



Rigor
Aggie Improvement Team
2019-2020

GOAL:

Increase Academic Rigor for all Aggies by
Implementing Best Teaching Practices
Focusing on Accountability, Balanced
Assessment and Reporting

Overall Strategy: Research and Develop a Plan to Scaffold Homework Expectations K-12

Action Step 1: Examine research re: what homework should consist of and how much homework is appropriate for each grade level. (the “what” and amount)

- **Accomplishments:**
 - Compiled research and downloaded into a shared Google Classroom folder
 - Each research area was summarized and shared with the AIT group
 - Contacted and received ISD summary of homework research
 - Met for half a day as a subcommittee to plan for a pilot of homework research in each building

Overall Strategy: Research and Develop a Plan to Scaffold Homework Expectations K-12

Action Step 2: Examine behavior research re: how students will be rewarded/experience consequences for homework and Formative Assessment completion K-12 with attention to appropriate scaffolding across grades/buildings.

- Accomplishments
 - Based on research, we created a homework survey for all students to complete (K-12)
 - Based on research, we created a homework survey for all teachers to complete (K-12)
 - Administered survey to a sampling of teachers and students

Overall Strategy:

Develop an Assessment Parent/Teacher Tools that Align with the Teaching and Assessment Expectations Guide

Action Step 1: Develop an updated Parent Guide for each building that aligns with the Teaching and Assessment Expectations Guide.

- Accomplishments:
 - We created new parent guides for the elementary, middle, and high levels with appropriate scaffolding.
 - In the elementary, the parent guide was distributed with the new standards-based report card at spring conferences.
 - At the secondary levels, these documents were created but not yet distributed due to timing of the shutdown.

Overall Strategy:

Research & Develop Aggie Achiever Traits (K-5)/Workplace Readiness Skills (6-12)

- **Action Step 1: Research specific student academic success behavior expectations for each grade level and ensure appropriate scaffolding across grade levels/buildings.**
 - Accomplishments
 - Gathered outside examples
 - Examined existing Dansville K-12 expectations
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Overall Strategy:

Research & Develop Aggie Achiever Traits (K-5)/Workplace Readiness Skills (6-12)

- **Action Step 2: Develop behavior checklists to be used by teachers and students.**
 - Accomplishments
 - Created a scaffolded work habits checklist in building teams with similar language and expectations K-12, based on research
 - Piloted new checklist in several classrooms K-12

Overall Strategy: Develop New K-12 Report Cards that Accurately Represent SBG

■ Action Step I: Develop guidelines and collect standards from teachers to decide on a consistent overall report card format for the district.

■ Accomplishments:

- Teachers finalized Clear Learning Targets (CLTs) for all courses and subject areas aligned with Common Core or national standards
- Gathered all K-12 CLTs and worked with ISD over several months to upload to PowerSchool
- Worked to create common formatting and consistency before finalizing report card template
- Finalized new report card template for each building

Student Number: zuz4075
Grade Level: 7

DANVILLE MIDDLE SCHOOL
1264 Adams Street
Danville, MI
(810)282-0200

DANVILLE SCHOOLS

Assessment Scale

4- The student's performance shows grade level proficiency and further application of the target.
3- The student's performance shows grade level proficiency of the target.
2- The student's performance shows partial proficiency, but additional practice is needed.
1- The student's performance shows limited proficiency, and significant additional practice is needed.

Course Performance		
Art 7/8 - Meranda Shirley		51
Total Absences - 2	Total Tardies - 0	
Work Habits		4
I can understand the varying qualities of materials, techniques, media technology, and processes.		4
I can identify, design, and solve creative problems.		4
I can develop and apply critical thinking strategies through the art making process.		4
I can initiate new ideas employing inventiveness and innovation with increasing independence.		4
I can make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning.		4
I can create preliminary, possibilities, and drafts through my artistic process.		4
Course Performance		
English 7 - Nichole Bloomberg		51
Total Absences - 0	Total Tardies - 0	
Work Habits		1
Make an inferential point using 3+ quotes and examples from multiple parts of the text.		1
Can write a concise summary giving identifying information, the theme, and key supporting details in an organized manner, using transitions and following the chronological structure of the original text.		3
Can analyze how and why characters change or respond to story elements.		3
I can use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. I cite all outside materials.		4
I can correctly use (zero errors) conventions studied in previous classes and earlier in this course.		1.7
I can use (zero errors) precise and varied vocabulary. My explanations of the vocabulary are complete and accurate.		1.5
Course Performance		
Mathematics 7 - Sandy Hill		51
Total Absences - 0	Total Tardies - 0	
Work Habits		3
I can Add Integers with the Same Sign.		2.5
I can Add, subtract, factor, and multiply algebraic expressions.		2.5
I can Use one-step equations with rational coefficients to solve problems.		1.5
I can Write 2 step equations.		3

Overall Strategy: Develop New K-12 Report Cards that Accurately Represent SBG

- **Action Step 2: Roll out report card at Fall Parent-Teacher Conferences and work to develop specific report card format for each building.**
 - Accomplishments:
 - Rolled out new Standards-based report card using new software for:
 - 6-12 semester one
 - K-5 Spring conferences
 - Gathered feedback from parents and students via conferences and District Parent Advisory committee