



Galveston ISD Middle School Plan for Closing Learning Gaps 2021-23

This plan is the collaborative work of the middle school principals, their leadership teams, the high school principals and the Assistant Superintendent for Student Support.

The Need:

At the end of the third nine week grading period for the 2020-2021 school year, approximately **540** middle school students failed two or more courses. Of the 540 students, **204** of the middle school students attending SAIL failed two or more. Some students experienced multiple quarantines while others did not participate in learning on a consistent basis. In an effort to mitigate the learning loss, the middle school principals in collaboration with the high school principals propose the following interventions beginning August 23, 2021 through June 1, 2023.

Overview of Program

Closing Learning Gaps

Each of the campuses acknowledged the importance of strengthening support to their teachers and to the students effective the 2021-2022 school year. All teachers need support so they are able to deliver quality instruction which yields more than a year's academic growth in the case of students who are behind.

The campuses would benefit from having **a content specialist in each of the core subjects** (math, science, social studies, ELA). Currently, Central Middle School is the only school using this model. Austin, Collegiate, AIM and Crenshaw would benefit tremendously with the additional support. The content specialists are critical to onboarding new staff, assisting with planning, instructional coaching, assessment development and data analysis.

In addition to the content specialists, students at each of the campuses would also benefit from **two additional math teachers** and **two additional language arts teachers** to facilitate the acceleration of students who need additional support.

Social Emotional Learning is also a critical component in building students' confidence levels and addressing their social and emotional needs. The campuses will incorporate the 4th R Curriculum in appropriate classes such as PE or Health to address student needs around healthy relationships. The campuses will also use the SECOND STEP middle school curriculum that addresses mind-sets and goal setting; bullying and harassment; decision making; and managing relationships.



The Plan

Students in grades five **fifth** through seven **seventh** will be identified as:

1. Those who need to be **retained** and repeat the entire year;
2. Those who will participate in on grade level classes, but will also have an additional **targeted class** in math and/a targeted class in ELA;
3. Students who are **currently on grade level**.

Students who are retained will repeat the entire year. This plan is focused on those students who are capable of meeting grade level expectations with additional targeted assistance.

Students in grades fifth through eighth who have not been successful on STAAR in previous years will be strategically scheduled into additional math and/or reading instruction (Targeted Math) or (Targeted ELA) class. The purpose is to ensure that students get the needed support as part of their regular school day and **not pull students out of their on-grade level classes** or have students wait for an after school intervention. Intervention (Targeted) classes will have no more than 15-20 students in each class.

Transition to HS

Each campus will identify eighth grade students from 2020-2021 who with additional assistance the last grading period show evidence of progress will be able to move on to Ball High School per the request of the Ball Principal. Ball will ensure that the students are placed in classes that will help them catch up and be on course for ninth grade work.

Candidates for AIM

Students who are significantly overaged would be candidates for attending AIM. AIM will be expanded according to AEA (Alternative Education Accountability) guidelines to support additional students in grades sixth-eighth.



Implementation Overview

Each campus needs a minimum of four **four** teachers for targeted instruction; **one** for 5th and 6th grade math; **one** for 7th and 8th grade math; **one** for 5th and 6th grade ELA and **one** for 7th and 8th grade ELA. These teachers will provide **direct instruction** to the identified students.

The four teachers will work closely with their content colleagues to identify a screener for **ELA** and a screener for **mathematics** so that student progress is measured at the beginning of the year, the middle of the year, and the end of the year.

- Instructional configuration – Students in grades 5th and 6th will participate in a blocked reading class and a blocked math class. The Targeted Class for either reading or mathematics will be an additional 45-50 minutes scheduled into the day. The students in grades 7th and 8th who are identified to participate in the intervention will attend their on-grade level class and will be scheduled into the Targeted Class.

REQUESTED FTE/STIPEND	RATIONALE	EXPECTED OUTCOME	Projected Costs
5 TH & 6 TH GRADE TARGETED MATH INSTRUCTOR (PROFESSIONAL)	Provide additional Math instruction to 5 th and 6 th grade students (45 – 90 minutes) to close learning gaps AIM, Austin, Central, Collegiate, Crenshaw	Enhance teaching and learning in math; and increase student achievement on the math STAAR test	5 total teachers = \$300,000
7 TH & 8 TH GRADE TARGETED MATH INSTRUCTOR (PROFESSIONAL)	Provide additional Math instruction to 7 th and 8 th grade students (45 – 90 minutes) to close learning gaps AIM, Austin, Central, Collegiate, Crenshaw	Enhance teaching and learning in math; and increase student achievement on the math STAAR test	5 total teachers = \$300,000
5 TH GRADE/6 TH GRADE TARGETED ELA INSTRUCTOR (PROFESSIONAL)	Provide additional ELA instruction to 5 th and 6 th grade students (45 – 90 minutes) to close learning gaps AIM, Austin, Central, Collegiate, Crenshaw	Accelerate learning in ELA for students who've fallen behind; & increase student achievement in on the Reading STAAR test	5 total teachers = \$300,000
7 TH GRADE/8 TH GRADE TARGETED ELA INSTRUCTOR (PROFESSIONAL)	Provide additional ELA instruction to 7 th and 8 th grade students (45 – 90 minutes) to close learning gaps AIM, Austin, Central, Collegiate,	Accelerate learning in ELA for students who've fallen behind; & increase student achievement in on the Reading STAAR test.	5 total teachers = \$300,000



REQUESTED FTE / STIPEND	RATIONALE	EXPECTED OUTCOME	Projected Costs
MATH CONTENT SPECIALIST/ COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. AIM, Austin, Collegiate, Crenshaw *Central has the position	Teacher delivery effectiveness of instruction will increase and the student learning curve will rise	4 total coaches = \$240,000
ELAR CONTENT SPECIALIST/COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. AIM, Austin, Collegiate, Crenshaw *Central has the position	Teacher delivery effectiveness of instruction will increase and the student learning curve will rise	4 total coaches = \$240,000
SOCIAL STUDIES CONTENT SPECIALIST/COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. Austin –1 Coach Collegiate –1 Coach *Central has the position *AIM and Crenshaw could share District Social Studies Specialist	Teacher delivery effectiveness of instruction will increase and the student learning curve will rise	2 total coaches = \$120,000



REQUESTED FTE / STIPEND	RATIONALE	EXPECTED OUTCOME	Projected Costs
SCIENCE CONTENT SPECIALIST/COACH (PROFESSIONAL)	Instructional Coaches will be able to support our inexperienced and experienced teachers to help them effectively implement the lesson cycle while also modeling dynamic delivery of instruction in the classes he/she teaches. The coach will support leading CLC meetings, plan with them, and observe classes. Central, AIM, Austin, Collegiate, Crenshaw-one coach each	Teacher delivery effectiveness of instruction will increase and the student learning outcomes will improve	4 total coaches = \$240,000
<u>Middle School Newcomer Teacher</u> (PROFESSIONAL)	Galveston ISD has a growing newcomer population. We would house the program at AIM	Teacher delivery effectiveness of instruction will increase and the students will transition to English classes after a year in the program	1 teacher = \$60,000
Middle School Newcomer Instructional Aide (PARAPROFESSIONAL)	Galveston ISD has a growing newcomer population. We would house the program at AIM	Support to the students will increase likelihood of a successful student transition after a year in the program	1 instructional aide = \$35,000
Behavioral Specialists/SEL Specialists	Support emotional needs of students AIM, Austin, Central, Collegiate	Galveston ISD CAUSEWAY GALVESTON has model that can be replicated as evidenced with Student-selfie	2 positions + \$120,000 Leverage resources with Causeway Galveston
<u>HALL MONITOR</u> (CLASSIFIED)	A monitor allows Administrators to spend more instructional time in the classrooms. Helps prevent student hallway misbehavior and to help cut down unnecessary student movement during instruction time. Collegiate	Ameliorated monitoring and supervision during unstructured time	2 positions = \$50,000
<u>RECEPTIONIST</u> (CLASSIFIED)	Based on the daily call volume, we are in need of a receptionist to assist our Attendance Secretary with customer service via telephone communication. Collegiate	Enhanced parent support and customer service	1 clerical aide = \$35,000
504/RTI/ AT-RISK/Dropout Recovery/Prevention CLL CLERK (CLASSIFIED)	The recordkeeping involved in 504/RTI/ Dropout Recovery/Prevention & AT-Risk population is very time-consuming. Support providing clerical help will free up Counselor & CLL to address Student needs & Contributing to the Administrative Team effort. AIM, Austin, Central, Collegiate, Crenshaw	Greatly increase productivity of the Counselor and CLL	5 clerical aides = \$175,000