

The Providence School
Middle School PODS Reading and Math Growth

Program Objectives:

As an alternative school designed to serve our district's most at risk students we open our doors to students with a wide range of socio-emotional issues. While the range of issues is broad, the most common outcome of these issues are students who are well below grade level in reading and math.

A 2017 reading and math skills screening via the NWEA Map Test, supported our belief and demonstrated a significant reading and math deficiency in over 95% of our middle school population. In response to this data we recalibrated and refocused our intervention efforts and made the first steps towards our Middle School Pods/Intervention Program.

The overall objective of our 3 tiered intervention program is for every student promoted to 9th grade to read on grade level and have the grade level math skills necessary to be successful high school students.

In the Spring of 2018 we implemented a school wide reading intervention program that provided small group

Scope of the Program:

The Providence School Middle School serves 30-35 students, grades 6-8. Our entire program serves students 6-12 this particular intervention system is focused on students in our middle school program.

Uniqueness of Program:

The program began in January of 2018. Given our testing data from the fall of 2017 we took quick action to reinvent our intervention program to provide the necessary reading interventions to every middle school student in need. We purchased and had our staff trained on the Jan Richardson Guided Reading Program. In January of 2018 we embedded the guided reading program into our daily middle school schedule. Every student was benchmarked and participated in the guided reading program for the entirety of the spring semester.

Our NWEA Map testing data that spring was promising (shown below) but we could not expect our students to reach grade level in reading and math by the end of their 8th grade year with the levels of improvement we were seeing.

In the Fall of 2018 we added another layer to our intervention system and provided tier 2 intervention for any student who did not demonstrate mastery of a content specific standard for English and Math. We were having success with this implementation but still lacked the necessary time to make the major improvements we needed in reading and math skills.

In January of 2019 we implemented Reading and Math Pods for our entire middle school student body. Every student would now receive almost 2 hours of dedicated time in Reading/English and almost 2 hours of dedicated time in Math. During these daily 2 hour pods students received grade level standards in a co-taught classroom, individualized tier 2 intervention when needed and daily reading or math intervention. We continue to use the Jan Richardson Guided Reading Program for reading intervention and we use portions of Do The Math Now and Open Up Resources for our math intervention.

This system allowed us to increase the overall time for student growth in reading and math, the dedicated small group intervention needed for reading and math without sacrificing grade level standards teaching.

Costs and Funding:

We purchased 3 support programs, Jan Richardson Guided Reading Program, Do the Math Now, and Open Up Resources. All of these programs were purchased from our school operating budget.

We increased our staffing to help provide the necessary intervention but were able to do so without increasing our overall staffing numbers.

Board Involvement:

The Jessamine County Board has continually supported our Alternative Education program with the funding necessary to impact the most at-risk students in Jessamine County. One example of this financial support was the funding provided to move our entire school into 1:1 program with every student having access to a chromebook in every class.

The Board of Education continues to allow us the flexibility and freedom to research and implement educational and socio-emotional programs that support our school mission and the mission of Jessamine County Schools.

Progress Assessment:

After 1 semester of Guided Reading (Spring of 2018).

Middle School

2017-18	Reading		Mathematics	
Test Session	Fall/Winter	Spring	Fall/Winter	Spring
Average	207.12	211.04	204.48	210.44
+/-	5.58*		6.16	
Average Growth Expected	4.375*		5.4	

After 1 semester of Reading and Math Pods.

Middle School

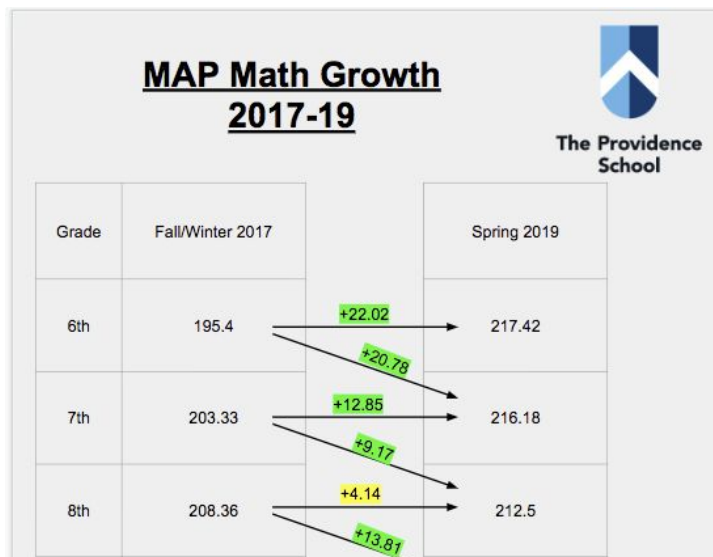
2018-19	Reading	Mathematics
Students Tested	30	30
Met Growth Goal	22	18
Percent	73.33%	60%
Above 60th Percentile	10/30 - 33.33%	1/30 - 3.33%

The Jessamine County School district measures NWEA Map growth from spring to spring. During the Spring 2018 to Spring 2019 assessment window, The Providence School led the district in NWEA Map Growth!

The NWEA Map Data can be expressed in another way that demonstrates grade level growth (as students progress from grade to grade) and as the overall instruction increases at each grade level



(measured year to year at the same grade level).



Scores highlighted green indicate that the growth demonstrated is above NWEA Map Growth Norms.

As you can see from our data middle school students are averaging DOUBLE DIGIT growth as they progress from one grade level to the next.

September 11, 2019

To whom it may concern,

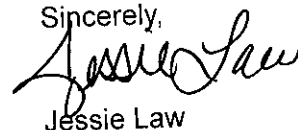
During Spring 2019, The Providence School determined that our middle school students' reading and math deficits were alarming enough to require a shift in schedule as well as an intense approach to addressing learning gaps. This was determined by MAP scores in addition to evidence provided by teachers. At this time, I joined the educators in the Reading Pod as the reading interventionist. My role includes meeting with every middle schooler (in small groups organized by skill level) every day for twenty-five minutes and completing lessons built around the Jan Plan curriculum.

One of the major benefits of this program include student access to a variety of teachers for both reading and math. There are three certified teachers in each pod. Students rotate stations in each; therefore, they have access to three professionals per content. This allows them to access knowledge in a variety of ways that can appeal to their individual learning styles.

Another benefit for students is simply the increased instruction provided in these two very important areas of learning. Students receive instruction to move them toward mastery on their current grade level standards. However, they also are given the opportunity to address gaps and gain ground on formative skills through targeted intervention. In these groups, research-based practices and programs are being utilized to ensure success.

Since the Reading and Math Pods first began, student growth has been even better than anticipated. MAP scores reveal that our students have achieved above average gains in math and reading. In addition, students report feeling better prepared to take assessments and more confident about their skill level. This program has greatly impacted our students in a meaningful way by addressing current grade level standards in addition to providing a bridge to close the gaps on concepts and skills that were missed in the past.

Sincerely,

A handwritten signature in black ink that reads "Jessie Law". The signature is written in a cursive, flowing style.

Jessie Law

Lydia Cassady
100 Lauren Drive ,
Nicholasville, KY 40356

9/13/2019

To whom it may concern:

I would like to nominate The Providence School Middle School for the Peak Award. It is my understanding that this award is given to a Kentucky school that uses effective classroom instruction to significantly increase student achievement. My experience with the teachers and support staff of the Providence School Middle School team has resulted in my believing that Providence is deserving of this award. I was initially concerned when I learned that the middle school was implementing an RTI system that completely altered my sons schedule last year. Instead of having one teacher at a time, block by block, day after day with Wyatt being pulled out of a class for reading intervention once a week because what they were doing had worked well for Wyatt. Last year the school's administrators created an RTI structure that involves regular classroom instruction and tier two intervention occurring in the same room. Everyone receives the standards based instruction during the first part of the block, then the students who need extra help to master the learning target move to one part of the room and get extra help grasping the content while students who got it the first time do enrichment activities in another part of the room. With this approach there are usually two or three teachers in the room with a teaching partner so student behavior was much better, and students could receive help from more than one staff member at the same time while the teacher kept teaching the days lesson. From that group, students who were really behind were pulled out for intervention with an intervention specialist.

We keep track of our son's academic progress so when we learned that Wyatt's math MAP score jumped 10 points and his reading MAP score jumped 23 points! This was a huge gain for Wyatt and has been the most significant academic growth we have seen in his academic career. On top of the academic growth, Wyatt loves his teachers and feels safe and confident attending Providence because of the staffs focus on the Discovery program and PBIS. He participates in after school activities, especially archery, and looks forward to coming to school every day. This was not the case at his sending schools.

I am able to explain my recommendation because the middle school team does a fantastic job of keeping parents informed of what is going on in the middle school and because I feel welcome to drop in and see what is going on

Thank you for taking the time for read my recommendation and feel free to contact me if you have any questions. My contact information is available thorough the school. I have given them permission to share it with you as needed.

Sincerely,

A handwritten signature in black ink that reads "Lydia Cassidy". The signature is written in a cursive style with a large, looping initial "L".

Lydia Cassidy

September 11, 2019

To Whom It May Concern,

With delight, I am writing to nominate The Providence School (TPS) for the PEAK Award given by the Kentucky School Board Association. The Providence School is Jessamine County's alternative school, serving about 200 students every year, 6th through 12th grade. Specifically, I want to nominate the Reading and Math Pod program fully implemented in January 2019. As a former principal of TPS and a current school board member, I am thrilled the administrative team tackled the lackluster basic skills of their students, and as you can see from their application, persisted in tweaking the intervention until it produced the results they hoped to obtain. I believe TPS is worthy of the PEAK Award simply because they refused to believe that at-risk students cannot succeed; they did not succumb to the "soft bigotry of low expectations" that is too prevalent in programs for at-risk students. Their dogged determination to remediate basic skills in reading and math compelled them to make major adjustments three semesters in a row.

When I visit TPS, I see huge charts in the cafeteria that show students their collective growth over time. My background allows me to visualize how shocking it is for these particular young people to continually see charts that detail their growth in reading and math skills. Honestly, these are the hidden or forgotten students in many traditional schools, and their school data is typically abysmal. Furthermore, when staff members speak about the pod program, there is a tone of excitement about the incredible growth they are witnessing in their students. Growth not only engages students; growth engages teachers more fully, too. Their efforts are producing the gains they hoped to see in their students.

Though I do not know the specifics of how the administrative team made the Reading and Math Pod program work with the same number of teachers and staff, I know they had to have been very creative to provide these intensive services without an increase in staff. In addition, I presume other teachers had to be willing to contribute to the intervention by having larger classes. Results this dramatic only occur when there is widespread buy-in within a school.

These are the reasons I am enthusiastically nominating The Providence School for the PEAK Award. The creative thinking and determined implementation of the Reading and Math Pod Program are award worthy, and I hope could inspire other schools to implement a similar intervention. Please contact me if I can be of further assistance.

Sincerely,



Denise Bailey Adams

Jessamine County School Board
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