# Courtway Middle School's Action Plan for 2018-19

*Overview*: *Our three areas for improvement are (1) the percent of students reading on grade level (2) the performance levels of our students with IEPs and (3) the ability of our students to be successful on constructed response items.*

## IMPROVEMENT GOAL 1

**Area of Need/Concern**
- Percent of **students who are reading at or above grade level**

**Data**
- Our 2017 ESSA report shows 41.20 percent of our students read at grade level.
- Only 171 out of 415 students were reading on or above grade level in 2017.
- Our 2018 test data shows 45 percent of our students read at grade level.
- Only 227 out of 504 students were reading on or above grade level in 2018.
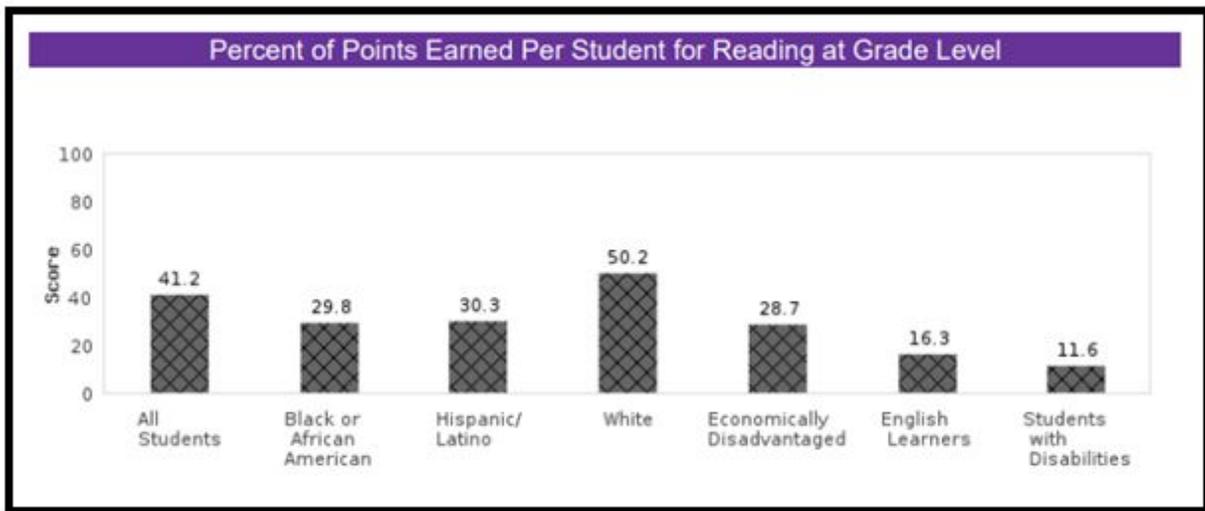


**Goal**
- By Spring 2019, our goal is to move 10% of students from not achieving to achieving in each demographic subcategory.

**Strategies**
1. Implement direct & differentiated reading strategies instruction across all disciplines
2. Examine and implement Science of Reading Initiative
3. Create School-wide Community of Readers
4. Implement One Caring/Reading Adult Plan
5. Continue Connections & Barton interventions

● Provide a tiered system of instructional and behavioral supports and interventions (p. 14)
● Intentionally address students' accessible background knowledge to facilitate new learning (p. 18)
● Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility. (p. 21)

**Professional Development**
● Instructional strategies for reading in each content area – done through department meetings, leadership meetings, faculty meetings, and PLCs.
● One Caring/Reading Adult training & school-wide community of readers – back-to-school PD and monthly faculty meetings
● Continue to support and train Connections and Barton instructors as needed

**Implementation Plan**
● We will be utilizing picture books to work on community-building through homeroom classes. Training will take place in August and throughout the year.
    o *Her Right Foot*
    o *Hidden Figures*
    o *The Junkyard Wonders*
    o *Separate is Never Equal*
● The adults in our building will take ownership of being a "one caring/reading adult" for FOCUS students who are on the bubble of the next level of achievement. This will be done in data meetings held quarterly for teachers on their planning periods.
● We will utilize the four middle school IFs, but primarily the literacy one, to train and implement reading strategies across the content areas.

**Evaluation**

- As we meet each quarter, we will identify if our FOCUS students are making appropriate gains using:
    - o Classworks data
    - o Interim assessment data
    - o Intervention data
    - o Classroom anecdotal data
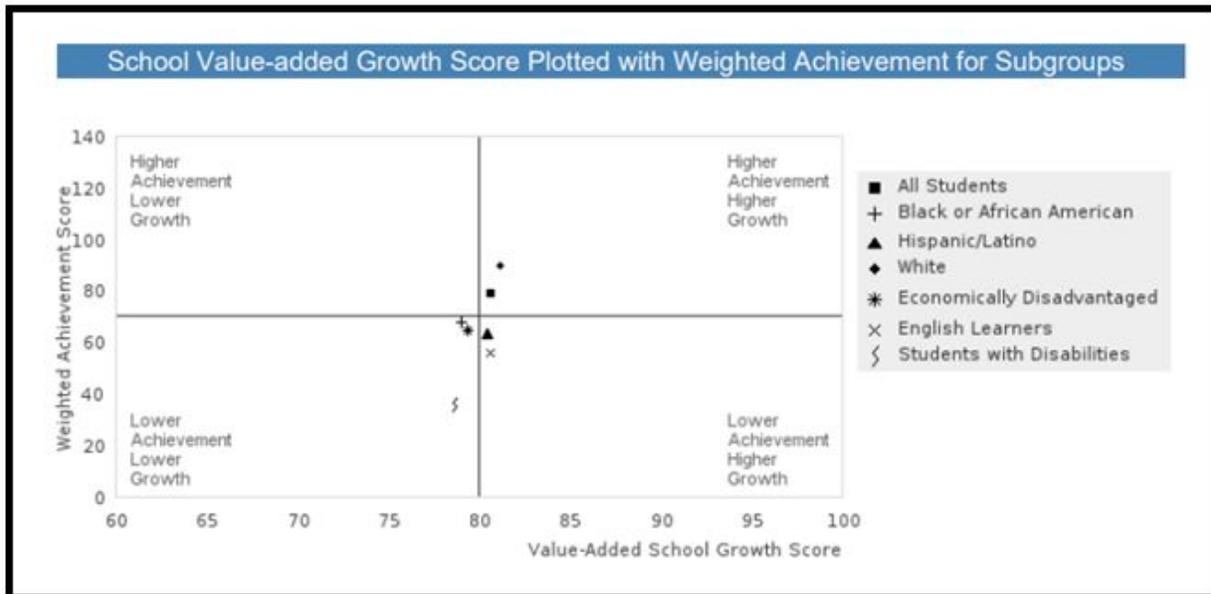
# IMPROVEMENT GOAL 2

**Area of Need/Concern**
- Amount of **GROWTH of students with IEP in all subject areas**

**Data**
- Overall, students with disabilities are the lowest achieving subgroup in our building.
- Our three-year data is shown below indicating that while the overall number of students testing is increasing, the percent on grade level in reading decreased. The percent on grade level in math went up slightly.
- In reading, our average percent reading on grade level is 10.33 and in math, the percent on grade level is 16.33.

| Subject | ESEA Subgroup | # Achieved | | | #Tested | | | Percentage | | | Three Year Composite |
|---------|---------------|------|------|------|------|------|------|------|------|------|------|
| | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | |
| Reading | Students w Disabilities | 3 | 6 | 6 | 41 | 43 | 62 | 7% | 14% | 10% | 10.33% |
| Math | Students w Disabilities | 6 | 7 | 11 | 41 | 43 | 62 | 15% | 16% | 18% | 16.33% |



School Value-added Growth Score Plotted with Weighted Achievement for Subgroups

**Goal**
- By Spring 2019, we plant to move 1-4 students from NEEDS SUPPORT to CLOSE and from CLOSE to READY. This will be for all three grade levels in all content areas.

**Strategies**
1. We will implement and use a physical data wall.
2. We will restructure the data meetings we hold quarterly.
3. We will restructure schedule for inclusion classes and teachers.
4. We will implement Classworks for students.

**Supporting Effective Practices**
- Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction (p. 8)
- Engage instructional teams in assessing and monitoring student mastery (p. 11)
- Provide a tiered system of instructional and behavioral supports and interventions (p. 14)

**Professional Development**
- Data wall – We will have back-to-school PD on our data wall and how we will utilize it throughout the school year.
- Teachers will receive the district Classworks training.
- All general education and special education teachers will be continuing ongoing inclusion training. The focus will be best practices and strategies that work for students with learning disabilities.

**Implementation Plan**
- We will implement a physical data wall and our team meetings, RtI meetings, and PLCs will occur around this data and the gains our students are making academically.
- We will restructure the data meetings we hold quarterly. Previously we had been meeting only by content area, but now we will meet during planning periods to drill down into individual student data.
- We will restructure schedule for inclusion classes and teachers making the best use of our human capital, abilities, and schedule to do what is best for students.
- We will implement Classworks for students.

**Evaluation**

- As we meet each quarter, we will identify if our students with IEPs are making appropriate gains by analyzing:
    - Classworks data
    - Interim assessment data
    - Intervention data
    - Classroom anecdotal data
    - Progress monitoring data

# IMPROVEMENT GOAL 3

**Area of Need/Concern**
- **Constructed responses**
  - Students struggle in explaining their thinking. This affects their scores in science, math, reading, and writing.
  - Students also struggle with physically typing their solutions, especially in mathematics and science.

**Data**
- Our constructed response item scores are not as strong as we would like for them to be. This includes the following areas:
  - **Math** – Modeling, integrating essential skills, and justification & explanation (last three columns)
  - **Science** – Evaluation of models, inferences, and experimental results
  - **Writing** – Ideas and analysis & development and support

| MATH | Integrating Essential Skills | Justification and Explanation | Modeling |
|---|---|---|---|
| 2017 Grade 5 Math | 54% | 66% | 53% |
| 2018 Grade 5 Math | 46% | 37% | 47% |
| | | | |
| 2017 Grade 6 Math | 66% | 53% | 62% |
| 2018 Grade 6 Math | 59% | 63% | 52% |
| | | | |
| 2017 Grade 7 Math | 57% | 61% | 51% |
| 2018 Grade 7 Math | 57% | 57% | 47% |

| SCI | Evaluation of models, inferences, and experimental results |
|---|---|
| 2017 Grade 5 Science | 42% |
| 2018 Grade 5 Science | 42% |
| | |
| 2017 Grade 6 Science | 47% |
| 2018 Grade 6 Science | 46% |
| | |
| 2017 Grade 7 Science | 45% |
| 2018 Grade 7 Science | 48% |

**Goal**
- **Teacher goal**: Teachers will create at least one online assessment that mimics the ACT Aspire constructed response in their content area for each unit of study.
- **Student goal**: Students will demonstrate increased proficiency in constructed responses according to the rubrics that mimic the ACT Aspire.

**Strategies**
1. Review and analyze ACT Aspire rubrics
2. Review and analyze current assessments in all content areas
3. Incorporate more online assessments that mimic the ACT Aspire.

**Supporting Effective Practices**
- Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction (p. 8)
- Engage instructional teams in developing standards-aligned units of instruction (p. 10)
- Engage instructional teams in assessing and monitoring student mastery (p. 11)
- Assess student learning frequently (p. 11)

**Professional Development**
- During the April and May, 2018 faculty meetings, teachers have been presented the 2017 ESSA data. They have been told that when they attend their professional development pacing days in the summer, they are to be thinking of where they can add and implement an ACT Aspire-like assessment for each unit.
- Teachers will be asked to share their assessments and student achievement during ongoing team meetings, data meetings, and RtI meetings.
- Back-to-school PD will include a focus on the teacher-made assessments that mimic the ACT Aspire.

**Implementation Plan**
- Set PGP goals for assessment in August, 2018
- Determine places for ACT Aspire-like assessments during summer 2018.
- Create and implement assessments throughout 2018-19.
- Continue to evaluate data throughout 2018-19.

**Evaluation**
- As we meet each quarter, we will analyze how our students are performing on the assessments.
  - Classworks data
  - Interim assessment data
  - Classroom anecdotal data
  - Progress monitoring data