

# Tier 2 Operating Plan - Mid Year Review Report

Due Date: February 6, 2008

DRAFT

District Priority: Focus on Student Achievement

Owner(s): PreK-12 Articulation Team

Prepared By: Jacqueline Cochran

**District Strategy:** Implement more effective and rigorous application of recent adoptions. Focus attention and initial planning efforts in stand-alone middle schools.

**Related District Tier 1 Target(s):** Component # 3: CST English Language Arts and CST mathematics

DIV/DEPT TIER 2 INDICATORS	STRATEGIES IMPLEMENTED	DATA COLLECTED AND ANALYZED	DATA ANALYSIS RESULTS	MID-YEAR CHANGES								
<p>Increase the number of joint walk-throughs to two (2) per quarter with a focus on the quality of 6th grade instruction across the district as measured by walkthrough- schedules, sign in sheets and specifically developed feedback documents.</p>	<p><i>(What strategies have been implemented along the way to meet your Tier 2 indicators?)</i></p> <ul style="list-style-type: none"> <li>Reviewed data on 6<sup>th</sup> grade achievement in various school/classroom configurations. (See data chart attached.) Decided to focus on instruction in 6<sup>th</sup> grade classes across the district.</li> <li>Decided to visit 6<sup>th</sup> grade classes at the elementary and middle school level. Organized leadership to schedule and facilitate walk-throughs.</li> <li>We visited 6<sup>th</sup> grade classes at the following schools:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>December 11, 2007</b></td> <td style="text-align: center;"><b>December 13, 2007</b></td> <td style="text-align: center;"><b>January 8, 2008</b></td> <td style="text-align: center;"><b>January 22, 2008</b></td> </tr> <tr> <td style="text-align: center;">Longfellow and Altadena</td> <td style="text-align: center;">Wilson MS</td> <td style="text-align: center;">Webster and Roosevelt</td> <td style="text-align: center;">Burbank and McKinley</td> </tr> </table>	<b>December 11, 2007</b>	<b>December 13, 2007</b>	<b>January 8, 2008</b>	<b>January 22, 2008</b>	Longfellow and Altadena	Wilson MS	Webster and Roosevelt	Burbank and McKinley	<p><i>(What data have been collected and analyzed as identified to measure progress of Tier 2 indicators? These data can be quantitative and/or qualitative.)</i></p> <p><b>After visiting the classrooms we developed the following observations:</b></p> <ul style="list-style-type: none"> <li>The focus was on 6<sup>th</sup> grade instruction.</li> <li>Planning and preparation was evident. Instructional pacing was effective.</li> <li>Student engagement varied from class to class.</li> <li>Vocabulary was posted in most classrooms.</li> <li>Unit Openers evidenced student comprehensibility of text.</li> <li>Direction instruction was evident in many classes.</li> <li>High expectations for posted student work evident in some classes.</li> <li>Explicit instruction was the focus at one school and evidenced during observation.</li> </ul>	<p><i>(What are the findings of data analysis? What is working and what is not? Explain reasons for progress or lack of progress.)</i></p> <p>Through our observations we found “opportunities for learning” (OFL) at both the elementary and middle school sites. We have summarized the key OFLs below:</p> <ul style="list-style-type: none"> <li>Standards guide instruction and was observed at elementary and middle schools.</li> <li>Student engagement in key to teaching and learning.</li> <li>Room arrangement and proximity enhanced teacher mobility and hereby impacts student engagement.</li> <li>At all levels teachers should be encouraged to orient students to instruction.</li> <li>Student performance and engagement improves as teachers focus on the purpose of the instructional strategy and/or lesson.</li> <li>“Teachers observing teachers” is an effective embedded professional development strategy.</li> </ul>	<p><i>(Based on the data analysis, what strategies need to be modified to meet your Tier 2 indicators?)</i></p> <ul style="list-style-type: none"> <li>Looking at benchmark classes. Concerns that students are being tracked in intervention classes. Looking for strategies that close the gap</li> <li>We need to find out how many students in intervention classes will move at semester break.</li> <li>We are finding that the pedagogy used in the 6<sup>th</sup> – 8<sup>th</sup> grade classes is similar to that in the K-5 classes. What else in impacting performance?</li> <li>We need to investigate the purpose and structure of team teaching vs departmentalization. (Possible survey of teachers and collection of data)</li> <li>Need to gather data on 7<sup>th</sup> and 9<sup>th</sup> grade</li> </ul>
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		<ul style="list-style-type: none"> <li>• Teachers observed asking convergent questions about spelling patterns.</li> <li>• Many teachers observed scaffolding instruction for students.</li> <li>• Core material observed and used in all classes.</li> <li>• Student engagement activities were evidenced in many classes. (<i>think pair share, talk to your neighbor, and Total Physical Response.</i>( TPR)</li> <li>• We also evaluated our process and gave feedback on the positives and deltas related to literacy walk throughs. Attached is a summary of our feedback and a copy of the new form we are using to observe instruction.</li> </ul>		<p>transitions. How do students do who have moved from 6<sup>th</sup> to 7<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup> .</p>
<p>50% of 6<sup>th</sup> grade teachers will attend at least one professional development session and embrace and implement at least one new strategy targeted toward quality 6<sup>th</sup> grade instruction as measured by quarterly surveys, sign-in sheets, and immediate and follow-</p>	<p>Increase the number of professional development opportunities for 6<sup>th</sup> grade teachers focused on consistent practices for effective instruction.</p>	<p><b>Planned and Promoted Professional Development For 6<sup>th</sup> Grade Teachers</b></p> <p><b>Lesson Study</b> <b>November 30, 2007</b> <b>December 4-5, 2007</b></p> <p>Science Professional Development for 6<sup>th</sup> Grade</p>	<p>30 Teachers attended the Saturday Science Training. Evaluations were positive and teachers requested more science training.</p>	<p>At the District SPE meeting it was suggested that professional development in the area of Behavior Management and dealing with children with challenging behaviors be provided to teachers and other staff on-site at these schools.</p>

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up participant evaluations.		Teachers January 14, 2008		