

Winter MAP Rationale

MIDDLE SCHOOL

Celebrations:

1. 7th grade Hispanic students performed well in reading, and overall 8th grade reading and math performed above the 50th percentile. This is due in part to a collaborative effort with middle school teachers. Teachers have built a student community of support that includes peer mentoring, as well as teachers modifying and differentiating lessons to meet the needs of Hispanic learners. Based on data from 2018-2019- The district focus was on Hispanic learners and closing that gap. This area has remained a focus for 2019-20 and 20-21.
2. 8th grade students have had more overall success than 7th grade students. This is due in part to changes in staff. Our 8th grade team has remained the same for 2 years. These teachers have additional experience due to NTI and COVID last year. We have new math and ELA 7th grade staff this year. The middle school team is strong and seasoned 8th grade teachers have been mentoring 7th grade teachers. With the focus on a new peer observation plan for 21-22, the hope is that all teachers can observe each other, and we can provide fishbowl experiences to build our newer teacher capacity.

Concerns:

1. 7th grade ELA students, African American- overall scored in the novice area at 21% below proficiency. White students also did not master proficiency, falling in the apprentice category at 43%. Both percentiles are higher than our fall results, which shows growth. However, we have not met proficiency. 7th grade math in all gap areas is scoring in the novice area. As our 7th grade team has new teachers in ELA and math, these results are indicative of COVID gaps, and the need to build capacity in our newer teachers.
2. 8th grade students in the gap category, African American and Two or More Races are scoring in the novice area in both ELA and math. There are many students in this gap group who are serviced through IEP's. When students take the MAP test, they are not given readers, etc. as we need to get raw data. At times, this can skew data. However, there is a direct need to increase capacity within our collaborative efforts with our general education teachers and our special education department. The 21-22 School year will yield additional training with the NKY Co-Op on collaborative models. There is a plan in place to work with helping teachers understand IEPs as well as provide differentiated instruction. Sped teachers and general education teachers will also receive coaching in planning and implementation, as now that is an area of weakness.

Higher Level Achievers:

Students performing above grade level are placed in higher level skill categories in iXL. Some 8th grade students are working in 10th grade level math content areas during intervention class. In the general classroom students are presented with skill areas above content level and are often presented with independent assignments that have higher order questioning and require deeper thinking skills for writing. Ms. Gubser has worked with teachers to offer suggestions and works with Gifted and Talented students weekly.

Example of Middle School Slides/Lesson Plan for High Achievers

Overall Plan for the remainder of this school year:

Instructional coaches are working with teachers to ensure understanding of class structure. We will continue our work with Clarity for Learning- which focuses on quality learning targets and success criteria.

HIGH SCHOOL

Celebrations:

1. Overall, 9th grade only has ONE Novice area in the subgroup, African American, reading. It is a "bubble area between Novice and Apprentice. All other subgroups are either Apprentice or Proficient. 10th Grade is PROFICIENT IN ALL AREAS, except African American ELA and math and they too are close to being Apprentice. These numbers are higher than the previous MAP tested window.

Concerns:

1. The subgroup, African American is an area of concern for both ELA and math. Upon looking into this further, this subgroup also has 7 students who receive IEP services. Again, students who have IEPs are not given readers, scribes, etc. as we need to collect raw data. In addition, several of our online African American population are virtual and we were unable to MAP test them. Currently, we are working on getting all students who did not MAP test unofficially, and we are scheduling students to come into the building so we can have accurate data by the end of the year.
2. 9th grade shows a strong apprentice rating in ELA and math, the focus will be to continue pushing these students to proficiency. Teachers have selected their "bubble kids" and are working on Tier 2 interventions in class to push those students to proficiency. Teachers are using programs such as No RedInk, Reading Plus and iXL to continue pushing those students.

High Achievers:

Classroom teachers

are working with CTE and related arts teachers to include them in projects and CTE certification. Students who are scoring in the proficient/distinguished categories are participating in college exploration with Mr. Vagades, Ms. Brown, and Ms. Wood. Some are also completing higher level art projects.

Overall Plan for Next Steps:

High School teachers will continue to work with instructional coaches and principals to ensure tier one success through use of quality programs and the instructional model. Teachers will continue monitoring these specific targeted students in RTI as they do now.

Currently, each teacher looks at MAP data and skill deficits. They align iXL in the areas of Reading and Math only to the identified skill deficits. Students are monitored daily. Online students are also monitored live. Teacher's conference and meet with students weekly.