

Elmore Park Middle School

2012-2013 TSIP

Analysis of last year:

Areas of Greatest Progress

- ◎ Math Improvements
11.2% gain
 - Racial subgroup:
8.1% gain, but are significantly below the goals set by the district for FTTT
 - Economically Disadvantaged:
14.4% gain
 - Asian subgroup:
15.9% gain
- ◎ ELA Improvements
3.1% gain
 - Racial subgroup:
4.1% gain, but are significantly below the goals set by the district for FTTT
 - Economically Disadvantaged: 7.0% gain
 - Hispanic subgroup:
16.4% gain
 - Asian subgroup:
15.9% gain

Analysis of last year

◎ Value Added 2012 gains

- 6th math: + 2.1
- 7th math: +10.0
- 8th math: +5.5
- 7th LA: +4.6
- 8th LA: +1.5

Analysis of last year:

Areas of Greatest Challenge

◉ **Students with disabilities subgroup:**

- RLA: 13.3% loss (from 40.8% in 10-11 to 27.5% in 11-12)
- Math: 0% change (35.2% in 10-11 remained 35.2% in 11-12)

◉ **Hispanic subgroup:**

- Math: 23.7% loss (from 52.9% in 10-11 to 35.5% in 11-12)

◉ **Gap Closure Not Met with:**

- Math Racial, Math SWD, RLA SWD

◉ **Value Added Losses:**

- 6th LA: -2.7

Source of Progress

- 1) Teachers worked together to disaggregate student data after common formative assessments and Discovery Education Testing.
- 2) Professional development opportunities were provided for all faculty members to increase knowledge of best practices. Teachers shared information about best practices.
- 3) A half-day PLC planning period was provided to core content teachers.
- 4) Math and LA teachers had common planning time and met weekly to discuss lesson plans for the upcoming week as well as specific content needed to be re-taught using data from their common formative assessments

Source of Progress

- 5) TCAP “blitzing” interventions focused on RLA and then math.
- 6) The ED-Jobs met students’ needs for additional intervention in RLA.
- 7) All teachers attended a district-wide professional development session that focused on closing the gap for racial subgroups, which made gains in both math and RLA. We believe that this resulted in a change in student expectations in this subgroup. However, the racial subgroup achievement scores are still below the goals set by our district for RTTT, so much more must be done.

Source of Challenge

- 1) Many students with disabilities attend an intervention Learning Lab which offers additional support. However, this means that the class size is much larger than intended for the program to operate successfully.
- 2) As these same students require co-teaching classes, again the ratio of special education students to regular education students within the co-teaching setting has become a concern.
- 3) All regular education teachers did not have common planning time with their co-teachers.

Source of Challenge

- 4) Elmore Park utilized EdJob money to hire substitutes for PLC planning time for math, language arts, science, and social studies teachers. DEC teachers were not included in the PLC planning time. Thus, more emphasis on planning that includes these teachers is needed.
- 5) Tier 2 students being moved from the Tier 2 Compass intervention class were transitioned to Tier 1 Academic Exploration before achieving a consistent level of proficiency. Similarly, these students need to be closely monitored if/when they transition from the Tier 2 Compass program.

Overall Achievement Goals

- Mathematics achievement scores on the TCAP test for ETT will increase from 56.5% (in 2011-2012) to 59.2% (in 2012-2013).
- Reading/Language arts achievement scores on the TCAP test for ETT will increase from 60.6% (in 2011-2012) to 63.1% (in 2012-2013).

Subgroup Goals

- Students with Disabilities RLA achievement scores will increase from 27.5% (in 2011-2012) to 32% (in 2012-2013) and continue to improve at a rate of 4.5% per year.
- Students with Disabilities math achievement scores will increase from 35.2% (in 2011-2012) to 39.2% (in 2012-2013) and continue to improve at a rate of 4.0% per year.
- Racial subgroup for RLA achievement scores will increase from 48.7% (in 2011-2012) to 51.9% (in 2012-2013) and continue to improve at a rate of 3.2% per year.
- Racial subgroup for math achievement scores will increase from 45.5% (in 2011-2012) to 48.9% (in 2012-2013) and continue to improve at a rate of 3.4% per year.

Subgroup Goals

- Economically disadvantaged RLA achievement scores will increase from 50.8% (in 2011-2012) to 53.9% (in 2012-2013) and continue to improve at a rate of 3.1% per year.
- Economically disadvantaged math achievement scores will increase from 48.1% (in 2011-2012) to 51.3% (in 2012-2013) and continue to improve at a rate of 3.2% per year.
- Hispanic math achievement scores will increase from 35.5% (in 2011-2012) to 39.5% (in 2012-2013) and continue to improve at a rate of 4.0% per year.
- Other required goal: Elmore Park Middle will continue to meet or exceed the attendance of 93%.

Key Strategies to Achieve Goals

- Teachers are maintaining PLC/data notebooks. Information in the notebooks will include but is not limited to the following: evidence of collaborative team meetings, interventions used inside the school day, PLC norms, SMART goals, assessment data, artifacts demonstrating a collective response to the four critical questions of learning, prioritized essential standards, Keep/Drop/Create Chart, CFAs, and current lists of students performing below proficiency. Teachers will also include plans to embed numeracy into all subject areas.

Key Strategies to Achieve Goals

- Students will be provided instructional opportunities in language arts and math that incorporate a variety of effective learning strategies and approaches to accommodate all learning styles and ability levels. To facilitate this work, the following steps will be taken: a) data from the DEA tests will be utilized to assess and address skill deficits, b) before or after-school tutoring in language arts and math will be provided reinforcement to students, and c) a pyramid of intervention inside and outside of the classroom will be built into the school day throughout each quarter.

Key Strategies to Achieve Goals

- Professional development for teachers and staff will be provided to ensure that all teachers can use the assessment data to determine specific content needs and to use the Value Added website for growth, projections, etc. Professional development designed to address the four core indicators for the instructional evaluative model will be provided by Central Office staff.

Key strategies to achieve progress for students with the greatest need:

- Below basic and basic level students are enrolled in the Response To Intervention (RTI) class where they use Odyssey's Compass Learning Program to master targeted SPI's.
- A student schedule that allows time during the school day to provide intervention/enrichment for all students will be created.

Key strategies to achieve progress for students with the greatest need:

- Teachers will use tiered interventions to target students' individual areas of need, using small group instruction/activities, Study Island, Compass, TCAP coach books, Common Core tasks, and DEA practice probes to address those areas to improve student achievement.
- A half-day PLC planning time will be utilized for regular education teachers and DEC co-teachers to plan together.

Projected costs and funding sources for key strategies:

- Most strategies will not require additional funding as common planning is in place. Personnel to provide the content training, planning meeting strategies and data are in place. Additional costs and supplies:
 - TCAP Math coach books - \$659.40
 - DEA paper assessment for test 3- \$1300-\$1400
 - Study Island- \$410.61
 - Common Core supplies- \$800
 - PLC ½ day planning- \$87/day per substitute (12-14 substitutes needed)

Benchmarks for Progress

⦿ Benchmark:

- All 6-8 grade teachers will review and be proficient in all content required for common core standards. District content specialists will assure that all teachers in PD sessions understand the content and can use pedagogy appropriate to the content and grade level.

⦿ Timeline:

- Weekly PLC meetings throughout the school year; Common Core training August in-service, September in-service

Benchmarks for Progress

⦿ Benchmark:

- All PLC's meet a minimum of 30 minutes per week to cooperatively prepare lesson plans and select/find materials; Lesson plans are turned in to the department administrator weekly for review. All PLC information will be filed into the PLC/Data notebook.

⦿ Timeline:

- Meet weekly for a minimum of 30 minutes as documented in PLC meeting minutes and filed in notebook.
- Minimum of quarterly Common Formative Assessments
- Essential standards and Keep/Drop/Create charts completed quarterly
- Quarterly administrative review of PLC notebooks

Benchmarks for Progress

⦿ Benchmark:

- Data is regularly reviewed, and a pyramid of interventions are provided after each review.

⦿ Timeline:

- September: TCAP data (retrospective look)
- October: DEA test 1 review
- December/January: DEA test 2 review
- March: DEA test 3 review
- May: TCAP data review

Benchmarks for Progress

- ◎ Benchmark:
 - Formative assessments that align with the common core are selected. Staff are trained on the administration and use of the data produced. Quarterly formative assessments are administered to all students, and the data is used to determine students' needs. A formative assessment trainer offers weekly assistance in creating/analyzing results.
- ◎ Timeline:
 - August: Select CFA
 - Sept 14: PD for staff
 - October: 1st CFA
 - November: 2nd CFA
 - January: 3rd CFA
 - March: 4th CFA
- ◎ Trainer sessions: M/W for 30 minutes

Benchmarks for Progress

⦿ Benchmark:

- Students who are in need of additional support will be identified by the “Student Success Team.” Teachers brainstorm ideas for assistance in Learning Labs. Determination is made as to how to most effectively staff the time block. A new schedule with opportunity for students to move in and out of tutoring as needed (i.e., not permanent placement) is implemented.

⦿ Timeline:

- September: Identify students
- October: Implement new schedule
- December: Review how the schedule is impacting student achievement and make any necessary modifications.
- Intervention within the school day will occur in October/January/March: Students will move in/out of Compass lab as identified.