



Gavit Middle/ High School

School Improvement Plan
9/24/2019



GLADIATOR



Gavit Enrollment

1600 Gladiators

Middle School

689 Students

40%

African American

37%

Hispanic

19%

Caucasian

3%

Multiracial

High School

849 Students

37%

African American

40%

Hispanic

19%

Caucasian

3%

Multiracial

Gavit Social Services

79% Free/Reduced Lunch

13% Special Education

6% English Learner

Gavit ISTEP Data

ISTEP+ Data (4 year period)

ENGLISH

	2016	2017	2018	2019
6th	52%	50%	50%	33%
7th	62%	54%	55%	45%
8th	51%	51%	53%	43%
9th		---	---	
10th	55%	52%	50%	45%

MATH

	2016	2017	2018	2019
6th	50%	34%	40%	27%
7th	35%	32%	18%	24%
8th	38%	41%	41%	16%
9th		-----	-----	
10th	24%	26%	22%	24%

FOCUS AREA #1

MATH

Multiple assessments reveal a lack in student achievement and growth in Math. ISTEP+ Proficiency scores have shown a steady decline over a three year period and a significant drop in growth scores occurred from SY 16-17 to SY 17-18. The subgroups of specific concern are free and reduced meal students and English Language Learners. Math scores for Special Education students and English Language Learners free are low compared to other subgroups, as well as state averages. Their scores have also declined each of the last two years. Special Educations students have the lowest achievement scores of any of the subgroups.

Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding in order to adjust classroom instruction.

ISTEP/ ILEARN MATH SCORES

	2016	2017	2018	2019
6th	50%	34%	40%	27%
7th	35%	32%	18%	24%
8th	38%	41%	41%	16%
9th		-----	-----	
10th	24%	26%	22%	24%

Evidence Based Intervention

→Math Formative Assessments

In order to facilitate the use of formative assessments to better inform student mastery of Math content and standards we will (1) establish a team to create periodic Math formative assessments, (2) establish procedures for analyzing and using the data to inform instruction, (3) provide teachers with professional development on how to use the data and follow established procedures, and (4) establish a process for administration to monitor implementation with remediation strategies. (5) Student ownership on strengths and weaknesses

[Klute, M., Apthorp, H., Harlacher, J., & Reale, M. \(2017\). Formative assessment and elementary school student academic achievement: A review of the evidence \(REL 2017–259\). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from http://ies.ed.gov/ncee/edlabs.](http://ies.ed.gov/ncee/edlabs)

[John Hattie Barometer of Influence Effect Size for Teacher estimates of student achievement=1.62 / RTI=1.29 / Planning and prediction=.76 / Evaluation and Reflection=.75 / Mastery learning=.57 / Formative evaluation=.48](http://evidencebasedteaching.org.au/hatties-2017-updated-list/)
[Visible Learning Plus. \(2017\). Hattie's 2017 Updated List of Factors Influencing Student Achievement. Retrieved from evidencebasedteaching.org.au/hatties-2017-updated-list/](http://evidencebasedteaching.org.au/hatties-2017-updated-list/)

Strategies ...

<p>FIM- Focus Instructional Model- 8 power standards</p> <ul style="list-style-type: none">● Think Boxes● 2 x a Week Math Meetings● Data Digs● 4 Square	<p>Saturday Math Camp/ Family Night</p> <ul style="list-style-type: none">● Invite-Number Sense● Stations/ Fun● Power Standards
<p>Technology Interventions</p> <ul style="list-style-type: none">● Study Island● XL● Delta Math● Exact Path	<p>***Goals Talk</p> <ul style="list-style-type: none">● Conversation with rich/personal● Student identify and work towards

FOCUS AREA #2

Use of data and rigorous Instruction

Low academic growth scores and classroom observation data reveal a lack of standards-based instruction.

Additionally, classroom instruction is failing to meet the rigor (DOK) demanded by the Indiana academic standards.

The team believes a deficiency in the use of data to inform instruction, use of higher level questioning, and evidence based instructional strategies might possibly be contributing factors to low academic growth.

Classroom Observation Data

- Teachers are sparingly using summative and interim data to inform instruction; formative data is not available to inform instruction.
- In only 44% of classrooms observed, did the lesson objective align to the Indiana Academic Standards.
- In only 48% of classrooms observed were academic supports posted and aligned to standards (e.g. objectives, goals, posters, data).
- In only 16% of classrooms observed, was a rigorous Depth of Knowledge evident.
- In only 32% of classrooms observed were students able to articulate the lesson objective and its purpose.

Evidence Based Intervention

Evidence Based Intervention → PLCs

We will continue weekly team meetings into Professional Learning Communities (PLCs) to support teachers in developing the instructional strategies needed to meet students' learning needs. During PLCs we will prioritize (1) teacher's use of evidence based instructional strategies and (2) analyzing the data from formative assessments (see intervention from focus area 1). Furthermore, we will ensure PLCs are organized to include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers.

[DuFour, R. \(2009\). Professional Learning Communities: The Key to Improved Teaching and Learning. The AdvancED Source.](#)

[DuFour, DuFour, & Eaker. \(2008\). Finding Common Ground in Educational Reform: A Sample of Advocates for Professional Learning Communities.](#)

PLC's

- **Targeted interventions**
 - **Focusing on the Students Strengths/Weaknesses**
 - **Digging into deeper data**
- **Increased teacher accountability in collaborative planning and data reflections**
 - **Collaborative planning completed weekly and monitored by Administration and Instructional Coach**
 - **Data Digs**
 - **Data Talks lead with students MONTHLY**
 - **Grade level reflections**
 - **School wide reflections**
 - **Teacher reflections**

We are confident that with these strategies we will continue to move Gavit Middle/High School to higher levels of achievement.

FOCUS AREA #3

Social Emotional Learning and Learning Competencies

Integrate Social Emotional Learning into the curriculum. This will have a positive impact on social behavior among students. It will lead to fewer behavioral problems and office referrals. Stronger academic success will occur due to improved social and emotional skills.

The vision of excellence contains numerous references concerning the development of 21st century skills and students being lifelong learners. Both the data that does exist (see classroom observations) and the lack of emphasis on collecting additional data points reveals a significant gap between the vision of excellence and reality.

The CNA team also noted that an emphasis on this focus area is likely to drive improvements in instruction, student engagement, and the two previously mentioned focus area

Discipline Data:

- The disciplinary infraction of Rule Violations increased from 218 incidents to 3049 incidents..
- The disciplinary infraction of Uniform Violation increased from 462 incidents to 501 incidents..
- The disciplinary infraction of Class Disruption increased from 490 incidents to 524 incidents.
- The disciplinary infraction of Verbal Bullying increased from 4 incidents to 7 incidents.
- The disciplinary infraction of Cell Phone Violation increased from 445 incidents to 546 incidents.
- The disciplinary infraction of Disruption of the School Process increased from 59 incident to 167 incidents.
- The disciplinary infraction of Failure to Serve Detention increased from 1,245 infractions to 1,635 infractions.
- The disciplinary infraction of Fighting increased from 110 incidents to 145 incidents.
- In only 30% of classrooms observed were teachers giving out PBIS tickets.

Evidence Based Intervention

Evidence Based Intervention→ Use of Metacognitive Strategies Pilot Program

The committee works to (1) monitor productive citizen and lifelong learning data and (2) create a plan during advisory where students can learn character building, power hour, and technology skills. We place an emphasis on strategies that can be used by all teachers, build growth mindset, and can be imbedded in class projects. The committee works closely with administration to develop PD and monitoring plans to implement the program school wide during the 2019-2020 school year.

[John Hattie Barometer of Influence Effect Size for Metacognitive Strategies=.60 Visible Learning Plus. \(2017\). Hattie's 2017 Updated List of Factors Influencing Student Achievement. Retrieved from evidencebasedteaching.org.au/hatties-2017-updated-list/](http://evidencebasedteaching.org.au/hatties-2017-updated-list/)

[Snipes, J., & Loan, T. \(2017\). Growth mindset, performance avoidance, and academic behaviors in Clark County School District \(REL 2017–226\). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://ies.ed.gov/ncee/edlabs.](http://ies.ed.gov/ncee/edlabs)

[Cohen, G., Dweck, C., Walton, G. \(2014\). Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning. Bill & Melinda Gates Foundation.](http://www.gatesfoundation.org)

[Brown, Christopher. Patterns of Innovation: Showcasing the Nation's Best in 21st Century Learning. Pearson Foundation & Partnership for 21st Century Skills.](http://www.pearsoned.com)

SEL PLAN

Relationship Building

- **Teacher Relationships**
 - Payday Breakfast
 - Themed Days
 - Teacher Tickets
 - ACES trauma sensitive classrooms
- **Student Relationship**
 - At Risk- Aces
 - Natural Helpers
 - Character Trait Monthly Building
- **Parent Relationship**
 - Side by sides
 - Breakfast/ Potluck
 - Family Nights
 - Reading Fair

Laying the
Foundation..
Focus Goal #3

ROLES & RESPONSIBILITIES

	Administration	Instructional Coach	Teachers
FOCUS # 1- Math	<ul style="list-style-type: none"> • Holding teacher accountable biweekly data mtg • PD opportunities • Supplies 	<ul style="list-style-type: none"> • Timeline of power standards • Model best practices • Weekly PD 	<ul style="list-style-type: none"> • Daily Instruction • Clear Goals aligned to standards • Student Engagement • Data Charts • Remediation/ Enrichment
FOCUS #2 - Use of data and rigorous Instruction	<ul style="list-style-type: none"> • Scheduled meetings with teams go over assessment data • Hone in on areas of weakness 	<ul style="list-style-type: none"> • Create Bi-weekly assessments • PD on DOK • Classroom Expectations 	<ul style="list-style-type: none"> • Gradual Release • Goals aligned to standards • Have student Data Talks • Student Engagement
FOCUS #3 -Social Emotional Learning and Learning Competencies	<ul style="list-style-type: none"> • Growth Mindset • PBIS initiatives • Monthly Character Trait • Use Discipline Data • Model SEL strategies at faculty mtg 	<ul style="list-style-type: none"> • PD on SEL • Share Articles • Model IDOE competency activities 	<ul style="list-style-type: none"> • PBIS Tickets to students • Growth Mindset build and model • 100 Day Brain Lessons from IDOE • Character Lessons • Student Reflection • Teacher Reflection