

**Center Grove Community School Corporation
Goal Action Plan**

Year for which goal is written: _____

Areas of
Certification: _____

Baseline Condition: (Describe the condition which the goal will address. What is currently taking place which you hope to impact by implementing your goal? What do you want to change?)

BASELINE CONDITION:

The following students were identified using Aimsweb and ISTEP scores as students in the Red and Yellow Zone for RTI and they are in my PRIDE class where we focus on interventions to help improve their math skills. These students are focusing on concepts and applications. The following scores were their baseline scores on the Fall Aimsweb Probe for Concepts and Applications.

AIMSWEB BASELINE SCORES – MATH CONCEPTS AND APPLICATIONS

Student Name	Baseline Score
(yellow)	5
(yellow)	7
(yellow)	7
(Red)	2
(Red)	4
(yellow)	7
(Red)	4
(Red)	4

Goal: (Describe the ideal state you are trying to achieve. What will be taking place with implementation? The goal should be a natural progression from the description in the Baseline Condition.)

Students in my PRIDE 8th grade RTI math group who were identified in the Yellow Performance Level Zone, which means they scored somewhere between the 10th and 24th percentile, will achieve at least the 50th percentile (green performance level) on the Aimsweb Concepts and Applications test by April 2011. Students in the Red Zone (10th percentile and below) will achieve the 25th percentile (Yellow Zone) on the Aimsweb Concepts and Applications test by April 2011. I chose this goal because RTI is one of our pillars of professional development at CGMSC and it is an area that before this year I knew little about. RTI is also a district-wide initiative and in Indiana

where school is not a priority. They also don't have someone who can sit down and help them with their homework or areas of weaknesses.

6. *Students in my RTI group have low computation skills (addition, subtraction, multiplication, and division) which hinder them when doing concepts and applications. One issue this causes is that it takes them longer to complete a problem which on a timed test can keep them from finishing. Another issue is that even when they understand the application or concept of the problem, if they make a computation mistakes they will still get the problem wrong. Lastly, students who struggle with computation get frustrated very easily because their peers are going faster than they are and they get embarrassed easily.*

Strategies: (Describe specific actions which you hope to utilize that will lead to the accomplishment of your goal. How will you get to your goal? Think about people and material resources).

1. *Each student has a folder where they keep all tests once they have been graded. The students each have a personalized graph that has a trend line to show where they started and where their goal is for the spring. Each time the students get their test back they graph their test scores so they can see their progress. This is a very visual way for the students to see if they are improving, staying the same, or not improving. Every time each individual student shows progress he/she gets a piece of candy or a AAA.
If the whole class shows improvement on their tests then _____ rings in donuts for them.*
2. *I have an assistant _____, who helps me each day in PRIDE. We are able to divide and conquer with the kids. When we divide the kids into two groups, each group is only about 6-7 kids which is easily manageable. We have the students do a lot of work on dry erase boards or on the chalkboard so that we can see individual mistakes and can address them as soon as we see them.*
3. *We have an organized daily schedule where each day is a certain focus.
Monday: Concepts and Applications
Tuesday: Students take a weekly probe either on concepts and applications or computation. After the probe students can either work on math from their regular class or they can use the flash masters to work on computation.
Wednesday: No PRIDE
Thursday: Computation Day and record test data from Tuesday
Friday: Problem Solving, ISTEP practice*
4. *_____ 3rd grade counselor, runs off missing work progress reports for me each week for my PRIDE kids so that I can gently encourage the students in my PRIDE class to keep up on their regular class work. I also offer to the students that they can come in any morning at 7:00 a.m. for help from me with any of their classes. Lastly, I am going to invite the students in my PRIDE class once a week on Tuesday to come eat*

The following are what I concluded from the data. All students' scores improved first semester.

1. All students showed growth in their computation scores from the baseline test in the fall to the spring test on April 19th.
2. Students that were in RTI all year made more progress than those that moved into the class second semester.

Strategies implemented in the classroom:

1. Flash masters were used at least once a week.
2. Each week we would go over frequently missed questions on the M-Comp tests.
3. Students were never given a calculator during RTI all year.

My third data point is a target board that the students used once a week.

worked together on this project. We started this target board right before the fourth nine weeks because we were hoping to encourage our students to do more work in their regular classrooms. The results of the target board are still pending. I do not necessarily believe this strategy is helping improve the students' class grades. I wish I would have started this earlier in the year.

Strategies implemented in the classroom:

1. Each week on Monday a would run off a missing assignment report for each student in RTI.
2. On Tuesdays, students would put stickers on the target board for every class (Math, English, History, and Science) that they individually were not missing any work. purchased specialized stickers for each student based on their interests.
3. During the first 4 weeks of the 4th nine weeks the class goal was 20 stickers total. If they reached their goal, right donuts for the class on Friday. Students received donuts each of the 4 weeks.
4. During the second half of the nine weeks, students had to get 30 stickers total to earn donuts. Results are still pending at this time, April 28th, 2011.
5. Students were given the opportunity every week to spend a lunch with me to work on missing work in classes. Two students did utilize this offer.
6. All of the 8th grade teachers were told about this strategy so that if one of my RTI students asked them about missing work the teachers would understand the intent of the student.

Celebration:

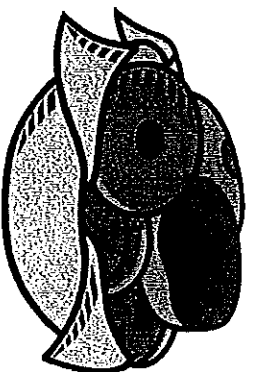
1. We (students and I) celebrated each week that the students met our goal for our Work Progress target board with donuts. During weeks 1-4 the group of students had to collectively get 20 stickers on the target board, which they did. During weeks 5-9 the group of students had to collectively get 30 stickers on the target board. (Results still pending)
2. On at least three occasions during the year brought in Bonus Donuts for the class because they had improved in their scores on their weekly probes/Aimsweb screenings.
3. My personal celebration: I have enjoyed working with these kids this year; they have been such a privilege to work with all year. I have received so many compliments from countless people of how well my RTI group has done this year which is a true celebration for me.

AIMSWEB BASELINE SCORES Fall 2010 – MATH CONCEPTS AND APPLICATIONS
 AIMSWEB SCORES Spring 2011 – MATH CONCEPTS AND APPLICATIONS

Fall Semester: 5/16 students– Red Zone Spring Semester: 0/15 students Red Zone

Student Name	Baseline Score Fall 2010	Performance Summary	Spring 2011	Performance Summary	Growth
Lillian	9	Average	25	Average	+16 (plus one performance level)
Frank	5	Below Average Below 25 th percentile	10	Average	+5 (plus one performance level)
Hannah	7	Average	16	Average	+9 (same level)
Dylan	7	Average	28	Well Above Average	+14 (plus two levels)
Madison	7	Average	18	Average	+11 (same level)
Caitlin	7	Average	8	Below Average	+5 (plus one level)
Aaron	7	Average	32 (6 th highest score in 8 th grade)	Well Above Average	+30 (plus four levels)
Luke	7	Average	12	Average	+9 (plus two levels)
Cainon	7	Average	32 (6 th highest score in 8 th grade)	Well Above Average	+18 (plus two levels)
Skyler	5	Average	31 (7 th highest score in the 8 th grade)	Well Above Average	+22
Brianna	7	Average	Withdrawl	Withdrawl	Withdrawl
Brandon	7	Well Below Average	Withdrawl	Withdrawl	Withdrawl
Evan	7	Well Below Average	12	Average	+9
Jalyn (started RTI second semester)	5	Below Average Below 25 th percentile	22	Average	+17
Bethany Move – in Started RTI second semester	Moved in during 1 st semester after baseline test	N/A	7	Below Average	N/A
Cody (started RTI second semester)	7	Average	7	Below Average	+0 (down one performance level)

PRIDE: ASSIGNMENT PROGRESS PROJECT – 4TH NINE WEEKS



1. will print off missing assignment reports each Monday.
2. On Tuesday, we will place stickers on our chart for any core class where you are not missing work.
3. If the class obtains 20 stickers total for the week, will buy donuts that Friday.
4. Tuesday and Thursday – You are welcome to get a pass and come have lunch with work on assignments you need help with or are missing in your classes.
5. If you get the assignments that you were missing done by Thursday and your core teacher signs off on them we will add stickers on Thursday.

