

Dawson Springs Jr/Sr. High School

CERT DATA

Mid-Year Plan for Improvement

**Discovery:**

For the past several months, during walkthrough observations by administration and district staff, observations indicated the following areas of concern in classrooms:

* **Higher level thinking/task/rigor:** There is a lack of higher level questions intentionally being posed to students. Tasks assigned to students are lower level and not reflective of higher level thinking opportunities. Rigor needs increased used more frequently so the process of planning a rigorous lesson becomes a natural everyday process.
* **Transfer Goals:** Students are unable to articulate the importance of their learning and fail to understand how the learning will transfer to real life.
* **Instructional Practices:** There is a lack of variety for instructional practices provided to the students. An imbalance of teacher/student talk is occurring.

**Theory of Action:**

Dawson Springs Jr/Sr. High faculty embraces the following assumptions:

* If teachers design and use higher levels of questioning during instruction through probing, performance tasks and student assessments;
* If students are actively and authentically engaged during instruction in a variety of instructional practices designed from the standards, and
* If teachers implement formative and summative assessment strategies effectively through the alignment and communication of learning targets;

Then students’ thinking, learning and achievement will increase as measured by the CERT assessments, state assessments, and school wide assessments.

* More strategic lessons
* Carefully crafted lessons
* Build upon lessons
* Promote more student supported activities
* Rigor
* Variety of instructional practices
* Connections throughout the lesson
* Check for mastery
* Use of technology in the classroom

**Response to Interventions:**

Most recent CERT Data shows growth in all areas (Reading, Math, English, and Science) with zero students listed as in need in the 7th and 8th grade for English. 11th Grade has 68% Meeting Benchmarks in English, 37% in Math, 46% in Reading, and 20% in Science. 10th Grade has 60% English, 10% Math, 54% in Reading, and 8% in Science. Trends show a needed push in our Math and Science classes.

**Plans are to reduce the number of students in the Need Assistance category by 10 students by the end of the school year**.

The Response to Interventions Committee and PBIS Committee meet as needed. While the Leadership Council, Site Based Decision Making Council, and Professional Learning Committees meet monthly.

Students identified as struggling in any of the areas will report to RTI instruction delivered by teachers and paraprofessionals to increase proficiency and improve deficiencies for the student.

We use IXL Math, IXL Reading, XL Math, Study Island and other research based programs.

Improvement will be seen on Spring CERT testing and State Assessment.

Teachers maintain binders within the classroom to check improvements for students.