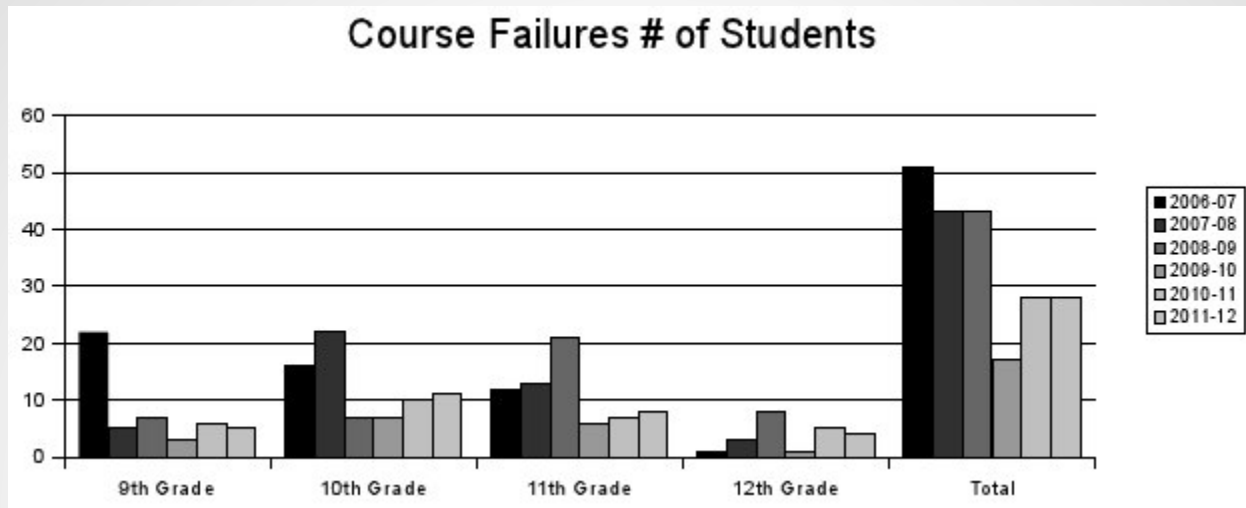
2008-09: 10.14% Dropout Rate, Highest In State.

2010-11: 1.74% Dropout Rate, in Top 1/3.

Student Assistance Team Tasked With Doing "Whatever It Takes" to get each student to graduation.



Data: Course Failures



8 times a year every student is monitored for course failures.

If failing any course, then the Student Assistance Team (SAT) is set into action. The SAT individualizes intervention for each student.

[2011-12 1st Semester Data](#)

Interventions: Student Assistance Team

"Whatever It Takes..."

SAT systematically reviews student data in order to identify at-risk students and ensure that at-risk students are provided with appropriate supports and resources until they are no longer considered at-risk.

Meets Monthly to Review the Grades, Attendance, and Discipline Records of Each Student.

"Triage" For At-Risk Students; Students are Provided with Targeted and Timely Interventions.

Interventions: Student Assistance Team

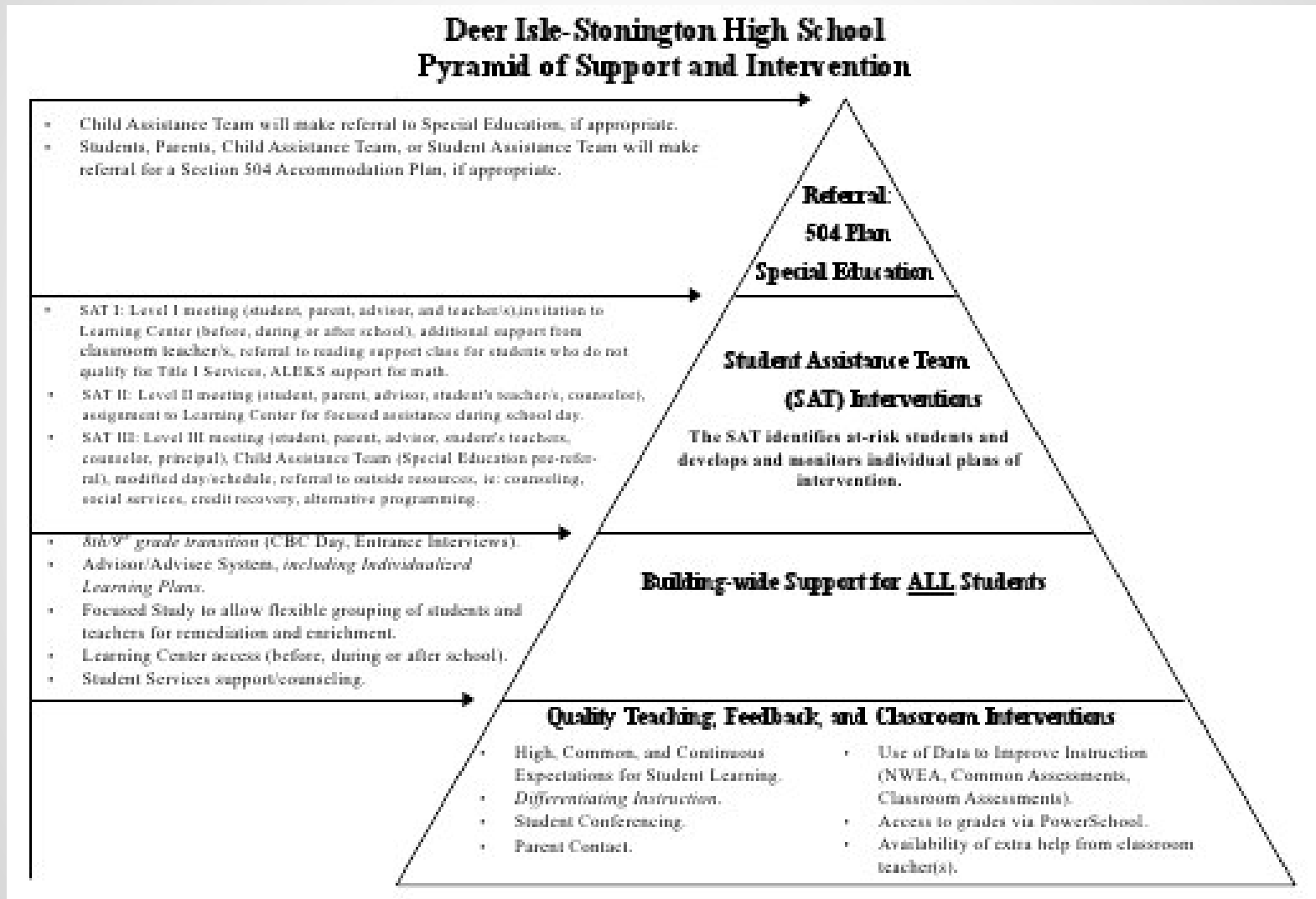
Student Assistance Team - 9th Grade										
January 27, 2010 - February 22, 2010										
Last Name	First Name	Class Name	Grade in Class	# of Failing Courses	# of Excused Absences	# of Unexcused Absences	# of Discipline Referrals	Current Step on Ladder	Case Manager	SAT Level
Student	Joe	SLSci&SoSt.	85	0	1	0	1	0		0
		Read&Write	95							
		SeaSafeNav	76							
Student	Jill	SLSci&SoSt.	84	0	0	0	0	0		0
		Read&Write	90							
		Metals 2	79							
Student	Joe	Alg. 1-A	87	0	0	0	0	3	Kim Larsen	1
		WoodTech 1	91							
		Art 1	100							
Student	Jill	Alg. 1-A	82	0	3	0	0	0		0
		Art 1	100							
		SeaSafeNav	78							
		Comp. Graph	96							
Student	Joe	Cont. Issues	88	0	0	0	0	0	Mike Wood	0
		Gen. Sci. 9	96							
		Span. 1	91							
		Art 1	100							
Student	Jill	Alg. 1-A	76	0	0	0	2	4.1	Kim Larsen	2
		Creat.Writ.	96							
		Art 1	100							
Student	Joe	Cont. Issues	84	1	0	2	0	0	Seth Laplant	1
		Pre-Alg.	87							
		PE 1	94							

Interventions: Student Assistance Team

	Grades	Graduation Portfolio **	Attendance	Discipline
Level I	<p>No more than two deficiencies.*</p> <p>-or-</p> <p>One teacher identifies concerns on the SAT referral sheet.</p> <p>-or-</p> <p>Student is failing no more than one course at the end of a quarter.</p>	<p>Has not yet met the requirements of the 5-BD and has between 2-4 SWE tasks from the current school year which do not meet standard and can be revised.</p>	<p>Report:</p> <p>3 or more unexcused absences in a class</p> <p>-or-</p> <p>8 more total absences in a class.</p> <p>NOTE: students are not placed on an SAT level due to attendance, but attendance is reported to develop the "total picture" of why a student may be struggling.</p>	<p>Report:</p> <p>On step 3 or higher of the disciplinary ladder</p> <p>-or-</p> <p>Three or more office referrals in a reporting period.</p> <p>NOTE: students are not placed on an SAT level due to discipline, but discipline is reported to develop the "total picture" of why a student may be struggling.</p>
Level II	<p>Deficiencies in three or more courses.</p> <p>-or-</p> <p>More than one teacher identifies concerns on the SAT referral sheet.</p> <p>-or-</p> <p>Student is failing two or more courses at the end of a quarter.</p>	<p>Has not yet met the requirements of the 5-BD and has 5 or more SWE tasks from the current school year which do not meet standard and can be revised.</p>		
Level III	<p>Loss of credit due to failing a course.</p>	<p>Fewer than 3 of either SWE task meet standard by the end of 9th grade</p> <p>-or-</p> <p>Fewer than 4 of either SWE task meet standard by the end of 10th grade</p> <p>-or-</p> <p>Fewer than 11 of either SWE task meet standard by the end of 11th grade</p>		

*If, at 2nd or 4th quarter progress reports, a student has a grade in a single course between 65-69 but is passing with at least a 75 for the semester, the SAT can decide to waive an SAT Level I meeting as long as the teacher contacts the parents.

Interventions: Student Assistance Team



Pyramid of Interventions

Interventions: Student Assistance Team

The SAT Meeting

Student, Teacher, Advisor,
and Parent

May Include All Teachers,
Guidance Counselor,
Nurse, Social Worker, and
Even Principal

[SAT Presentation](#)

[SAT Video](#)



Interventions: Focused Study

10:55-11:40 Mon-Thur

Extremely Flexible
Grouping of Students and
Teachers to Provide
Intervention & Enrichment.

Relies on [Google Docs](#) to
Coordinate.

Game Changer?



Data: State Assessment

Maine's State Assessment is the SAT.

Students Also Take PSAT in 10th & 11th Grade.

High Stakes for 1/3 of our students but User Unfriendly-
Track Growth?

Challenge: How to Put State Assessment Scores into
Context as One of Many Measures.

[Class of 2012 Growth](#)

[State Report](#)

Data: State Assessment

Maine
High School
Assessment

SUMMARY OF SCORES

Test Date: May 2011

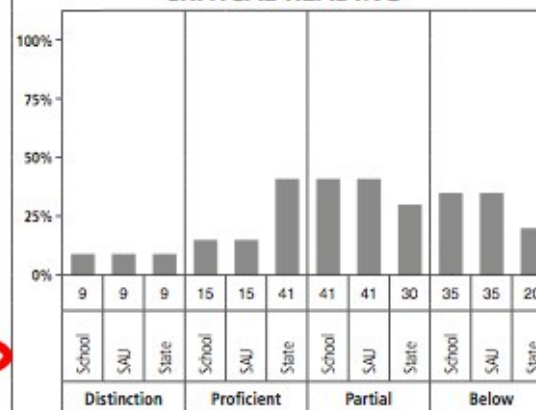
SAU: Deer Isle-Stonington CSD

School: Deer Isle-Stonington High Sch

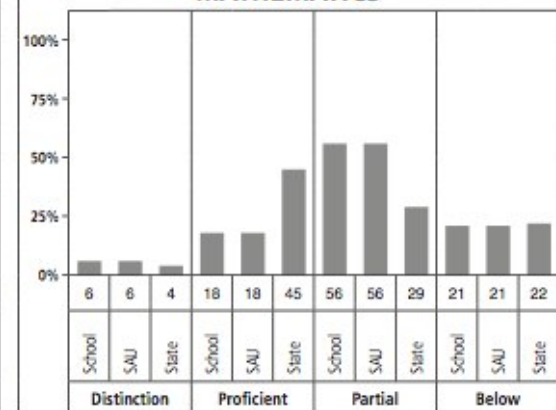
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2008-2009	1135	1139	1141
2009-2010	1138	1138	1141
2010-2011	1137	1137	1142
Cum. Average*	1137	1138	1141
Mathematics			
2008-2009	1138	1139	1141
2009-2010	1141	1141	1142
2010-2011	1140	1140	1142
Cum. Average*	1139	1140	1142
Writing			
2008-2009	1136	1139	1140
2009-2010	1135	1135	1140
2010-2011	1137	1137	1140
Cum. Average*	1136	1137	1140
Science			
2008-2009	1133	1134	1140
2009-2010	1139	1139	1141
2010-2011	1136	1136	1141
Cum. Average*	1136	1136	1141

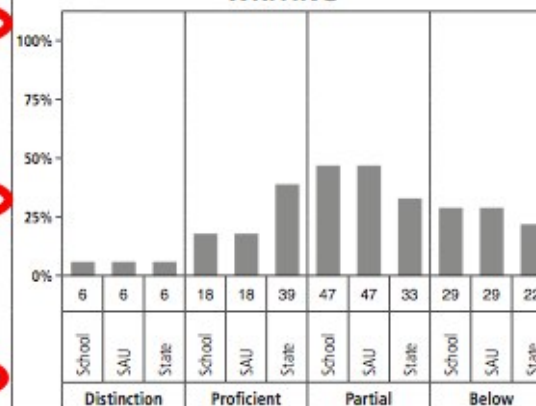
CRITICAL READING



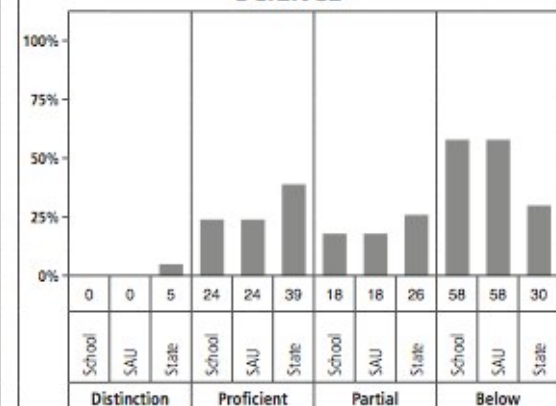
MATHEMATICS



WRITING



SCIENCE



Data: NWEA Tests

Used to determine proficiency in reading, language usage, and math.

Intervention benchmark and proficiency benchmark.

Used for RTI-like interventions and placement guidelines.

[Winter 2012 Results](#)

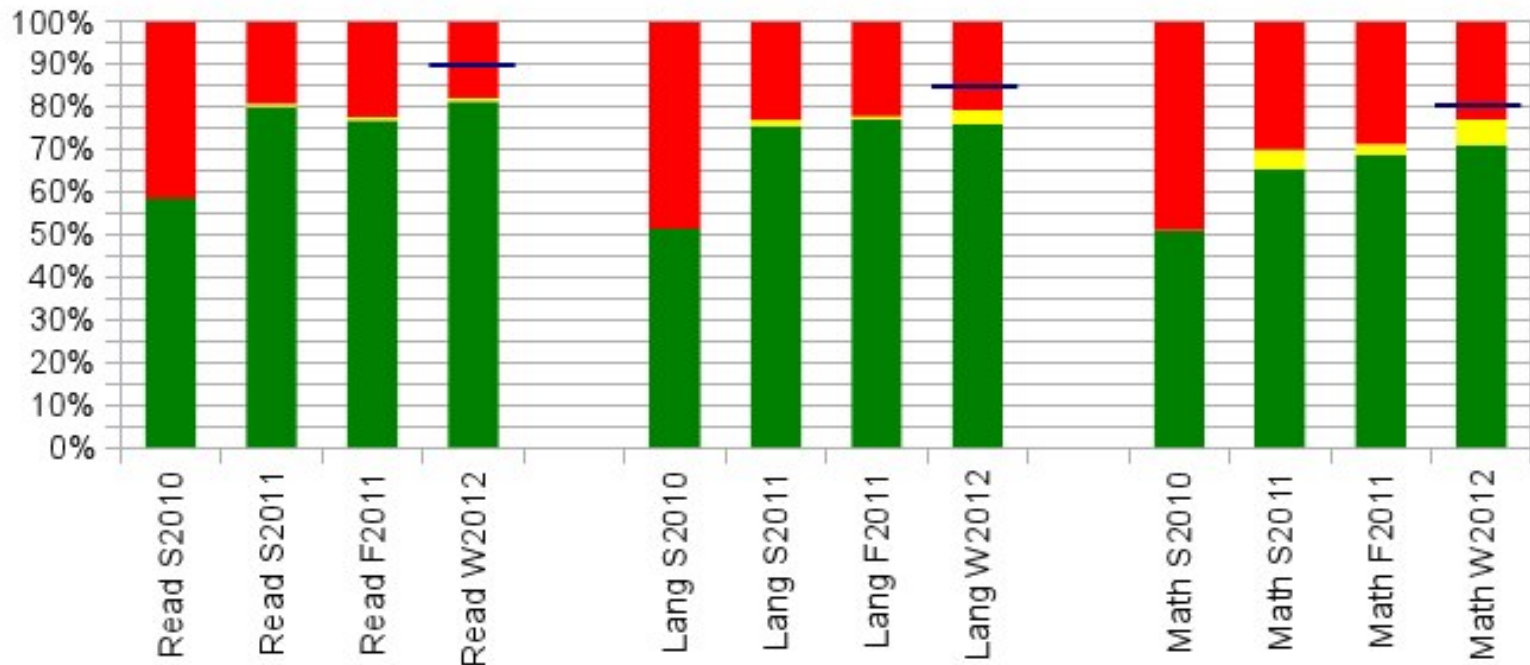


Data: NWEA Tests

Winter 2012 NWEA Results: Whole School

End of 10th Grade Average: Reading ≥ 224 ; Language Usage ≥ 223 ; Math ≥ 237
Intervention Benchmark: Reading ≥ 223 ; Language Usage ≥ 222 ; Math ≥ 235

■ End of 10+ ■ IB to End of 10 ■ Below IB



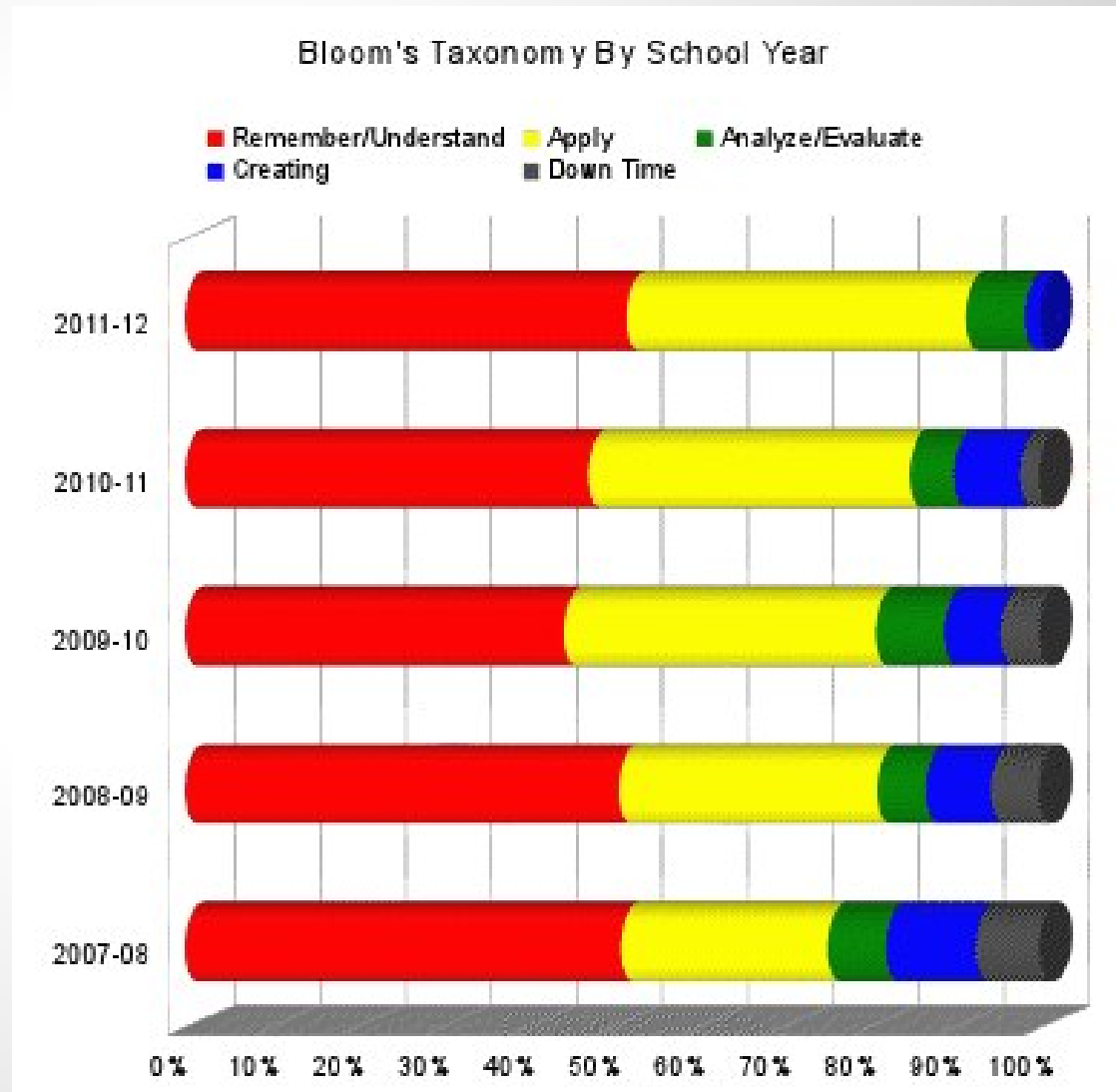
Data: iWalkthrough

Focus on observable instructional practices.

5 years and 1725 observations.

Other Schools Use iWalkthrough Data Better.

High Potential...



Our Next Steps

Strategic Planning- What School Do We Want for Our Incoming 9th Graders?

Move to a more fully standards-based system.

Address student engagement head on- multiple pathways.

Community Partnerships.
Declining Enrollments...?



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