

Minnesota Principal's Academy-Action Research Project
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Creating Impactful Targeted Services Programming at Lake Marion Elementary

Abstract

In the summer of 2016, Lake Marion Elementary's(LME) Shared Leadership Team(SLT) met to look at stakeholder survey and MCA results to create a school improvement plan for the upcoming year. LME performed at world-class levels in parent, student and teacher survey results. MCA data rated LME in the top 15% in the state. Although the overall performance in reading and math was high, student subgroup scores showed a decline.

Read Performance	All	Am. Ind.	Asian	Hisp	Black	White	LEP	SpEd	FRP
2015 Proficiency	86.1	0	92.3	100	73.1	86.6	50	57.1	70.4
2016 Proficiency	85.7	100	100	57.1	85.7	86.5	55.6	58.5	62.9

Outside of our core instructional practices, several questions about interventions quickly came to light:

1. Why is there such a difference in overall performance compared to subgroups?
2. Were our struggling students involved in Tier II interventions during the day?
3. Were our struggling students attending Targeted Services(TS) in the morning? In not, why?

Through the use of a shared leadership framework, school staff decided to focus on closing the learning gap in Reading and Math by providing specific, intensive interventions through a before school program. When looking at the previous year's data, only sixty students were invited to attend our before school Targeted Services programming. Not only did we have a low percentage of students attending, primarily tutors and paraprofessionals taught the classes. If we truly wanted to have an impact on success of all students, we needed to focus on systematic structures including having the right students attending. The teachers and support staff who developed this plan participated in each of the needed steps throughout the year. The implemented changes showed a closing of the learning gap in all subgroups and an improvement in overall scores on the 2017 preliminary MCA results.

Vision:

All students who participate in LME's Targeted Services programming will meet benchmarks in reading.

Background/Context:

Lake Marion Elementary is a traditional K-5 elementary school with over 600 students. 28% of our students qualify for a Free or Reduced-Priced Lunch, up from 21% in 15-16. With a mobility rate at 28%, we have a high turnover of students for a suburban, outer-ring school. Our school population is 7% Hispanic, 6% Black, 2% Asian 81% White and 4% two or more

rates. Over the last ten years, LME has seen it's FRP more than double from 13% to 28%. We also have over 125 open enrolled students.

What we did: Prior to the beginning of the 16-17 school year, members of the Lake Marion Shared Leadership Team determined to implement the following structures to support a strong Targeted Services program:

- Recruitment of teachers to teach morning TS classes
- Personal contacts with families to encourage higher participation in TS classes
- Align PLC work to systematic planning for TS classes, either pre-teaching or skill building through means outside of the traditional classroom(mentor texts, guided reading, personalized learning structures, gamification)
- Eliminate transportation issues by providing busing
- Provide breakfast prior to the start of each TS class.

What we found:

There were some surprising unintentional results that benefited many students.

- We increased from 4 teachers to 15 leading TS classes
- We went from 60 student participants to 162 this year

Targeted Services LME 16-17					
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
20 Students enrolled	38 Students	21 Students	20 Students	22 Students	32 Students
1092 Hours	1984 Hours	1348 Hours	1105 Hours	1504 Hours	1625 Hours
avg 54 days	52 days	64 days	55 Days	68 days	51 Days
					*Band
Total	162 Students				
70 Days(61 before 4/1)	8658 Hours				

- Over 70 students rode the free bus to school
- Preliminary MCA results show an improvement in all subgroups and overall scores
- K-2 DRA and AIMSweb dramatic score increases
- Extended our TS programming into April due to parent and student feedback

Implications for practice:

We learned this was an effective intervention for LME students in need of services. We saw fewer special education referrals, more parent and family connections along with students getting more small group instruction. Here are the refinements for the upcoming year:

- Continue the busing service but add more stops
- Change the times for other meetings at LME to prevent teacher burnout
- Give prep time for teachers to prepare the lessons for specific students
- Find a way to make this become an AM or PM program