

# EASTWOOD MIDDLE SCHOOL

2020 – 2021  
ACIP-at-a-Glance

## 6 – 8 Performance Series Reading Goal:

### Reading Goal

Increase reading **proficiency** in grades 6-8 by **15%** from 32% to 47% (maintaining 208 students while moving 100 additional students for a total of 308 students out of 656 students) as measured by Scantron Performance Series Express Assessment by May 2021.

\*A **growth goal** will be developed with fall and mid-year data for the overall, SPE, and EL sub-groups for Reading and Math.

## ACIP Reading Strategies:

### Tier I

#### ● Implement TCS Literacy High Five Strategies

- Differentiation and Scaffolding
- Close Reading
- Learning Targets
- Questioning and Responding
- Formative Assessment

#### ● Utilize curriculum guides and CFAs as part of the TCS Learning Cycle

### Tier II

#### ● Utilize CFAs to determine specific interventions

#### ● Small group instruction for targeted students (reteaching grade level standards and skills or pre teaching)

### Tier III

#### ● 40 minutes of Tier III intervention per day

- Implement a skill deficit program for Tier III/General Ed & SPE students (SPIRE)
- Implement comprehension toolkit strategies (i.e. TWIRL)
- Provide students text at their individual lexile level and support with vocabulary and comprehension (NewsELA)
- Identify student deficits based on suggested learning objectives and providing mini lessons using the literacy strategies (Edgenuity)

## 6-8 Performance Series Math Goals:

### Math Goal

Increase math **proficiency** in grades 6-8 by **15%** from 26% to 41% (maintaining 172 students while moving 96 additional students for a total of 268 out of 653 students) as measured by Scantron Performance Series Express Assessment by May 2021.

## ACIP Math Strategies:

### Tier I

#### ● Implement TCS Literacy High Five Strategies

- Differentiation and Scaffolding
- Close Reading
- Learning Targets
- Questioning and Responding
- Formative Assessment

#### ● Utilize curriculum guides and CFAs as part of the TCS Learning Cycle

#### ● Implement number sense routines to develop and support math computational fluency and problem solving strategies

#### ● Incorporate the use of thinking maps, visual aids, and manipulatives in lessons.

#### ● Apply the knowledge learned in AMSTI trainings in PLC collaborative teams to ensure sustainability

### Tier II

#### ● Utilize CFAs to determine specific interventions for small group instruction

#### ● Student interaction with independent fact practice for foundational math deficits/small group instruction for targeted students (Imagine Math Facts)

#### ● Incorporate the use of thinking maps, visual aids, and manipulatives in lessons.

### Tier III

#### ● 40 minutes of Tier III intervention per day

- Student interaction with independent fact practice for foundational math deficits/small group instruction for targeted students (Imagine Math Facts)
- Identify students' deficits based on suggested learning objective from Performance Series and providing mini lessons using appropriate literacy strategies (Edgenuity)
- Incorporate the use of thinking maps, visual aids, and manipulatives in lessons.

### Other Strategies

- 21st CCLC After-School program will be used to provide standards-based support for targeted students as identified through performance series data (Percent of 21st CCLC students proficient)

**ACIP Key Measures:**

- Intervention identified in master schedule
- Weekly data and team meetings among PLCs
- Weekly collaborative planning meetings
- IC/Interventionist provide job embedded PD opportunities

**Learning Supports (if data supports):**

**Culture/Innovation Goals**

- *Attendance: Maintain 95% or above attendance rate as measured by INOW/Cognos by May 2021.*
- *Discipline: Decrease out of school suspensions in grades 6-8 by 50% to 165 as measured by INOW/Cognos by May 2021.*
- *SEL: 100% of students in grades 6 through 8 will participate in Advisory Character Education Sessions as a result of the school's master schedule in INOW.*

**Learning Supports Strategies:**

**A. Attendance**

- Utilize Bi-weekly attendance meetings to monitor and set goals
- Incorporate Weekly Perfect attendance awards
- Utilize Weekly shout-outs on social media and prizes for winners to encourage high attendance
- 413 Virtual students; 98 not consistently engaging
- Student engagement and participation within a virtual environment involves logging in every day and completing at two graded assignments per week.
- Students who are at risk of truancy will be identified through the RTI Process.
- School personnel will maintain regular communication with students, parents, and parole officers regarding truancy and at risk students.
- At risk students and non-engagers will be bi-weekly.
- Teachers will post attendance daily

**B. Discipline**

- Continue use of School-wide PBIS Model
- Utilize to fidelity Character Education Model (Kingdom Principles)
- Incorporate to fidelity the RTI Process

**C. Other**

- Incorporate Bi-weekly advisory meetings for all students
- Utilize coping strategies for students expressing difficulty dealing with issues resulting from the pandemic
- Implement weekly counseling sessions with at risk students
- Attend Year 2 of Hope Institute
- Pursue a National School of Character Designation