

## **Jonata Middle School: Model Programs and Practices Narrative California Distinguished Schools: 2018-19**

### Description of Model

Between 2012-2016, California math teachers were asked by the State Board of Education to move from awareness to full implementation of the Common Core State Standards for Mathematical Practice. The new math standards presented a paradigm shift in the ways that teachers were intended to teach and students were asked to learn grade-level mathematical concepts.

In 2017-18, Jonata Middle School utilized two general education math teachers, one for 6<sup>th</sup> and one for 7<sup>th</sup> and 8<sup>th</sup> grade, as well as one resource math teacher. These math teachers collaborate, both with each other and with the school stakeholders, to continue Jonata's successful implementation of the Common Core State Standards to meet the needs of *every* learner at Jonata Middle School. This plan began in 2015-16 with Math Minutes and continued to the next phase with Math Success.

### Math Minutes = Interventions for All

We built *Math Minutes*, a 20-minute math-focused supplemental instructional period, into every students' schedule Tuesday-Friday. It is a time when the *entire school* and *every student* drops everything and works on math. During the period, students work on new assignments, make corrections to previous assignments, review assessments, or work on extension activities. All teachers at Jonata Middle School become math teachers during this time. The math teachers work closely with the other subject-area teachers to ensure that they are empowered to teach and reach every student.

Math Minutes utilizes flexible grouping. Students needing most intensive intervention are placed with their core math teacher. Some advanced students are used as peer tutors in lower grade levels.

Math Minutes was put into place to provide students with more time *at school* to work on their math assignments. It was partially driven by parent input on the School Site Council survey indicating that students needed more time and support for math. Math Minutes also provides all students, but especially struggling students, with extra instructional support and math interventions provided by a teacher.

### Math Success = Targeted Interventions

Every year there are students in need of intensive intervention to achieve grade level proficiency. In 2017-18, the math team teachers collaborated and discussed the best opportunities for Tier II interventions. Through this collaboration, the teachers decided to establish an extra class period of math support in small groups using targeted, individualized curriculum that would best meet these needs. Students are selected through multiple measures; including teacher recommendations and observations, course grades, curriculum-based assessments, Smarter Balance scores, Cal Poly diagnostic assessment, and Interim benchmarks.

The core model for Math Success was created through ideas gathered at the annual College Preparatory Math (CPM) Conference. Jonata's math teachers attended the conference for two years and were able to learn how to create an integrated intervention math curriculum from networking and collaborating with other math teachers state-wide. This conference has served as both the foundation and inspiration in bringing best practices from other schools and teachers to our own school in the tiny town of Buellton.

Year after year as the Math Minutes and Math Success programs gained traction, the school showed successful results and teachers were able to collaborate to continue to develop and enhance the programs.

#### 1. Implementation & Monitoring of the Model

With limited hours in the instructional day, the decision was made to carve out 20 minutes daily for Math Minutes between 11:49-12:09. This was determined as a time when the students are most alert and able to focus on new, complex math concepts. This involved a re-allocation of the use of time as well as personnel.

Math Success begins by collaboratively identifying students in need of targeted interventions, developing these interventions, and regularly assessing for growth. This collaboration begins with early release meetings every Monday where the faculty work as a whole to identify students who are not making adequate progress. Strategies are then developed collaboratively. Parents are brought into the process through Student Study Team meetings with the students' teachers, principal, and intervention specialists.

In order to ensure the success of this program, Math Success was developed as a 45-minute intervention class with flexible groups based on data. Each math teacher teaches this elective and students enter or exit the elective based on collaborative discussions between teachers every Monday as well as with parents at intervention support team meetings.

Math Success has a set schedule for implementation. The class activities are:

1. Goal setting
2. Building a mindset for success
3. Building number sense and computational fluency
4. Group projects, activities and games
5. Individual, computerized skill building
6. Homework support for core math class

Data is gathered and tracked through an online intervention program called Dreambox, core class assessment scores, and informal observations.

Math Minutes: All teachers are given the worked-out solutions and answer keys. All teachers meet every Monday to discuss student progress as well as clarify any concepts or develop new strategies to teach students when the previous ones have been unsuccessful. Teachers communicate about current methods, vocabulary and math practices. Teachers use informal and formal homework, classwork and assessment scores. Teachers use informal observations to determine the most

successful Math Minute placement for students. Student groupings are flexible based on current mastery levels. Parents also volunteer during this time period to build relationships and help with students' math progress.

Data Analysis

This chart shows grade level growth for three consecutive years for *different* cohorts of Jonata students as measured on the CAASPP Math Assessment.

	6th	6th	6 <sup>th</sup>	7th	7th	7th	8th	8th	8th
Year	2016	2017	2018	2016	2017	2018	2016	2017	2018
Standard Exceeded: Level 4	25%	37.1%	44.64%	33%	40.74%	40%	35%	36.46%	50.98%
Standard Met: Level 3	42%	32.26%	30.36%	29%	33.33%	33.33%	29%	31.25%	25.49%
Standard Nearly Met: Level 2	17%	19.35%	12.5%	28%	16.67%	13.33%	18%	15.63%	13.73%
Standard Not Met: Level 1	17%	17%	12.5%	11%	9.26%	13.33%	18%	16.67%	9.8%

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Total % increase <b>Exceeding Standard</b> from 2016 to 2018 – different student cohorts	<b>+19.64%</b>	<b>+17%</b>	<b>+15.98%</b>
California Average	+1.86%	+1.69%	+1.76%

This chart shows the *same* cohort of Jonata students' growth from 2016/17 to 2017/18 as measured on the CAASPP Math Assessment.

	5th	6th	6th	7th	7th	8 <sup>th</sup>
Year	2017	2018	2017	2018	2017	2018
Standard Exceeded: Level 4	28.81%	44.64%	37.1%	40%	40.74%	50.98%
Standard Met: Level 3	23.73%	30.36%	32.26%	33.33%	33.33%	25.49%
Standard Nearly Met: Level 2	25.42%	12.5%	19.35%	13.33%	16.67%	13.73%
Standard Not Met: Level 1	22.03%	12.5%	11.29%	13.33%	9.26%	9.8

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Total % increase <b>Exceeding Standard</b> for same cohorts, 2017 vs. 2018	<b>+15.83%</b>	<b>+2.9%</b>	<b>+10.24%</b>

An analysis of CAASP Math data indicates growth trending upwards in both the same cohorts of students' year-to-year CAASP scores as well as different cohorts per grade level. In other words, the math teachers at Jonata are increasing their growth

year after year as well as growing cohorts over time. The most encouraging data is that our math growth percentage increases every year from 2016 through 2018. This demonstrates that the common math practices and interventions that have been put in place have had time to take root and develop with both the teachers and students and that the growth increases every year. Practice makes perfect and the data indicates that the practice is producing solid results. It also bears noting that this growth in middle school math scores far exceeds both the average in California as well as that of other middle schools in the area with similar demographics.

The final piece is that this program is benefitting all students. This is best illustrated by comparing different subgroups' growth CAASPP Math scores:

Year	2016	2017	2018	
Subgroup	% of students scoring 3 or 4 on math CAASP	% of students scoring 3 or 4 on math CAASP	% of students scoring 3 or 4 on math CAASP	Growth from 2016 to 2018
Hispanic	50%	58.77%	60.98%	<b>+10.98%</b>
White	76%	81.63%	87.76%	<b>+11.76%</b>
Reclassified (R-FEP)	50%	56.93%	61.54%	<b>+11.54%</b>
Students with Disabilities (SWD)	13%	5.56%	31.25%	<b>+18.25%</b>
Female	65%	65.42%	74.08%	<b>+9.08%</b>
Male	61%	74.29%	75.58%	<b>+14.58%</b>

The chart above illustrates how Jonata Middle School is growing its different subgroups of students. The faculty of Jonata Middle School maintains a growth mindset and utilizes this data to reflect and plan on how we can do even better. Our focus remains to continue our growth as educators in order to ensure the growth and success of our students.

#### Resources:

Action Date	Action	Budgeted \$
LCAP year 2015/16	Purchase CPM mathematics program for grades 6-8	\$30,000
LCAP year 2015/16	Purchase technology devices that support instruction and student learning	\$175,000
LCAP Year 2015/16	Develop a more systematic intervention program at Jonata including purchase of instructional materials	\$5,000
July-Dec. 2016* *SPSA	Research math intervention/support programs (3 teachers X 2 summer work days)	\$1,500
LCAP year 2016/17 2017/18	Implement a systematic intervention program at Jonata with designated support in math one period per grade level daily	Teacher salaries \$36,738 + supplemental \$6,101
LCAP year	Continue CPM mathematics program for grades 6-8	\$2,500

2016/17 2017/18		
LCAP year 2016/17 2017/18	Continue Dreambox online intervention program	\$1,125 / year
LCAP year 2016/17 2017/18	Release time for grade level and subject area planning	\$2,800
LCAP year 2016/17 2017/18	Provide teachers opportunities to attend professional development workshops	\$5,000

Other Benefits of the Program

Countless studies and research support that fact that positive academics affect positive behavior. When students feel like valuable members of the classroom community, they participate and learn at a greater level. Likewise, when students are unable to comprehend the lesson, they often act out rather than admit that they're confused. This program has actively created an environment where students feel valued on the same page as their peers. By being academically supported, they are also socially and emotionally supported in the classroom. This transforms the classroom into a collaborative learning community where every student contributes, engages, and is not afraid to take risks in their own learning.

How Program is Referenced in the LCAP

LCAP Goal 1: All students will demonstrate academic growth in English Language Arts, Mathematics, and English Language Development.

1.1.4. Provide high quality, research based, and tiered interventions and supports to all students. Implement a systematic intervention program at Jonata with designated support in math one period per grade daily and imbedded differentiation in ELAs. Provide after school support at both schools.

1.1.5. Use regularly scheduled professional learning communities (PLCs) to analyze student achievement and readjust instruction and interventions as needed.

1.3.2. Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents.

LCAP Goal 2: The District provides a comprehensive curriculum that engages, challenges, and prepares students for college and career.

2.1.1. Purchase and develop learning activities and instructional materials that support

student access to the CCSS.

a. Continue CPM mathematics program for grades 6-8.

2.2.2. Professional development activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.

a. Grade level planning

b. Subject area planning

c. Teacher attendance at workshops for professional development in Next Generation Science (NGS), math, and assessments.

LCAP Goal 3: Students and teachers will utilize technology effectively to support instruction and learning.

3.1.2. Provide staff with continual opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity.

3.1.3. Provide students will opportunities to learn technology skills that will enhance learning in today's educational environment.

#### Ongoing Goals (2018-19 and beyond)

Our instructional program exists in a constant state of development and our teachers maintain a growth mindset by actively exploring new teaching strategies and best practices. As such, the Jonata math interventions program needs to continue to engage all of the stakeholders, including every teacher, the students, parents, and support personnel in the community, in its continued development and support.

Through collaborative meetings (PLC, SST, 504, IEP, etc.) we are emphasizing the importance of math interventions and the roles that everyone plays in our students' success. We measure this by how many parents are actively involved in the school, both inside and outside of the classroom. Our collective goal is to continue our growth, year after year, until every student is at or above standard in math.

In the 2018-19 school-year, a few adjustments were made to the instructional program in order to continue our school-wide growth. These changes were made with the following goals:

-Continue to provide math interventions to *all students* by increasing the math period from 44 to 60 minutes daily. This allows more time for the students to receive direct support from their math teachers.

-Continue to provide targeted math interventions by math teachers working with identified students in small groups during their prep periods.

-Increase fidelity of implementation of Next Generation Science Standards by increasing the science period from 44 to 60 minutes daily. We are also adopting new district-wide science curriculum in the 2019-20 school-year.

-Increase fidelity of implementation of social studies curriculum (History Alive!) adopted in 2018-19 by increasing the social studies period from 44 to 60 minutes daily.

In the early spring of 2019, the Jonata faculty will come together to reflect on successes of this 2018-19 school-year and make plans for the 2019-20 academic program and schedule. This is a collaborative process that takes the input of the School Site Council in order to continue to refine and improve our instructional program.