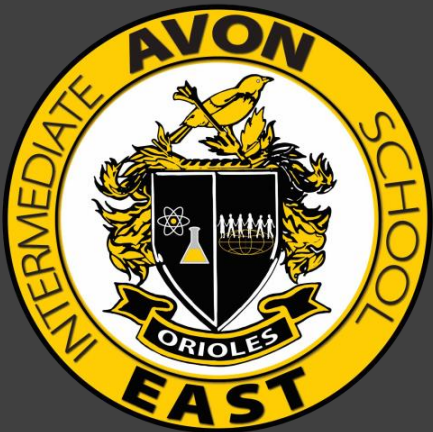


Motivating and Empowering Students through Goal Setting

IPLI Year 2 Action Research

Setting Goals is the first step
in turning the **INVISIBLE** into the
visible



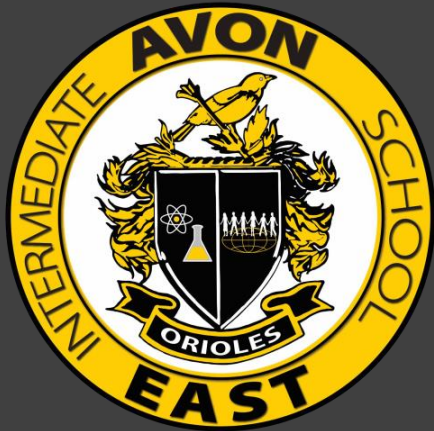
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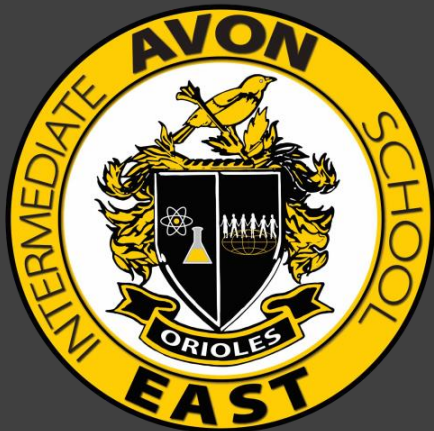
Background and Purpose



So often students go through the motions of an instructional unit without knowing where they are going and how they are progressing to master the skills expected.

Empowering and motivating students to know where they are, set goals for themselves, and track their own progress allows student voice in their learning and establishes high expectations for all students, ultimately improving academic achievement.

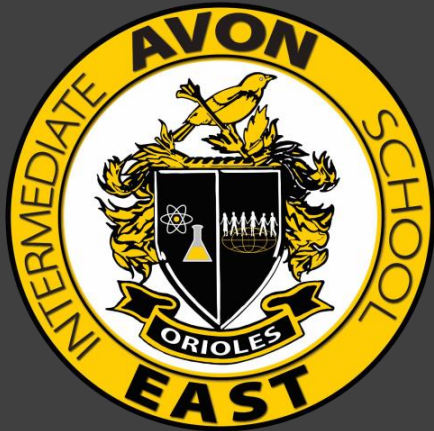
Our Wondering



With this purpose, we wondered,
Will focusing on individual goal setting and celebrating progress with students have an impact on their academic growth and push them to meet their potential?

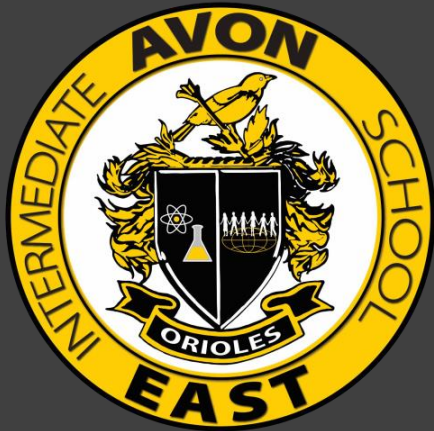
- Do students work harder and remain motivated when they can set a goal and track it?
- Do teacher/student relationships affect academic accountability?
- How does a happy workplace with accountability measures in place impact students and staff?
- Will students respond to stretch goals if they understand what they need to learn and celebrate and track along the way?

Our Actions



- ☀ Use the NWEA ASG with quadrant report to identify the “bubble” students to focus on during research
 - ☀ Set the achievement percentile to match ILEARN proficiency
- ☀ Identify students not turning in assignments regularly
- ☀ Conference with students and write goals for improvement
- ☀ Work with students to track progress and celebrate their gains along the way
- ☀ Provide differentiated instruction and feedback with conferencing
- ☀ Check NWEA progress at winter and spring testing windows. Track their grades and assignment completion progress.

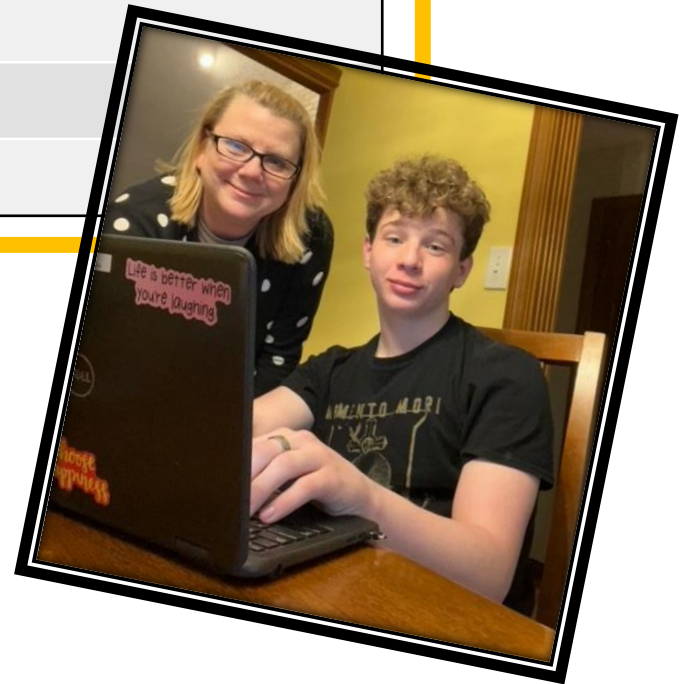
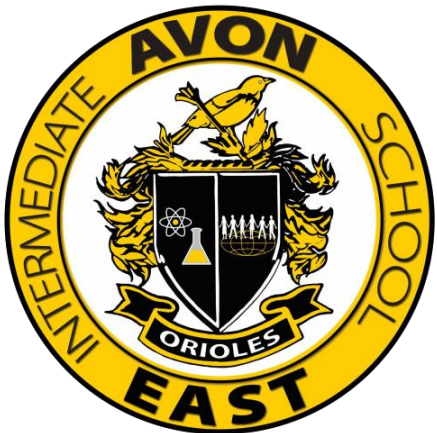
Method



- NWEA growth data
- Student missing work data
- Formative assessment progress data
- Survey students and teachers

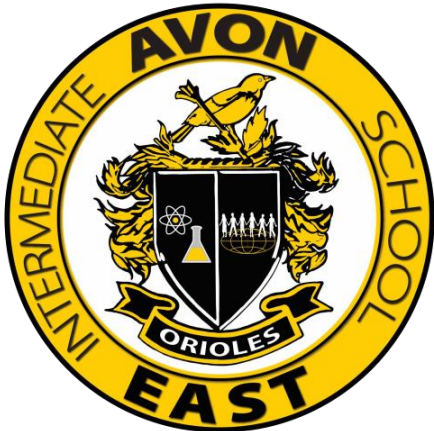
Our Data

Students	Why do you turn in some assignments and not others?	What can I do to help make sure all the assignments are turned in?
Student A	"Some are harder than others. I like worksheets."	"I need help getting writing things started."
Student B	"I turn in ones I finish in class."	"Maybe remind me at the end of the day."
Student C	"I'm just not used to being here."	"I don't know."
Student D	"I'm not too sure."	*Shoulder shrug



Our Actions

- Missing assignment report on Fridays
- Send Parent Square notice home
- Kids each have a document --- building accountability and independence
- Parent phone calls



Work Completion Plan

Avon Intermediate Schools Work Completion Plan

Students will be expected to complete their classwork in a timely manner. To help develop good habits in our students and communicate with families, students will complete a Friday summary sheet each week.



- All students will login to PowerSchool on Fridays to check and record their grades for each subject using the Friday summary sheet
- Students list any missing assignments at the bottom of the sheet. Students should work to complete these assignments with the following guidelines:
 - Missing assignments are given a 0 and marked missing in the gradebook until turned in. At the mid-term/quarter all would be marked 50%
 - These assignments are marked late with a 10% penalty for up to one week after due date
 - After one-week, best score possible is 75%, no less than 50%. These assignments will be graded when the teacher has appropriate time to catch up on them. (Student work turned in on time will be given priority)
 - Cutoff date for turning in work is mid-term for first 4.5 weeks, report card for the second 4.5 weeks. At this point all assignments missing will be changed to a 50%

Additional Consequence Options:

- Parent Square message sent to any parents of students with missing work
- Individual conference with student—go over Friday summary sheets
- Parent contact and a two-way discussion if continues to happen—document conversation. This step must occur before an Educlimber referral
- Educlimber referral for admin discussion if continues after parent discussion

Our Data Analysis

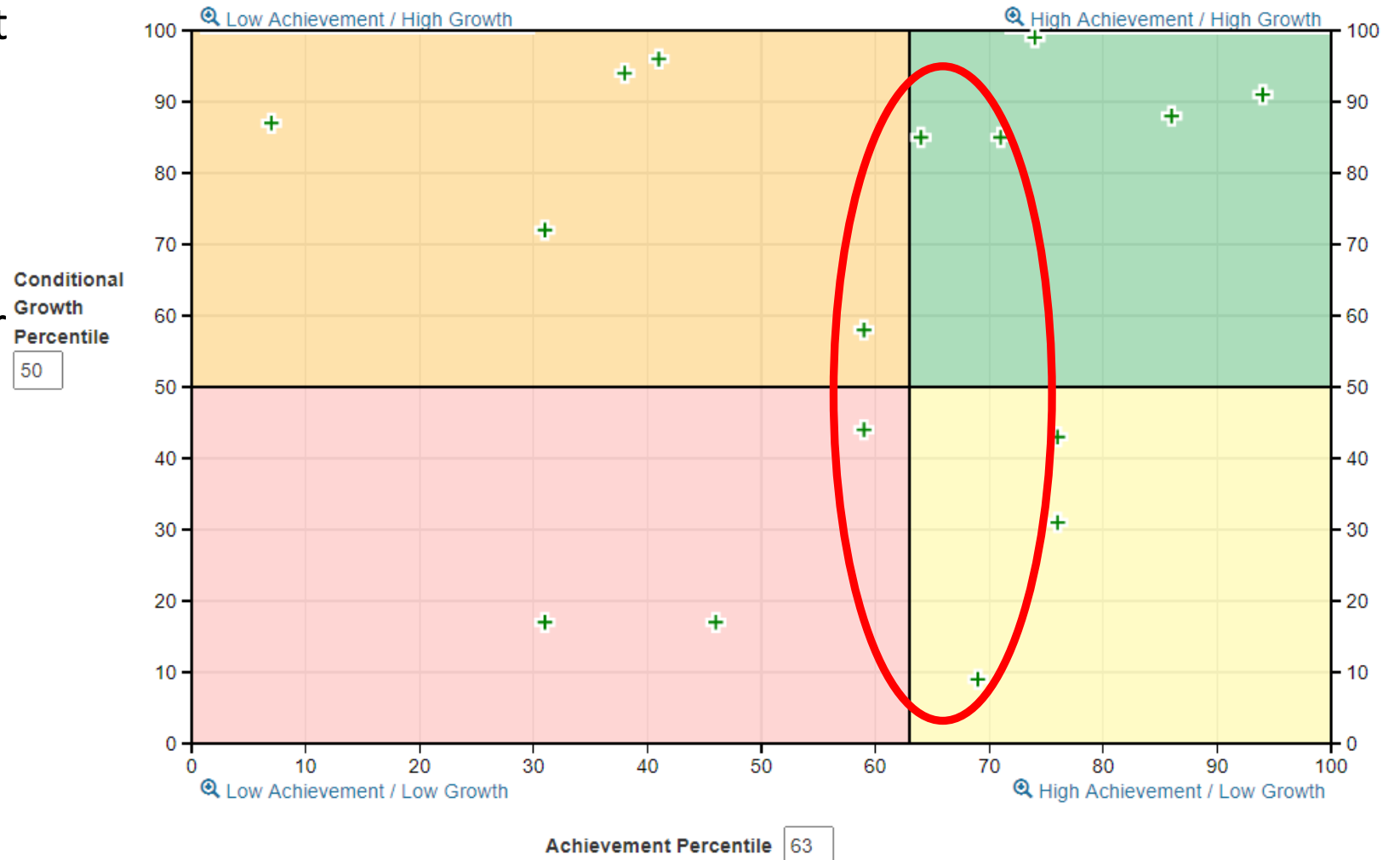
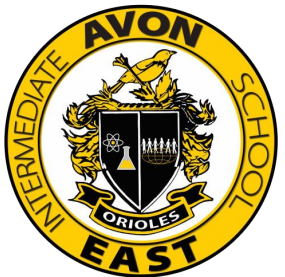
Student Missing Assignments

	Quarter 1 ELA	Quarter 2 ELA	Quarter 3 ELA	Quarter 4 ELA
Student A	5	3	2	
Student B	3	0	0	
Student C	Elearner	2	0	
Student D	4	1	1	

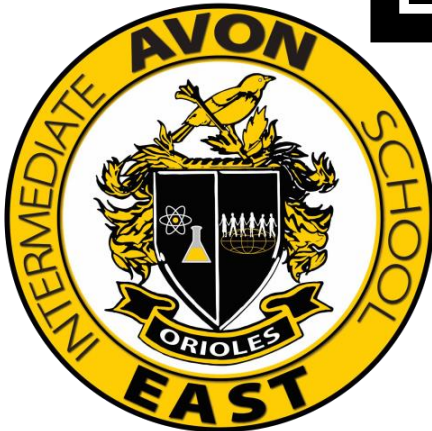


Our Data

- NWEA ASG Report set at ILEARN proficiency cut score for Fall Testing
- We have plans for our lowest and our highest students, we needed a plan for those right in the middle.



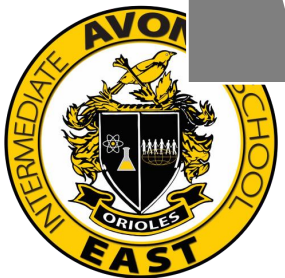
Our Actions



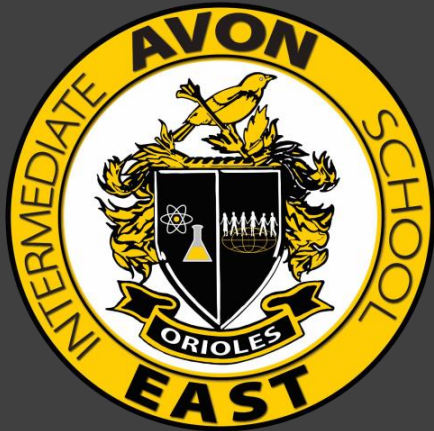
Multiplication	Factors and Prime	Division	Equivalent Fractions	X 10s, 11s, 12s	+ 10s, 11s, 12s	Add to 20	Subtract from 20	Fraction and Decimal Equivalency	X and + Fact Families to 20	X and + Fact Families from 21
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Our Data Analysis

Student overall performance	Lo		LoAvg		Avg		HiAvg		Hi	
	%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
Number of Students in range	# students Class 1	# students Class 2	# students Class 1	# students Class 2	# students Class 1	# students Class 2	# students Class 1	# students Class 2	# students Class 1	# students Class 2
Fall	3	3	6	6	6	5	4	5	2	3
Winter	1	2	4	4	5	4	9	5	3	9

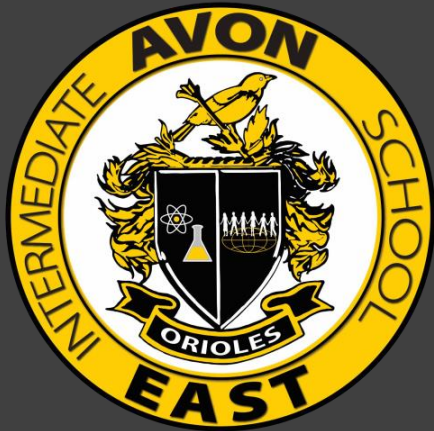


Our Discoveries



- Overall, it was clear that clarity with students about expectations and objectives for learning leads to higher achievement
- Being intentional with students about what you want them to accomplish empowers them
- Creating and following an intentional plan to include conferencing and goal setting is attainable and yields results.

What's Next?



- We want to replicate our efforts with other teachers and create a streamlined process through our PLC's
- Create school wide work completion plan, add to a monthly PLC agenda
- Help kids create ownership in their school experience with conferencing and goal setting
- Be proactive with parents as the school year starts to setup their accounts to view progress and explaining the goal setting and conferencing process



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Cohort 8 IPLI Year #2 Inquiry Brief

Motivating and Empowering Students through Goal Setting

Purpose:

So often students go through the motions of an instructional unit without knowing where they are going and how they are progressing to master the skills expected. Empowering and motivating students to know where they are, set goals for themselves, and track their own progress allows student voice in their learning and establishes high expectations for all students, ultimately improving academic achievement.

Question (Wondering):

Will focusing on individual goal setting and celebrating progress with students have an impact on their academic growth and push them to meet their potential?

➤ Subquestions:

- Do student work harder and remain motivated when they can set a goal and track it?
- Do teacher/student relationships affect academic accountability?
- How does a happy workplace impact students and staff?
- Will students respond to stretch goals if they understand what they need to learn and celebrate and track along the way?

Method (What will I be doing?)

- Use the ASG with quadrant report to identify the right “bubble” students to focus on during research
- Set the achievement percentile to match proficiency in ILEARN
- Identify students not turning in assignments regularly
- Conference with students and write goals for improvement
- Write a smart goal for students related to the current unit of study.
- Provide differentiated instruction in their zone of proximal development
- Work with them to track progress and celebrate their gains along the way

- Check NWEA progress at winter and spring testing windows

Data Collection:

- NWEA growth data
- Other formative assessment data
- Student missing work data
- Student survey data about why they do/do not complete assignments
- Calendar tracking of strategies
- Survey students

Calendar (timeline):

August: Take fall NWEA, Survey students around work completion and why they think they are/are not successful

September-November: Set goals, dig into students strengths and needs, create tracking sheets on unit of study and begin conferencing with students.

December-January: Give winter NWEA to see how students are progressing along with unit assessments

February-April: Continue student conferences and tracking as they work on their areas to grow

May: Take Spring NWEA, provide students their target, celebrate success

Data Analysis:

Analysis of students who met growth goals. Did the tracked students make more progress?

Survey students on the process of goals setting and tracking