

West Gadsden Middle/High School



Exposure to Excellence Promotes
Excellence

Leadership Team

Dr. Ida Walker, Principal

Mrs. Sandra Riggins, Assistant Principal

Mr. Micheal Franklin, Assistant Principal

Ms. Cheryl Moody, Reading Coach

Tracy Walker, Math Coach

Virginia Ryals, Science Coach

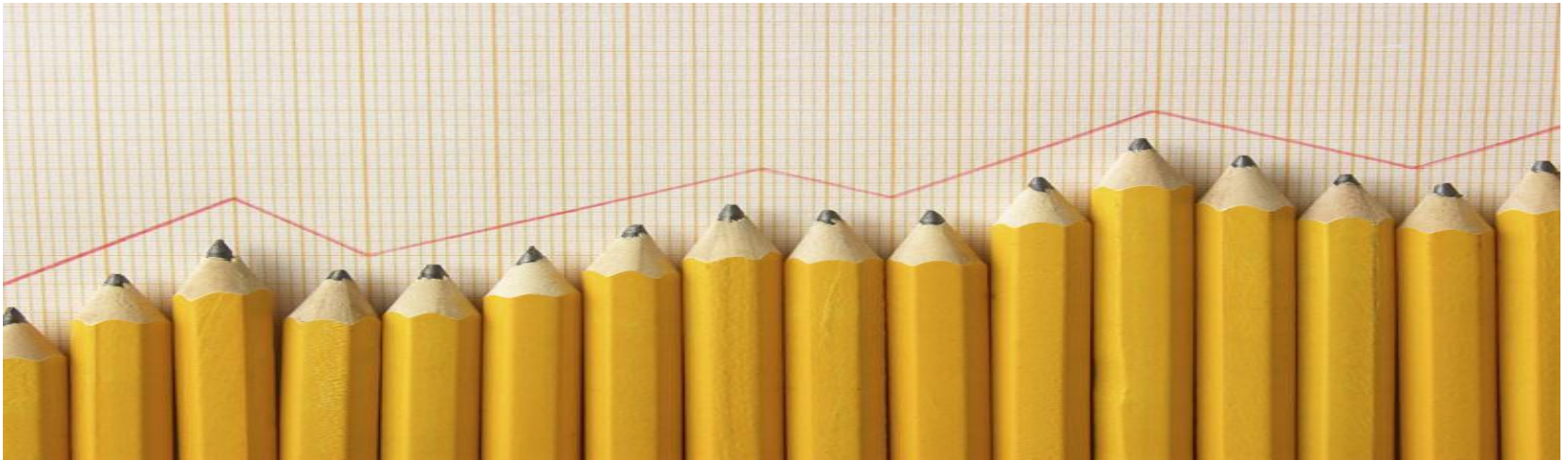
James Mills, Educational Transformation Director



Demographics

- African American 296 students 60%
- White 38 students 8%
- Hispanic 153 students 31%
- Multiracial 6 students 1%

-----Free/Reduce Lunch-80%-----



Student Summary

Grade	Male	Female	Total
6th	42	41	83
7th	33	38	71
8th	29	41	70
9th	41	34	75
10th	34	42	76
11th	46	43	89
12th	18	17	35
			499

Reading, Math, Science, & Writing Goals

- Reading—Level 3 or higher—50% (23%)
- Math--Level 3 or higher—50% (33%)
- Science--Level 3 or higher—40% (18%)
- Writing--Level 4 or higher—90+% (65%)

Reading, Math, Science, & Writing Learning Gain Goals

- Reading—Learning Gains—80% (30%)
- Math—Learning Gains—80% (33%)
- Science—NA
- Writing—NA

Reading, Math, Science, & Writing Lowest 25% Learning Goals

- Reading—Lowest 25%—80% (69%)
- Math—Lowest 25%—80% (35%)
- Science—NA
- Writing—NA

RtI/PBS Strategies

- Identification of the MTSS Leadership Team

- Follow MTSS Team functions

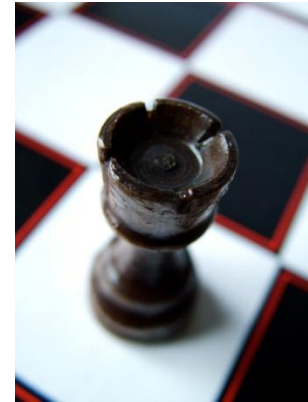
- *Identify the problem*

- *Analyze the problem*

- *Establish a performance goal, intervention plan, and outline next steps*

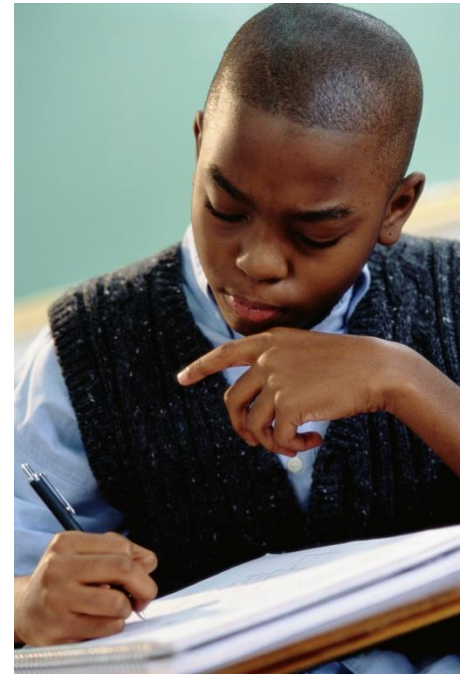
- *Administration ensures implementation of plan*

- *(monthly meetings)*



Common Core Implementation Strategies

- Utilization of Classroom Libraries
- Math Rigor
 - Abstract Reasoning
 - Answering Questions with Precision
- Reading Rigor
 - Close Reading
 - Literature Circles
 - Response to Literature



Plan, Do, Check, Act Strategy

FCIM—Documented Evidence? Data Binders

- Step 1: Disaggregate test data.
- **Step 2: Develop an instructional timeline.**
- Step 3: Deliver the instructional focus.
- **Step 4: Administer frequent assessments.**
- Step 5: Use tutorials to re-teach non-mastered target areas.
- **Step 6: Provide enrichment opportunities for mastery students.**
- Step 7: Reinforce learning through maintenance.
- **Step 8: Monitor progress.**

Davenport also included other critical components for the 8-Step Process:

- Proven teaching strategies (Marzano)
 - **A no-nonsense, intense classroom environment**
- Teachers who believe all students can succeed
- **Hard work by both teacher and student**

Weaknesses: WGHS Panthers

- New staff—20/25 core teachers are new to the district or school
- Professional development—in varying stages (sometimes after a critical moment—ex-domain 1—learning scales-learning curve slower than required implementation stage)
- Understanding of Common Core Rigor



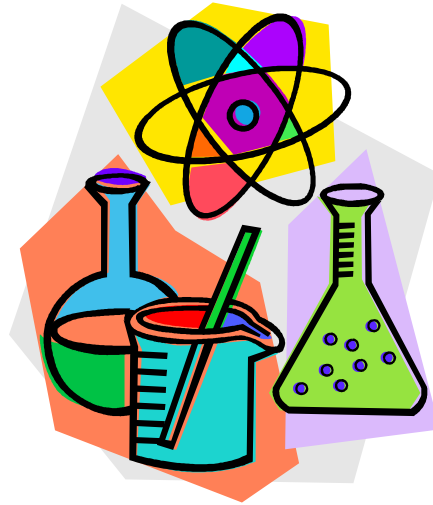
Strengths: WGHS Panthers

1. Data Binders/Analysis--Investigators
2. Acceleration Opportunities-IT, Digital Design, Culinary Arts—
Middle School CAPE Academy
3. Acaletics-Hook walls, workshops, full-pledge implementation
– (Glencoe alignment with scope and sequence, additional block for
Acaletics-Comprehensive Strand Review, pReviews, Quik Picks, ACZ logs)
4. Integration of technology in every classroom
5. Item Spec Journals (8th, Biology)
6. School-Wide Journaling—every core class
7. Vocabulary—Interactive Word Walls



Strengths: WGHS Panthers

- Science Training
 - CARPD Training (SS, SC)
 - Item Specification Chats
 - Item Specification Booklets
 - Labs—Response Writing
- **Common Lesson Plan Template**
- Submission of Plans Wednesdays (feedback-resubmissions on Fridays, if necessary...before Monday instruction)—confirm “Substance and Alignment with Curriculum Maps”
- **Reflective Practitioners**



Reflecting on Learning

Do you have an exit ticket to check for understanding?

Yes, I have an exit ticket to check for understanding. It includes the use of actual test questions that will be used later as an assessment. I also use the Food Safety Toss-Up Ball. It has numbered questions related to the lesson where I allow the students to select the question or I will make the selection.

Also, I will ask for responses from them as to one thing they learned from the day's lesson and activities (written or oral).

Reynolds-Culinary Arts



Reflecting on Learning

How could reading strategies be incorporated into lessons like this?

Have the students to read text, identify main ideas and key points. Have students to identify references in the text that could help them to answers the essential questions. That should better help there reading and comprehension skills.

How could you get more students to be engaged (interact with lesson)?

Call on those students that rarely participate in classroom discussion to read the text and then reflect on the passage in the manner above. When questions are asked, give the students an opportunity to answer the question for their classmate. Allow students to write down new vocabulary words and words (terms) that they don't understand and placed them on the word wall. We will then examine those terms as a class, but finding the definitions and relating them to the classroom discussion.

Mr. Delwyn Hall (Criminal Justice Teacher)

Questions



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