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| **Factor Analysis (Story Behind the Baselines) PLAN**Tier 2 Instruction: We don’t know how to effectively scaffold and differentiate daily lessons to meet the needs of individual students based on where they are in relation to their grade level goals.**TARGET(S)/INTERIM MEASURES PLAN**Math Academic Achievement Targets: 6th Grade = 31 / 7th Grade = 26 / 8th Grade = 20.Math Academic Growth Targets: All grades at or above the 55th percentile (MGP).**CURRENT CONDITIONS/BASELINES PLAN**Math Academic Achievement and Growth - Historically, on the CSAP/TCAP, we were consistently and significantly below State Math proficiency levels (21%) and the math proficiency levels remained flat. Additionally, there was a profound loss of proficiency from 5th to 6th grades (21%) with proficiency percentages continually decreasing through 8th grade. Based on the current short window of the PARCC/CMAS trend data, we still lag behind the State percentages and still decrease in percentages of students who meet and exceed expectations from 5th to 6th grades. Currently, in all grades, there is an increase in Math, from 13% (2015) to 16% (2016), of students who meet and exceed expectations where the State is at 25% of students who meet and exceed expectations for grades 6 - 8. Additionally, there is a continued decrease in percentages from 5th to 6th grade. Incoming 6th grade students arrive with a 38% (2015-2016 cohort data) meeting or exceeding expectations. In 6th grade, students meeting and exceeding expectations fall to 22%. Moreover, the Median Growth Percentile for all grades is below the 50th percentile, with 6th grade math at the 25th percentile indicating a significant low growth from 5th to 6th grade.**RESULT PLAN**To achieve Stuart’s Vision of Excellence for Everyone, Every Day, as well as play a pivotal role in helping 27J Schools reach its Vision of 2038, we will set all Academic Achievement goals to meet or exceed the State averages. We also set all Academic Growth targets to meet or exceed the 55th percentile. | **ACTION TO TAKE ACT**Each teacher will continue to use daily meaningful feedback as part of high-quality Tier 1 instruction.**LEARNING STUDY**Learning on meaningful feedback is documented throughout 2nd semester with a culminating with documenting the qualitative growth of each teacher. While each teacher engages in their own learning and puts the learning into practice, each teacher’s growth in providing meaningful feedback is personal based on each person’s individual experiences. **STATUS STUDY**We will provide weekly opportunities for reflections throughout the 2nd semester of the 2016-17 school year.Feedback Consensogram.**MAJOR IMPROVEMENT STRATEGIES & ACTION STEPS DO**MIS #1: Based on clear goals and the use of data to drive our actions, we will intentionally plan for and deliver high-quality Tier 1 and approximate Tier 2 instruction within the general classroom.Implementation Benchmark: As an important component of high-quality Tier 1 instruction, 100% of teachers will provide students with meaningful feedback.Action Steps: Within the Work Time portion of daily lessons, teachers provide students with meaningful feedback that is:goal-referenced, transparent, actionable, student-friendly, timely, ongoing, and consistent. |