

Oakland High School

TSIP 2014

School:	Oakland High School	
District:	Rutherford County	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>English II had a 12.4% increase in the number of students who scored proficient/advanced.</p> <p>Algebra I exceeded its goal of 71.5% by 1.2%.</p> <p>Algebra II exceeded its goal of 50.1% by 2.9%.</p> <p>Algebra I/II exceeded gap target of 45.1% in students with disabilities.</p>	<p>SWD vs. non-SWD</p> <p>Algebra 1: goal 41.4%</p> <p>Algebra 2: goal 21.9%</p> <p>Algebra 1, 2 actual: 39.2%</p> <p>Ethnic vs. All</p> <p>Algebra 1, 2 goal 9.7%</p> <p>Algebra 1, 2 actual: 10.4%</p>
	Source of Progress:	Source of Challenge:
	<p>Gains in English II, algebra I, and algebra II may be attributed to the following:</p> <ol style="list-style-type: none"> 1) Teachers created lesson plans that were more rigorous and included more higher-order thinking skills practice. As a result students were better prepared for more rigorous assessments. 2) Additional emphasis was placed on scheduling to allow for common planning for teachers of EOC courses. 3) Teachers in the core areas had common planning time, allowing them to plan, pace, and evaluate assessments. They used data from their assessments to determine which students required more remediation. Students who did not reach proficiency on assessments were remediated and given more opportunities to be proficient. Teachers also provided tutoring before and after school. 4) More PLC time was provided to allow team members to develop common assessments and plan interventions. During the extra time provided teachers were able to study projections and plan remediation and enrichment accordingly. The most at-risk students were placed in the core teachers' PAT (Patriot Activity Time) classes for additional instruction on essential skills. Oakland High School placed more emphasis on the PLC process through 	<p>Students with disabilities continue to fall short of the success rate of other students at Oakland High School. Inclusion teachers work closely with the regular education teachers to plan lessons conducive to reaching our students in this subgroup. The regular education teacher works with the inclusion teacher to monitor progress and plan interventions accordingly.</p> <p>Our block schedule allows teachers to provide deeper and more rigorous instruction, but when students miss a block class they fall behind and must schedule time with the teacher to make up lost instruction. This is problematic for students who rely on a bus for transportation. Oakland High School inclusion teachers work with special education students during PAT classes to give them added opportunities to master skills in which they are deficient.</p> <p>Math lab classes are offered for students who fall in the bottom 10 percentile. Highly qualified teachers provide instruction in these classes.</p>

	<p>the use of autopsy and biopsy data. Teachers studied data from the previous year to determine strengths and weaknesses. They also used new data to identify areas of need.</p> <p>5) Math and English/language arts teachers participated in common core training during the summer months. We also provided additional common core training for all faculty members during in-service days.</p> <p>6) Oakland High School began using the ICU program which alerts parents and teachers of missing assignments. PAT teachers check ICU and require students in their classes to complete missing assignments.</p>	
<p>Goals for this school year:</p>	<p>Overall Achievement Goals: (Aligned to First to the Top Goals)</p> <ol style="list-style-type: none"> 1. Algebra 2 will increase the percentage of students who are proficient/advanced to equal or exceed 55.9%. 2. English III will increase the percentage to 38.2%. 3. Juniors will surpass the benchmark score on each ACT subtest. <p>Subgroup Goals: (List each sub-group individually.)</p> <ol style="list-style-type: none"> 1. Algebra 1/Algebra 2 subgroups gap closures: Ethnic vs. All 9.7% ED vs. Non-ED 20.2% SWD vs. Non-SWD 36.7% 2. English II/English III subgroup gap closures: Ethnic vs. All 8.4% ED vs. Non-ED 21.7% SWD vs. Non-SWD 40.6% <p>Other Required Goal Areas:</p> <ol style="list-style-type: none"> 1. OHS graduation rate will meet or exceed 90.5%. 2. ACT Goals: Composite: 21; English: 19.9; Math: 22; Reading: 22; Science: 23.0 	
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> 1. Common planning will be provided for algebra I, algebra II, biology, chemistry, English 1, English 2 and English 3 teachers to allow for more collaboration. 2. The PLC teams will develop norms and will adhere to these norms to guarantee they are using their collaborative time to work toward success for every student. 3. Place highly qualified teachers in EOC classes. 4. Establish set times for the PLC teams to meet. 5. Set up intervention/remediation during RTI time with scheduled labs for students. 6. Train each PLC team in August on how to use TVAAS data to plan remediation, and provide more training and support throughout the year on using the TVAAS projections and benchmark results. 7. A dashboard will be utilized for all EOC courses and ACT to track student progress 	

	<p>so we can better plan intervention and drill down to specific areas of deficit. Each PLC team will attend training with the school technology coach to gain an understanding of how to enter data and use it to plan instruction and intervention.</p> <ol style="list-style-type: none"> 8. Develop an organized plan for dealing with absenteeism and to provide coaching help for those students who are absent. Our graduation coach will be heavily involved in tracking and counseling these students. 9. Implement ACT practice in CTE and PAT classes. CTE teachers will dedicate five to ten minutes each class to ACT practice. PAT teachers will give students a question of the day, and upper level math and English students will create YouTube videos to explain the question once students complete work. 10. All CTE students will take three practice ACT tests, and receive feedback. All juniors will take practice ACT tests in computer labs on our November and January abbreviated instruction days. Results of these tests will also be shared with students. 	
	Key strategies to achieve progress for students with the greatest need:	
	<ol style="list-style-type: none"> 1. Set up double dose classes for those who are behind. 2. Use RTI time to pull out students who are behind to get extra help. 3. Set up PD for teachers to learn how to implement Think Gate and Compass Odyssey. 4. Pull students into PAT classes to provide them opportunity for instruction missed because of absenteeism. 5. Provide tutoring and remediation before school. 6. Place students who are most at-risk in ELA in a reading lab, and monitor progress through assessment. 7. Tier 3 students will be placed in reading and math labs with highly qualified teachers providing instruction. 	
	Projected costs and funding sources for key strategies:	
	<p>Think Gate is funded by the RCBOE. OHS professional days will be used to provide substitutes, allowing teachers time for PLC collaboration. This collaboration time will be used to create formative assessments and to study data collected from formative assessments and from TVAAS projections. ICU will be funded from the school's instructional supplies and materials fund.</p>	
Benchmarks for Progress	Benchmark:	Timeline:
	interim grades, nine-week grades	each nine weeks
	OHS internal benchmarks	September 2014, November 2014, February 2015, April 2015
	district benchmarks for algebra 1, algebra 2, English 2, and English 3	January 2015
	ACT practice tests	November 2014, January 2015