

Gillett Report Cards 2021-22

A building by building snapshot

Important

This warning appears on each and every report card:

“Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged.”

It’s important to note that this report card measures achievement and growth in a year when:

- Acellus supplanted our base curriculum K-12 for a year
- Absenteeism, quarantines, and homebound learning was prevalent, particularly at the secondary school.
- Growth is measured over the course of two years (18-19 scores to 20-21), in which over a year was impacted by pandemic conditions.
- Formal interventions were limited due to pandemic practices.

Changes

This warning appears on each and every report card:

“Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged.”

New in 2021, the following [adjustments were made](#) to the scoring system used in created the report cards:

- Adjustment to the Overall Score Rating
- Achievement data is based on data from 2017-18, 2018-19, and 2020-21 school years
- Closing Gaps now referred to as Target Group Outcomes (focusing on a single target group of students, composed of students in the bottom 25% based on the prior year's test results, which were from the 2018-2019 school year)
- No deductions for not meeting dropout and absenteeism specific rates

What is a value-added model?

Value-added models quantify to the extent possible a particular school's contribution to the learning that a student experienced over the year. Value added is the difference between the actual and predicted growth over time of students who are similar in their prior achievement and characteristics.

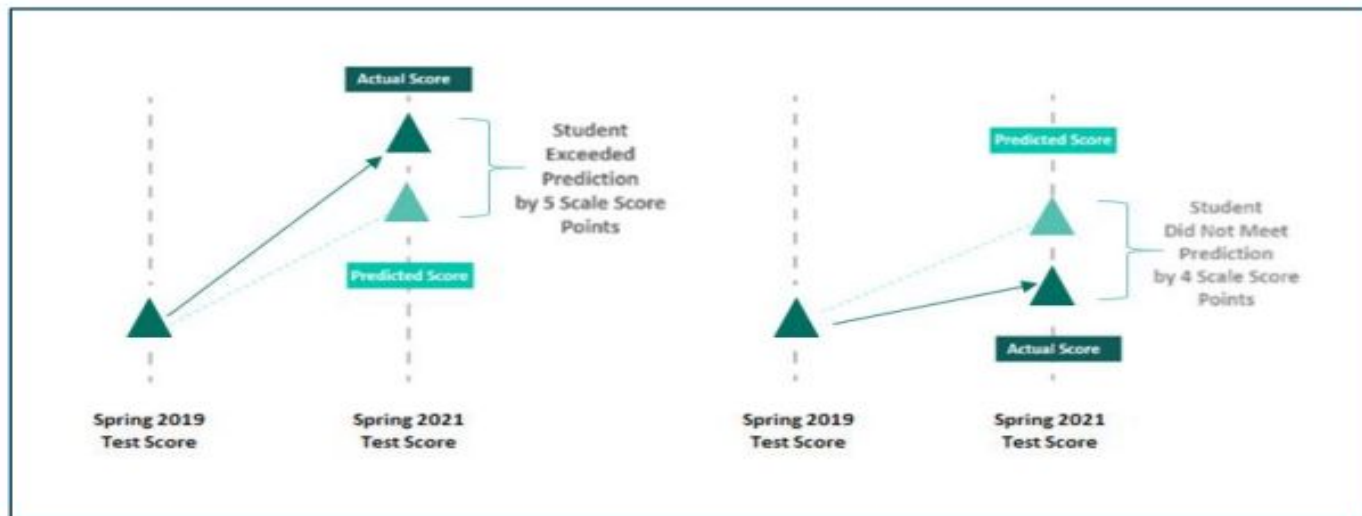


Figure 1. Visual Representation of Value Added

The left side of figure 1 shows an example of a student who scored higher than their predicted score, thus contributing more than average to their school's value-added score. On the right side, the student grew but scored lower than their predicted score, thus contributing less than average to their school's value-added score. For more information on value-added growth, please see the resources linked at the end of this brief.

Skip-Year Growth

As a result of the spring of 2020 assessments not being administered, the 2020-21 value-added growth model employs skip-year growth, in which growth is measured from the spring of 2019 (pre-test) to the spring of 2021 (post-test). Between the two assessments, students will have attended two consecutive grades and (in some cases) multiple different schools over two consecutive years. School-level growth will more closely reflect a school's combined two-year effect on a cohort of students (e.g., grades 4 and 5 for 2019-20 and 2020-21) than it will for a single grade over one year (e.g., grade 5 for 2020-21 alone). When students attend two different schools between 2019-20 and 2020-21, that student's growth is attributed with 50% weight to the school attended in 2019-20 and with 50% weight to the school attended in 2020-21.

Considerations Unique to 2020-21

The COVID-19 pandemic has presented unique challenges that have prompted rethinking of many aspects of education, including data evaluation. Since value-added growth is calculated using student characteristics and prior achievement, it is designed to zero in on learning that occurred in the classroom apart from other factors. During the pandemic, school closures and remote learning changed the way students interacted with their lessons and grew academically. Student growth can still be estimated, despite these changes in educational delivery. However, growth this year is different because we know there is variability in factors affecting student learning that are not captured within our current model, such as access to the internet, home life, and family interactions.

Gillett Elementary School

Score Summary



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Meets Expectations



PRIORITY AREA WEIGHTS



Gillett Elementary School's Overall Score went from 74.3 in 19-20 to 67.6. Gillett Elementary School has been graded as "Meets Expectations" every year post-Badger Exam with the exception of 19-20, when we were graded "Exceeds Expectations".

Achievement

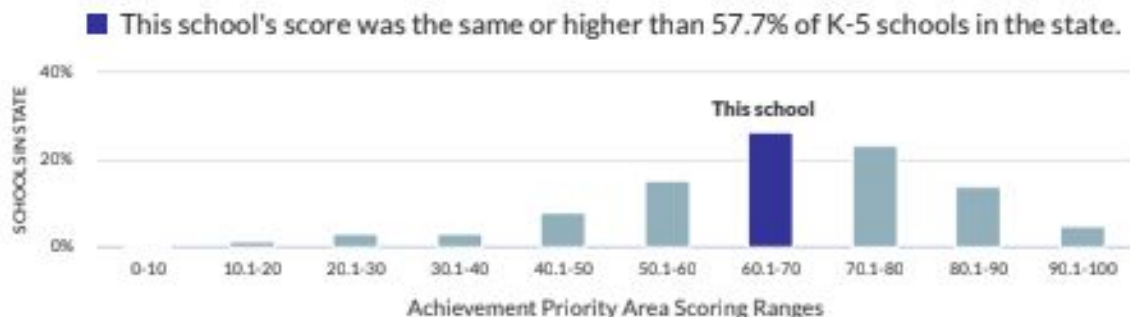
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 68.0



Mathematics Score: 71.8

Priority Area Scores

Priority Area Scores

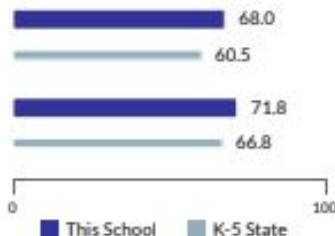
ACHIEVEMENT



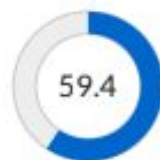
English Language Arts

Mathematics

Subject Area Scores



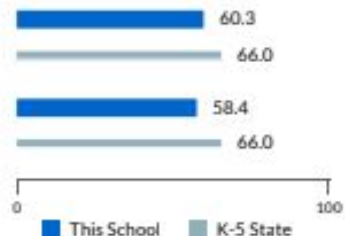
GROWTH



English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



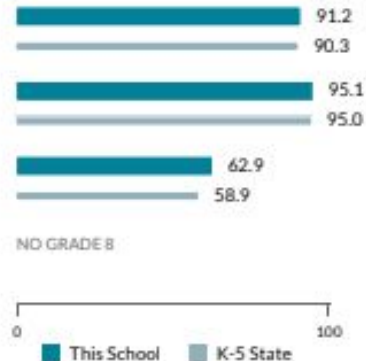
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores



Performance Levels by Year

Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Growth

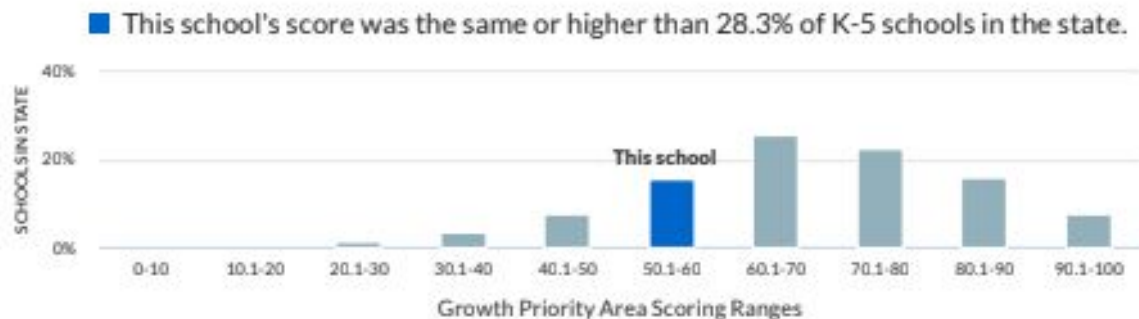
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



English Language Arts Score: 60.3



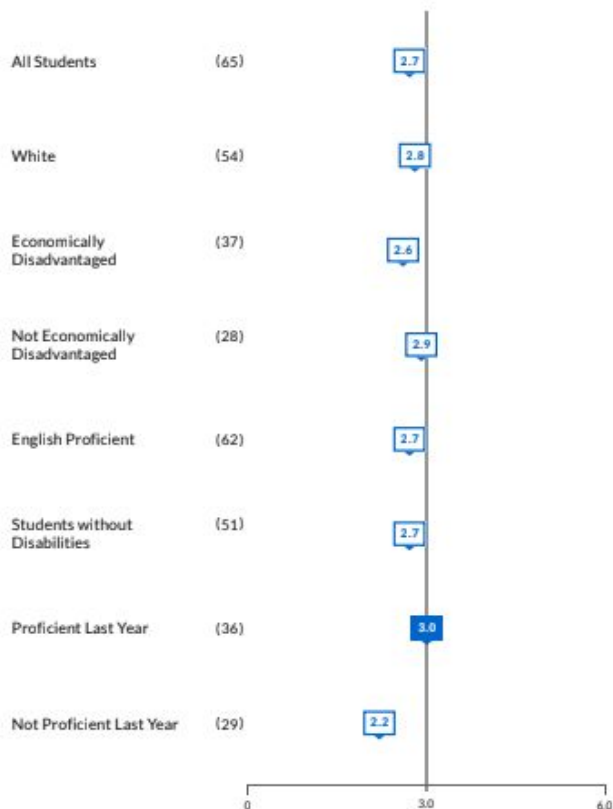
Mathematics Score: 58.4

Student Group Value Added

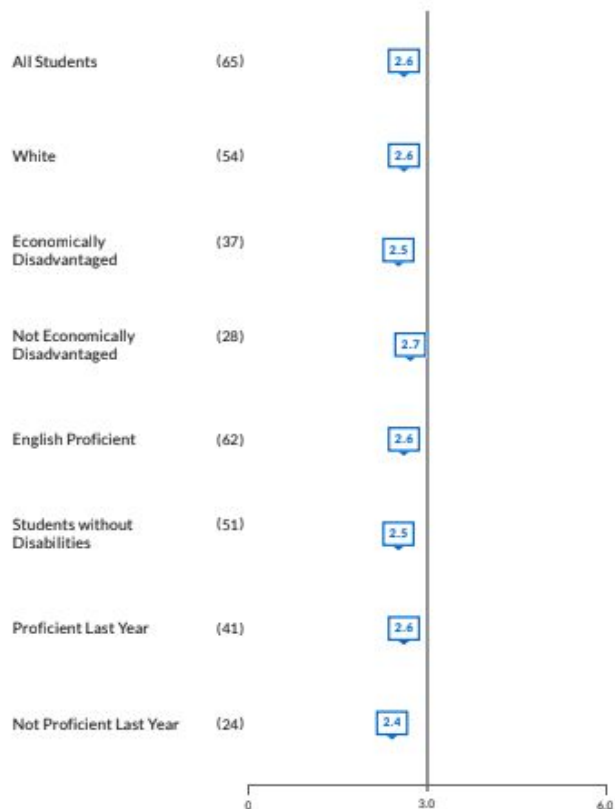
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS



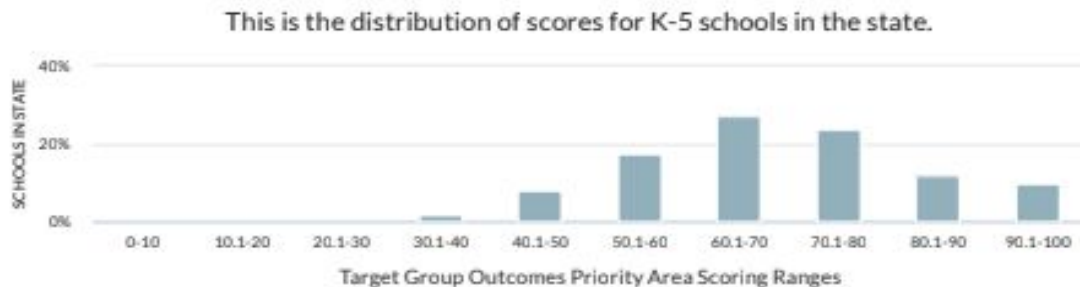
Target Group Outcomes

Gillett Elementary School did not have a target group outcome as the group had fewer than 20 students. Only 5th graders could be identified due to the skipped testing year.. The target group had ten students, however, and nine of them had IEPs, therefore it would be wise to target Students with Disabilities as our target group for 2021-22 when 4th and 5th graders can be identified as targets.

TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score

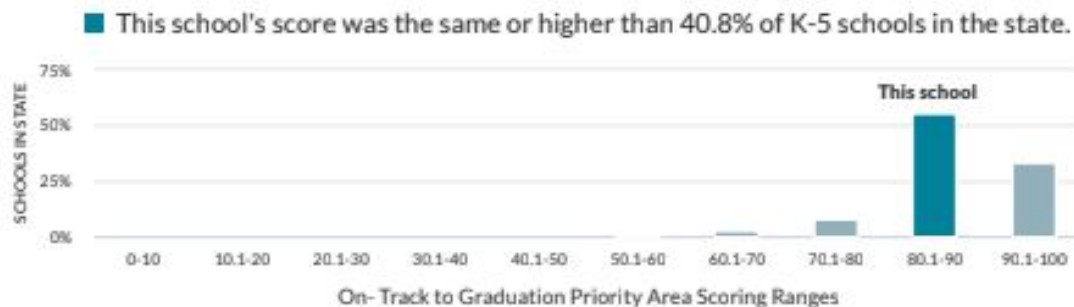


On-Track to Graduation

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

Component Scores

CHRONIC ABSENTEEISM

Score: 91.2

Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.1

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 62.9

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.



Strategic Plan Reporting through 12/1/21

Strategic Plan Area	
Teaching and Learning at Elementary	
Plan:	2021-22 Goal: Our 3rd grade students will increase their reading levels by 5% from 26.3% on the fall STAR assessment to 31.3% on the winter STAR assessments.
Action 1	CKLA reading series implementation including literacy instructional coaching
Action 2	CKLA testing interim assessment training on reviewing data and developing action plans.
Do:	Status Update
Action 1	Fall report: 90% of elementary teachers have completed 100% of the CKLA implementation items (attendance reporting tool). 10/20/2021: 100% of elementary teachers have completed 100% of the CKLA implementation items. 12/1/21: Students in 3rd grade have completed STAR and CKLA testing for fall and did complete action plans for reading.
	Winter report: Based on classroom walk-throughs, 90% of teachers will be using the required components in their daily lesson components.
Action 2	By October 15, 100% of teachers will have at least 3 proactive action steps planned to improve reading and/or math achievement based on periodic STAR testing and CKLA testing.
Study:	Status Update
	By January 2022, 60% of students will have met their mid-year progress towards their STAR reading and math AGR goals based on the STAR periodic testing given in the winter of 21-22.
ACT:	Status Update
	Based on the results of the Winter STAR testing, we will develop the action plans for the 22-23 school year.

Elementary School Action Steps

- Goal In Place: Implement the CKLA Language Arts Program to fidelity over the next three years. (Achievement)
 - A teacher-driven committee researched a program that would address the largest deficits we've had in Language Arts for years: phonics and phonological awareness, writing, and bridging our Tools of the Mind program in 4K and 5K.

Goal in Place: Restore Traditional Math (Math Expressions), Science (Einstein), and Social Studies (CKLA) curriculum/programs to fidelity. (Achievement)

Goal in Place: Increase the use of progress monitoring data with all students and direct classroom differentiation and groupwork (Growth)

- All students, regardless of intervention status, progress monitor using STAR the first week of every month. In addition, CKLA has ongoing progress monitoring tools that are being used to drive instruction.

Elementary School Action Steps

- Goal in Place: Restore Interventions Processes with Classroom Teachers picking up Tier 2 interventions during WIN Times. (Growth, Gaps)
 - Vicky Britton and Rachel Foreman take our neediest students for ELA and Math interventions, but classroom teachers are also taking small groups to address additional needs. We have also restored our enrichment programming and accelerated learner programs for our high achieving students.

Goal in Place: Implement the Leader in Me Program over the next three years to build leadership, culture, and academic growth in our school (Achievement, Growth, On-Track)

- The Leader in Me Program is taught during classroom meeting times daily, and our BLT is in the process of forming our Staff Lighthouse Teams to build the culture within the school.

Goal in Place: Robust professional development for new initiatives

- Both CKLA and Leader in Me are being implemented with ongoing, virtual and face-to-face professional development throughout, supporting teachers and students with a scaffolding and vision of how the final product will be. Weekly coaching sessions with Mrs. McQuillan, monthly digital CKLA networking meetings, and coaching from CESA 8 are strengthening the implementation of the implementation of our new Reading program. Leader in Me is providing two days of in-person coaching, and a wealth of digital resources are at teachers' fingertips

Gillett Middle School

Score Summary



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Overall Score

76.7

Exceeds Expectations



PRIORITY AREA WEIGHTS



Gillett Middle School's Overall Score went from 84.4 in '19-20 to 76.6. Gillett Middle School has been graded as "Exceeds Expectations". The Middle School has been graded "Far Exceeds Expectations" every year post-Badger Exam (15-16).

Priority Area Scores

Priority Area Scores

ACHIEVEMENT



English Language Arts

Mathematics

Subject Area Scores

English Language Arts 76.7

62.4

Mathematics 71.2

56.0



This School 6-8 State

GROWTH



English Language Arts

Mathematics

Subject Area Scores

English Language Arts 73.6

66.0

Mathematics 71.7

66.0



This School 6-8 State

TARGET GROUP OUTCOMES



Achievement

Growth

Chronic Absenteeism

Attendance

Group Scores

Achievement 28.7

Growth 74.6

Chronic Absenteeism 85.7

Attendance 92.8



This School

ON-TRACK TO GRADUATION



Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

Chronic Absenteeism 90.8

88.2

School-wide Attendance 94.5

94.7

NO GRADE 3

8th Grade Mathematics 70.3

55.3



This School 6-8 State

Achievement

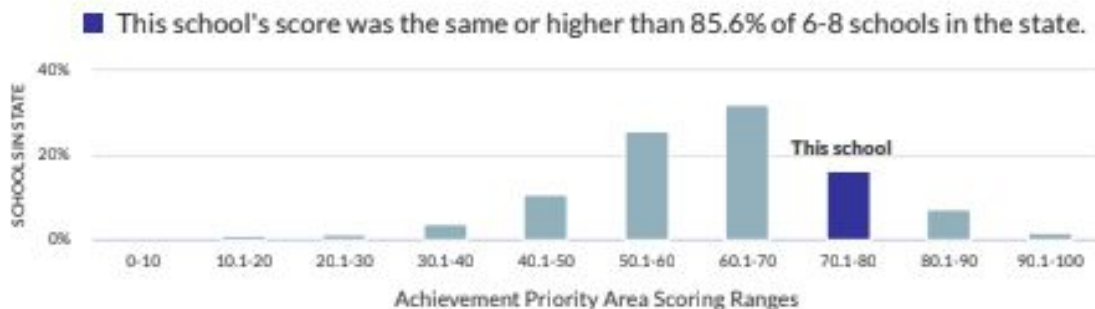
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 76.7



Mathematics Score: 71.2

Performance Levels by Year

Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Growth

GROWTH

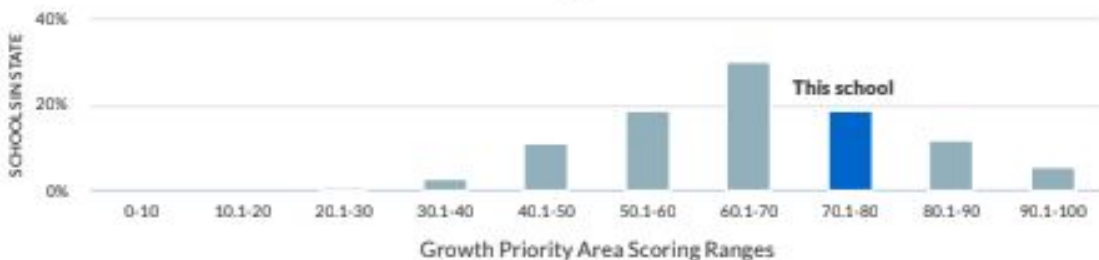
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



English Language Arts Score: 73.6

■ This school's score was the same or higher than 69.5% of 6-8 schools in the state.



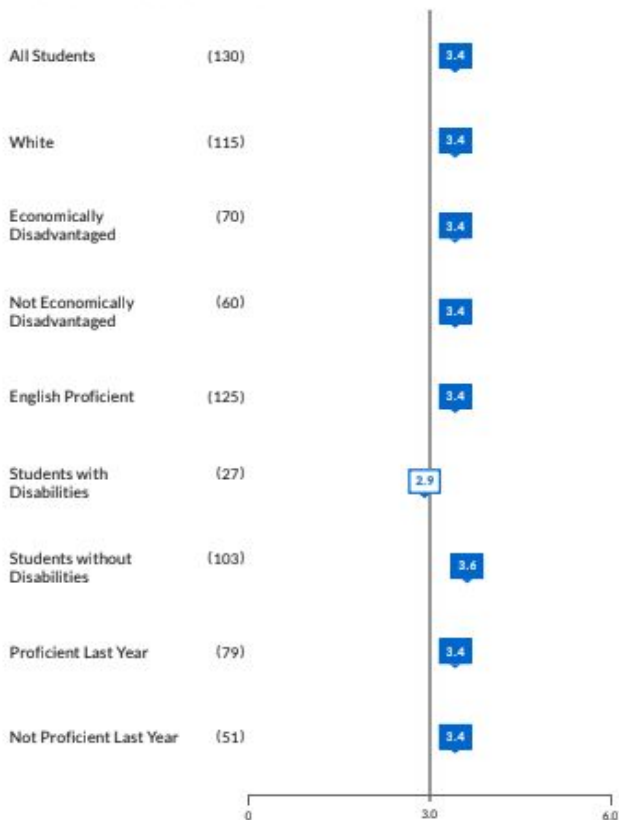
Mathematics Score: 71.7

Student Group Value Added

Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

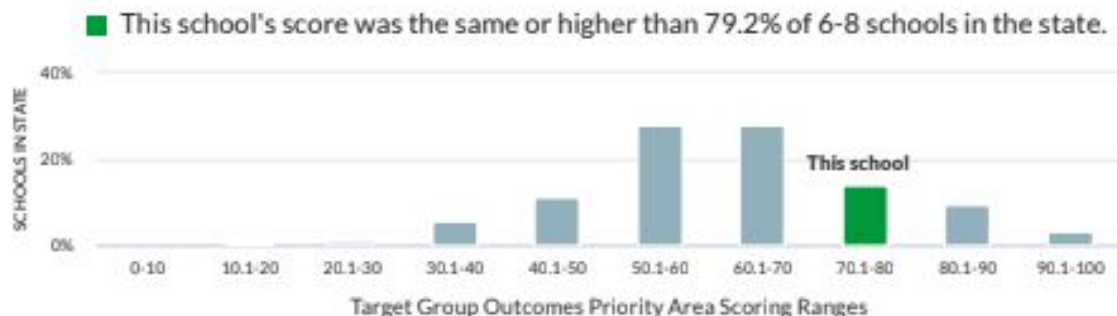


Target Group Outcomes

TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



Component Scores

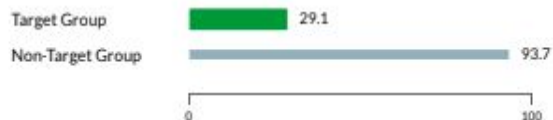
Component Scores

ACHIEVEMENT

Score: 28.7

Average points-based proficiency rates.

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: 85.7

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GROWTH

Score: 74.6

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



Mathematics



ATTENDANCE

Score: 92.8

This score is the overall attendance rate for the Target Group in 2019-20.

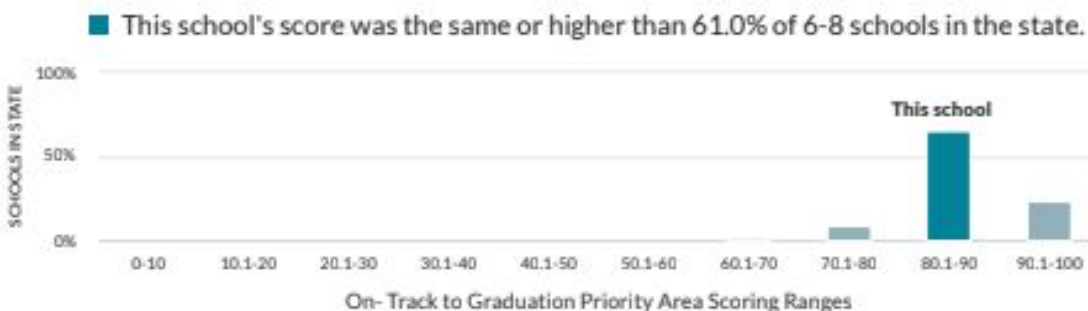


On-Track to Graduation

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

Component Scores

CHRONIC ABSENTEEISM

Score: 90.8

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 94.5

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 70.3

Average points-based proficiency rates.



Strategic Plan Reporting as of 12/1/21

Strategic Plan Area	
Teaching and Learning at Middle School	
Plan:	2021-22 Goal: Our 6th grade students will increase their overall reading proficiency of all students from 34.2% in the fall to 39.2% or higher in the winter STAR testing.
Action 1	Implement literacy instructional coaching to focus on The Writing Revolution and academic vocabulary instruction.
Action 2	STAR testing interim assessment training on reviewing data and developing action plans.
Do:	Status Update
Action 1	Fall report: 100% of teachers that were planned to receive the literacy coaching PD have received the training. 10/20/21: 100% of teachers planned to receive the literacy coaching PD have received the training. 12/1/21: Pockets of teachers are embracing Writing Revolution. During coaching, academic vocabulary instruction has been included in coaching discussions. 100% of teachers planned to receive literacy coaching have received the coaching.
	Winter report: <ol style="list-style-type: none">1. Based on walk-throughs, 80% of teachers are using the literacy strategies received in the fall PD and CESA 8 coaching cycles.2. Based on walk-throughs, 80% of teachers have daily academic vocabulary posted and/or discussed within the lesson.
Action 2	By October 15, 100% of teachers will have at least 3 at least 3 proactive action steps planned to improve reading and/or math achievement based on periodic STAR testing.
Study:	Status Update
	By January 2022, 40% of students will have met their mid-year progress towards their STAR reading and math based on the STAR periodic testing given in the winter of 21-22.
ACT:	Status Update
	Based on the results of the Winter STAR testing, we will develop the action plans for the spring STAR testing 21-22.

Middle School Action Steps

- Goal in Place: Restore Traditional Math (Big Ideas), Science (HMH), and Social Studies (HMH and teacher created UDL units) curriculum/programs to fidelity. (Achievement)
- Goal In Place: Implement the new social studies curriculum to fidelity over the next three years. (Achievement)
- Goal in Place: Restore RTI Processes during Period 6. (Growth, Gaps)
 - STAR, Assessments and Screening Tools, Teacher Input
 - Daily targeted interventions in small groups focused on reading and math
 - Student not receiving interventions - Reading - SSR

Middle School Action Steps

- Goal in Place: Implement the Leader in Me Program over the next three years to build leadership, culture, and academic growth in our school. (Achievement, Growth, On-Track)
 - Leader in Me Mini Lessons are taught weekly to all students in grade 6 - 8.
 - Ongoing professional development to build the capacity in staff to integrate the 7 Habits into teaching and learning through a common framework and language
- Weekly coaching sessions with middle school team.
 - literacy instruction across the content
 - implementation of Writing Revolution
 - standard-based assessments

Middle School Future Goals

- Implement a comprehensive mental health framework. (Achievement, On-Track)
- Research, plan and implement a comprehensive restorative practice framework. (Achievement, On-Track)
- Research opportunities for before and/or after school “tutoring” program. (Growth, Gaps)
- Look at programs like AVID and other programs to help student achievement. (Achievement, Growth, Gaps)

Gillett High School

Score Summary



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Fails to Meet Expectations



PRIORITY AREA WEIGHTS



Gillett High School's Overall Score went from 55.4 in 19-20 to 39.4. Gillett High School has been graded as "Meets Few Expectations" for the last three years. This is the first year that the High School has been graded as "Fails to Meet Expectations".

Priority Area Scores

Priority Area Scores

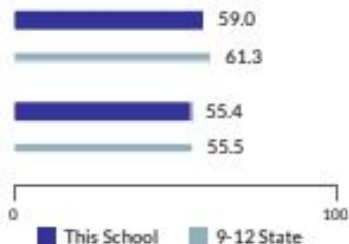
ACHIEVEMENT



English Language Arts

Mathematics

Subject Area Scores



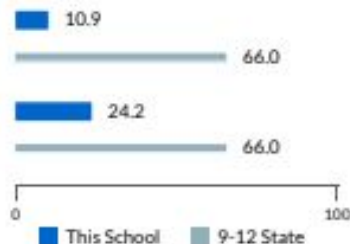
GROWTH



English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



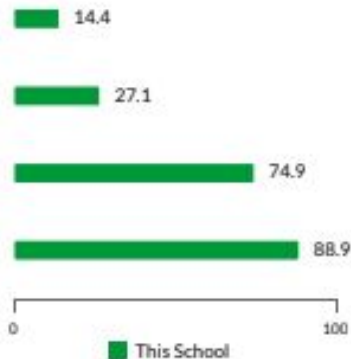
Achievement

Growth

Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



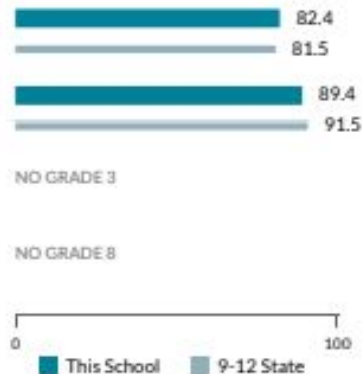
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores



Achievement

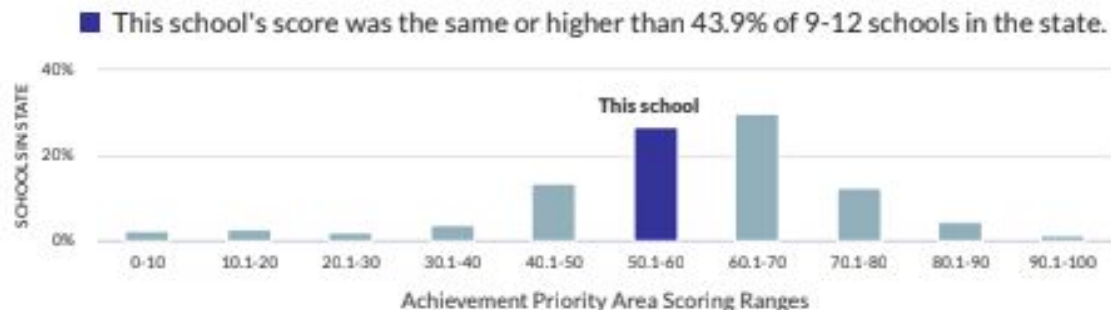
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Priority Area Score



English Language Arts Score: 59.0



Mathematics Score: 55.4

Performance Levels by Year

Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Growth

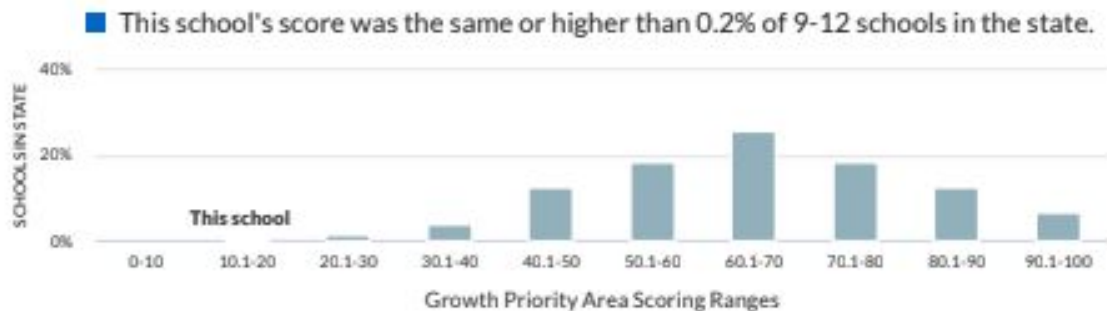
GROWTH

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Priority Area Score



English Language Arts Score: 10.9



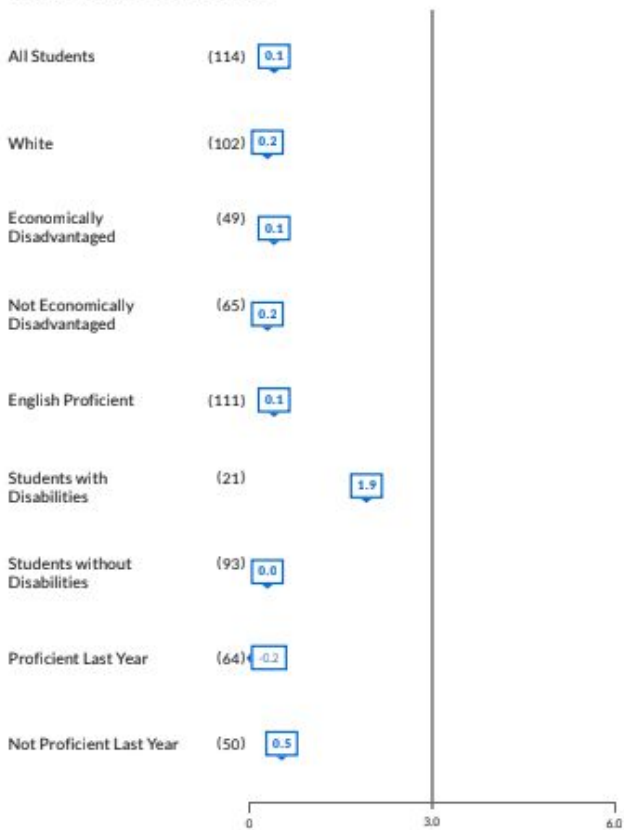
Mathematics Score: 24.2

Student Group Value Added

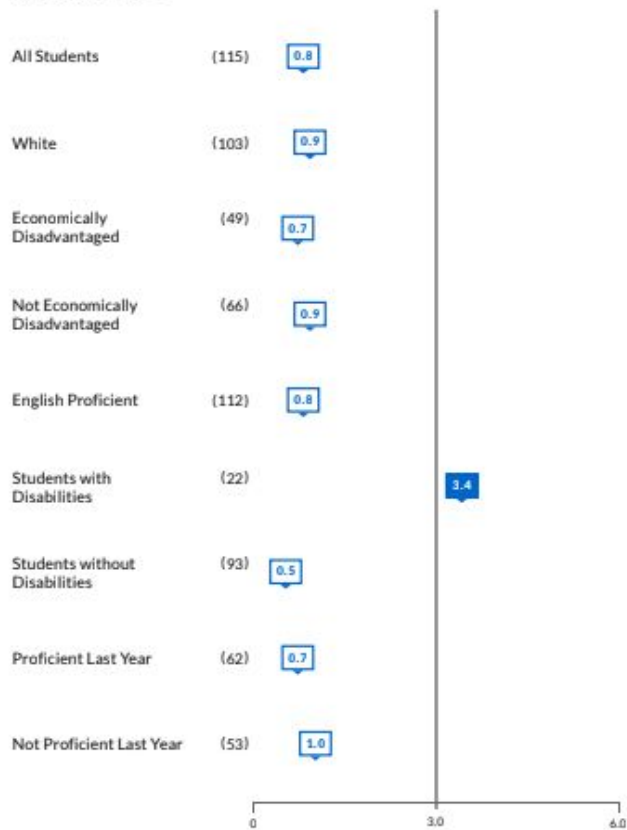
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ENGLISH LANGUAGE ARTS



MATHEMATICS



Target Group Outcomes

ACHIEVEMENT (44 Students Total Target Group)				
Grade	9	10	11	
Math	2	5	7	14 Students
Reading	2	5	3	10 Students
Both	6	6	8	20 Students
	10 Students	16 Students	18 Students	

Of the 44 Students in the Target Group - 34 were in 10th or 11th grade in 2018-2019 School Year and have either graduated or left the district before graduating

Of the remaining 12 students only 7 students are currently attending Gillett

- 3 have severe disabilities and took the alternative state assessment
- 1 IEP
- 1 expelled
- 4 transferred out of district
- 3 regular education

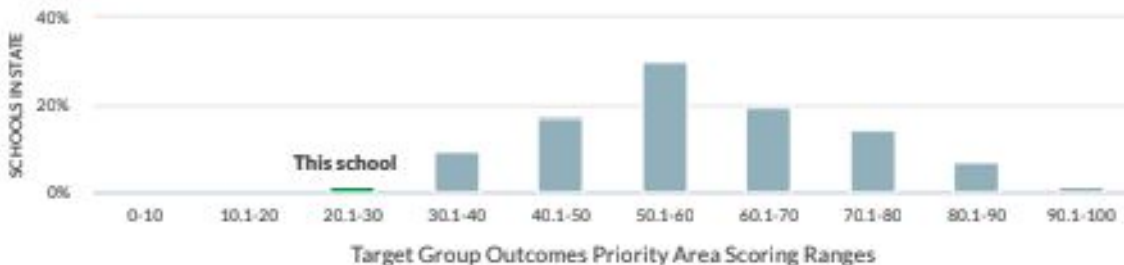
TARGET GROUP OUTCOMES

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Priority Area Score



■ This school's score was the same or higher than 0.5% of 9-12 schools in the state.



Component Scores

Component Scores

ACHIEVEMENT

Score: 14.4

Average points-based proficiency rates.

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: 74.9

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GROWTH

Score: 27.1

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



Mathematics



ATTENDANCE

Score: 88.9

This score is the overall attendance rate for the Target Group in 2019-20.

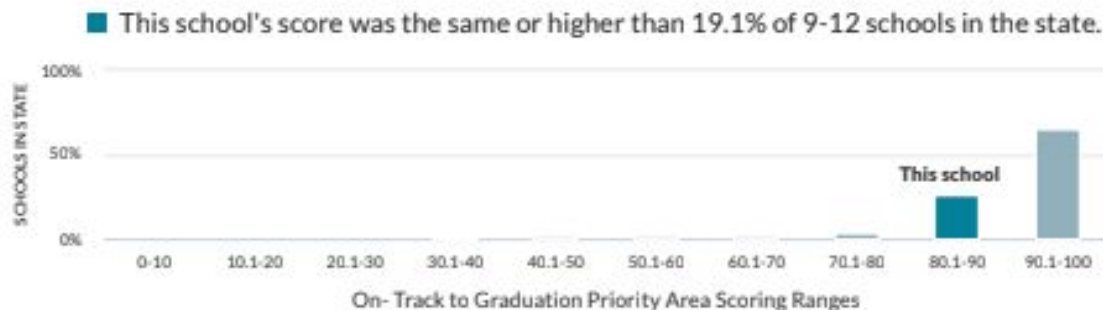


On-Track to Graduation

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

Component Scores

CHRONIC ABSENTEEISM

Score: 82.4

Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 89.4

Average of 2019-20's 4- and 7-year cohort rates.



Strategic Plan Reporting as of 12/1/21

Strategic Plan Area	
Teaching and Learning at High School	
Plan:	2021-22 Goal: Our 9th grade students will increase their overall reading proficiency of all students from 31.25% in the fall to 36.25% or higher in the winter STAR testing.
Action 1	Implement literacy instructional coaching to focus on The Writing Revolution and academic vocabulary instruction.
Action 2	STAR testing interim assessment training on reviewing data and developing action plans.
Do:	Status Update
Action 1	Fall report: 100% of teachers that were planned to receive the literacy coaching PD have received the training. 10/20/21: 100% of teachers that were planned to receive the literacy coaching PD have received the training. 12/1/21: All teachers except 1 science teacher have received the planned literacy PD coaching (ss, math, and ELA have received 2 mini-coaching cycles). The walkthroughs focused on literacy strategies have not started.
	Winter report: <ol style="list-style-type: none"> Based on walk-throughs, 80% of teachers are using the literacy strategies received in the fall PD, CESA 8 coaching cycles, and PreACT data. Based on walk-throughs, 80% of teachers have daily academic vocabulary instruction used, posted, and/or discussed within the lesson.
	Spring report: <ol style="list-style-type: none"> Based on walk-throughs, 85% of teachers are using the strategies received in our winter literacy coaching cycles and Pre-ACT. Based on walk-throughs, 90% of teachers have daily academic vocabulary instruction used, posted, and/or discussed within the lesson.
	End of the year report: <ol style="list-style-type: none"> Based on walk-throughs, 95% of teachers are using the strategies received in our winter literacy coaching cycles. Based on walk-throughs, 100% of teachers have daily academic vocabulary instruction used, posted, and/or discussed within the lesson.
Action 2	By October 15, 100% of teachers will have at least 3 proactive action steps planned to improve reading and/or math achievement based on periodic STAR testing. 12/1/21: STAR data has only been used historically by the ELA teachers and math teachers. The ELA and one math teacher are skilled at developing follow-up actions in response to student scores. Work is still underway to build the skill of the other math teacher and other content area teachers to analyze and respond to STAR data. PreACT data will also be used for math, reading, English, and science to track progress towards ACT benchmarks.
Study:	Status Update
	By January 2022, 40% of students will have met their mid-year progress towards their STAR reading and math based on the STAR periodic testing given in the winter of 21-22.
ACT:	Status Update
	Based on the results of the Winter STAR testing, we will develop the action plans for the spring STAR testing 21-22.

High School Action Steps

- Goal in Place: Restore Traditional Math, English Language Arts, Science (HMH), Social Studies (HMH), and college level curriculum/programs to fidelity. (Achievement)
- Goal In Place: Implement the new social studies curriculum to fidelity over the next three years. (Achievement)
- Goal in Place: Restructure 6th Period Guided Study
 - Implement strategic scheduling of ACP, ACT, and Leader in Me (Achievement, Growth)
 - Reinstate Tiger Tracker to provide additional support for students at all levels (Achievement, Growth, Gaps)

High School Action Steps

- Goal in Place: Implement the Leader in Me Program over the next three years to build leadership, culture, and academic growth in our school (Achievement, Growth, On-Track)
 - 20 Minute Leader in Me Modules are taught weekly to all student in grade 9 -12 during Period 6B Guided Study.
 - Ongoing professional development to build the capacity in staff to integrate the 7 Habits into teaching and learning through a common framework and language
- Goal in Place: Instructional Coaching (Achievement, Growth)
 - Schedule coaching sessions with a CESA 8 content area experts
 - Consistent, ongoing building level coaching support
- Goal in Place: Administer PreACT to all students in grades 9-11 (Achievement, Growth)
 - [Data to identify areas of instructional need](#)
 - Student experience

PRE-ACT/ACT

Reading Readiness Benchmark 22				ACT Benchmark 22
	11th (41 students)	42	9th (31 students)	Current 12th (41 students)
22-35	13	14	9	11
16-21	17	13	6	
1-15	8	15	16	30
ELA Readiness Benchmark 18				ACT Benchmark 18
	11th (41 students)	10th (42 students)	9th (31 students)	Current 12th (41 students)
18-35	13	9	8	17
14-17	9	12	6	
1-13	19	21	17	24
Science Readiness Benchmark 23				ACT Benchmark 23
	11th (41 students)	10th (42 students)	9th (31 students)	Current 12th (41 students)
23-35	10	6	1	10
15-22	21	23	17	
1-14	10	13	13	31
Math Readiness Benchmark 22				ACT Benchmark 22
	11th (41 students)	10th (42 students)	9th (31 students)	Current 12th (41 students)
22-35	7	4	5	8
16-21	21	22	8	
1-15	13	16	13	33

4 Students - Met all 4 Readiness Benchmarks (Math, Science, English, Reading)

3 Students - Met 3 of 4 Readiness Benchmarks

High School Future Goals

- Implement our alternative education/at-risk program (Growth, Gaps)
- Implement a comprehensive mental health framework (Achievement, On-Track)
- Research, plan and implement a comprehensive restorative practice framework (Achievement, On-Track)
- Research opportunities for before and/or after school “tutoring” program (Growth, Gaps)
- Look at programs like AVID and other programs to help student achievement. (Achievement, Growth, Gaps)
- [High School Redefining Ready Scorecard](#)

Achievement Spreadsheet - Updated

https://docs.google.com/spreadsheets/d/1AZRwuPHLhOANKVu6wI0_OE-BpF_qhi2wXB32QpX65mw/edit?usp=sharing

Gillett Strategic Plan

https://docs.google.com/spreadsheets/d/1-hZjNkkECwGwUcvqd1MHLJ2R1f_6iuVNmSTsUYQ4xvw/edit#gid=849829680