

TGIP Final Report

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Section 1: Summary of Target Group

We began comparing last year's Math SBAC data to the District results for the 2017-2018 school year. We further investigated the claim proficiency levels and discovered our students in need of supports within claim 1, content and procedures. Interested in the high incidents of behaviors at our school, I dug deeper into the risk factor data compiled by our social worker and discovered all of our high-risk ranking students committing many of our violations were also deficient in proficiency level on the SBAC math assessment. I triangulated the number of behaviors with ethnicity and grade level offenders and found 7th and 8th grade students owning the stage. This information led us identifying a target population between 7th and 8th grade, high risk African American and Hispanic students who were performing below expected outcomes in mathematics and ELA.

Section2: Summary of Root Causes

Upon careful analysis of the possible 20 root causes the team identified, we chose to explore the lack of a school wide curriculum to address student coping skills and its impact on academic student performance as well as the lack of consistency in teacher's lessons being content level and standards based. I believe the lack of social emotional learning has tremendous impact on student learning or the lack thereof based on 28 years of teaching experience. In regard to the lesson's students are asked to perform, if they aren't on grade level and standards based, it makes sense that academic performance on standards-based testing will be deficient.

Section 3: Plan Goals

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Section 3: Plan Goals

Through investigation of behavior incident referrals, it appeared that there may be a need for social and behavioral interventions to assist students with effective coping skills to help them manage their behaviors and increase academic performance. A review of the at-risk student data designed by our school social worker indicated there appears to be a relationship between inappropriate behavior and social skills and students identified with an at-risk/high-need status. The third portion of the review included analyzing the data from the standardized tests and classroom performance. In comparing these three sets of data, a strong relationship between the three appeared to emerge. Thus, it was determined that students with an elevated number of incident reports and qualifying as high risk and high need on the social workers rubric tended to have lower academic performance results. Therefore, our goal was to address 8th grade behaviorally at-risk students that were performing below the 25% levels on the SBAC math assessment in equation solving. By the time the plan began implementation, in January, we were down 3 students in each class, due to student withdrawals, leaving us a starting target group of 17 students.

Section 4: Description of Plan Intervention

The team decided to focus the intervention on 20 students in one classroom while utilizing another classroom as a control group with similar students. The intervention to be initiated was a socio-emotional learning program called Base Education to be implemented over a nine-week period of time. The program focuses on student wellness and mental health by building rapport and leveraging a strengths-based approach through interactive slide shows. The topics of the program ranged from thinking strategies to coping skills to dealing with parents. Adults gain accessibility to student responses and build strong collaborative relationships that may not have been possible in the general education setting. The ability for the student and teacher to maintain

a strong, trusting relationship would enhance student learning. The plan was carried out by taking pre, mid and post testing of solving equations selected from the predictive Evaluate test questions bank as well as the pre and post perceptual questionnaire in both classes. The longitudinal study performed by Namik, T, J. Liew and W. Luo investigated a socio-emotional learning program and its effects of a social-emotional learning or character development. “The study included, 5,189 students from 35 different schools and followed control and treatment groups. The findings indicated that students in the treatment groups obtained significantly higher school grades and fewer behaviors that students in the control groups.” The implementation of the Base Education program was to have two topics presented to the test group for a duration of 9 weeks.

Section 5: Monitoring Student and Implementation Process

The data collected during the implementation of the plan involved observational, perceptual and qualitative means to monitor student and implementor progress. As the administering teacher and I talked every couple of days she was observed four times during the process. At the beginning of the plan, students were given a perception questionnaire to determine how they felt about themselves as learners. The results indicated a low perceptual opinion by all but two students. During the implementation process, I witnessed the whole group implementation of the videos and teaching of mathematical content. Students were engaged and eager to share their stories and thoughts without reservations. As the mathematical content was taught it appeared the level of engagement was on the rise as well as student participation. Students actually commented about how the videos were helping them interact with friends and teachers.

Section 6: Plan Results

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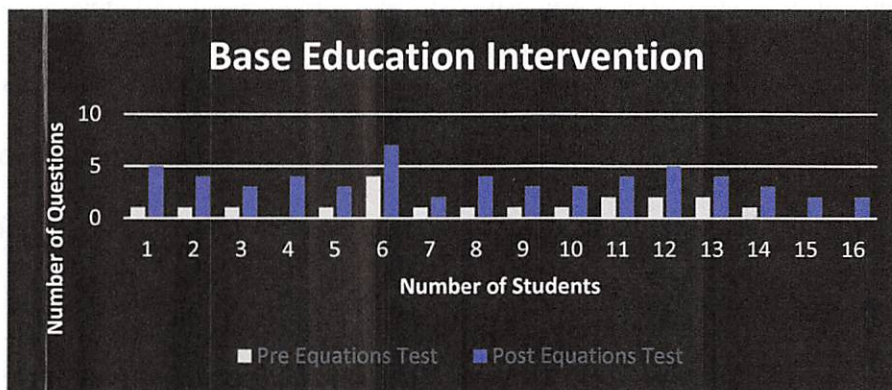
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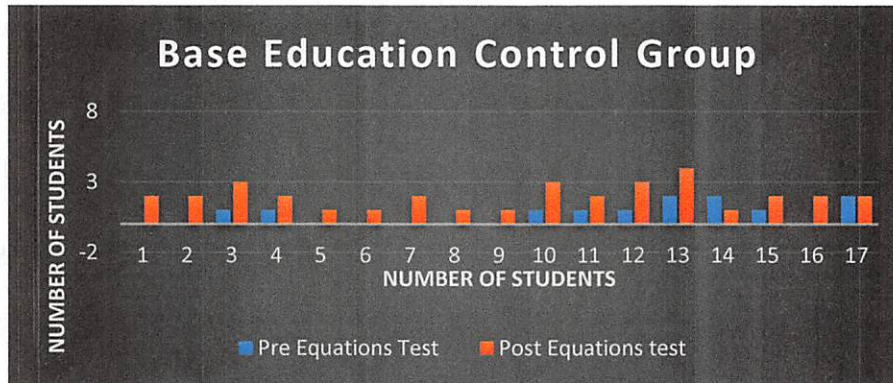
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Section 6: Plan Results

The data was compiled for each student in both classes on the pre and post-tests. The test class showed that 16 out of 17 students increased their Evaluate Test scores by at least 20% on the post test for an overall class average of 94% in mathematical performance. The control class had some improvement as well, as 8 out of 17 students or 47% improved their performance on the Evaluate Test for a class average of 47%. A second comparison was made between the number of questions correct on the pre-test and post-test and percentage of growth for each student was determined.

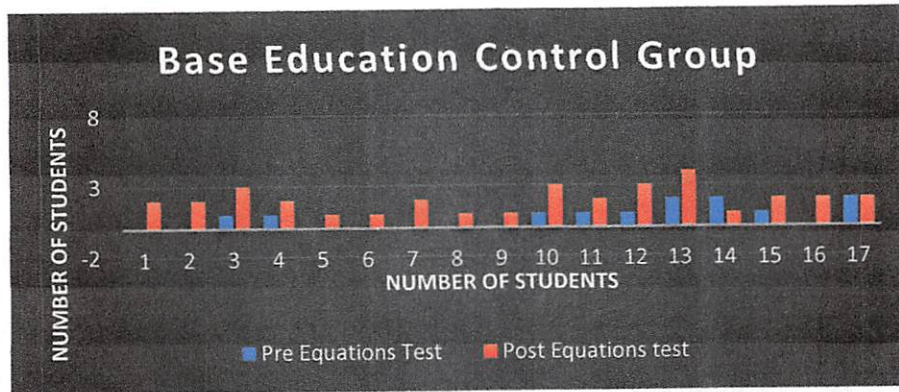
Upon the plan completion, data was analyzed and showed the test group individually scored an average of 28.6% increase in mathematical academic performance to the control groups 13.2%. The team concluded the target group receiving the intervention was better prepared emotionally than the control group, considering the lessons for math in both classes were aligned and followed the same lesson plans.





Section 7: Plan Evaluation

Based on the ending results, I believe the overall plan was successful and could possibly be incorporated as part of a district curriculum. We started the plan with 20 students identified in two classes, by the time implementation began we were down to 17 students due to withdrawals from the school. The parts of the plan that worked were the intervention program itself, the students, the teacher and the team. No matter what obstacles were unexpectedly placed in our way, we managed to plow through with as much fidelity as possible. We were unable to administer the post perception survey due to preparing for upcoming school wide testing. The team decided it was best to eliminate the perception questionnaire due to time constraints versus the Evaluate post-test. We predicted the difference between the two classes was credited to the Base Education SEL program. Two main issues during various weeks of the plan that I failed to prepare for were the testing dates for student assessments and the frequent absences of our chosen implementation teacher. The student response to the implementation program were very positive, there were just a few grumblings about going through the videos alone, they preferred to work on them as whole group. To improve upon the original plan, I might delegate another staff member to be a substitute in case the implementation teacher is absent as well as having another meeting of the team to assist in holding everyone accountable. I like the idea of meeting so the team can ask questions or help in making adjustments along the way such as getting the



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school testing schedule ahead of time. I feel the best recommendation moving forward would be to develop a semester class on socio-emotional learning.

Section 8: Aspiring Principal's Learning

As an aspiring administrator, I realized the amount of time needed to research, organize, implement and analyze the plan was more than I anticipated. Precision and preparedness are keys to completing the process. The idea of the plan was easy, it was the planning and holding others accountable that I felt difficulty. It is very difficult focusing on a project when so many other responsibilities are expected to be handled as well. I also realized that I am more capable now than I originally gave myself credit for. I was able to make adjustments as problems arose, such as testing schedules, setting impromptu meetings to check in and see what we needed to adjust, and I extended my plan by one week to assure consistent results due to the number of absences of my administering instructor. I understand that there is so much more to master in my quest for becoming an administrator. I have come to understand that I work with students and parents quite well; my struggle comes in with having patience with other adults. Another struggle I have encountered is time management and calendaring my activities. Overall, I am excited with moving this plan forward and having the implementation process extended for a longer period of time. Socio-emotional learning focuses on the whole child; with the way the society is playing out, we need to educate students emotionally, socially as well as academically and that takes a longer time duration than 9 weeks.