

2015 - 2016

Language Arts Program Structure at Cherry Hill Middle Schools

An Informed Decision

Dr. Cafagna, Mr. Guy, Dr. Perry

The Year of the Middle School

- Early in the summer of 2014, Dr. Reusche indicated during a meeting that 2014-2015 would become “The Year of the Middle School”
 - Essentially, she charged the middle school principals, and her central office colleagues, with undertaking an honest and a critical look at Cherry Hill’s three Middle Schools
 - She challenged the group with truly looking at the programmatic offering in the schools and making recommendations, based upon best practices in middle level education, to enhance the academic program and to improve student achievement overall

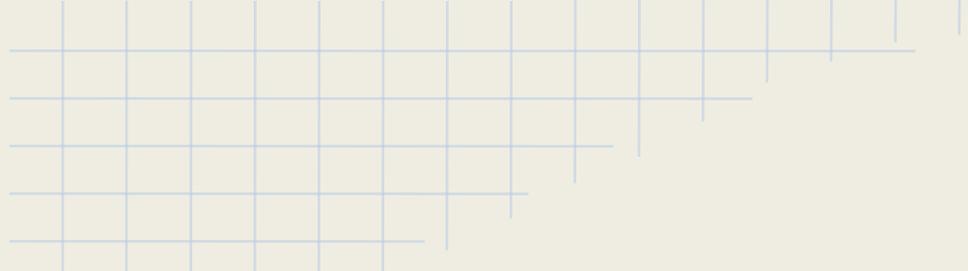
September 2014 - February 2015

- Monthly meetings occurred involving the middle school principals and district level administrators, regarding best practices across all subject areas.
- During these meetings English Language Arts was established as the primary area of focus upon which to base the enhancement of the programs and to improve student achievement.
- The middle school principals reviewed the English Language Arts pilot that had been conducted at Beck Middle School.

Reviewing the ELA Pilot

The Beck Middle School English Language Arts 6th grade pilot was introduced during the 2012-2013 academic year, in order to:

- increase individual student growth in reading and literacy skills as measured by the NJASK,
- provide purposeful and targeted feedback to students regarding their reading and writing:
 - by decreasing overall student rosters,
 - by including a formalized conferencing protocol,
- double English Language Arts teacher contact time with students
- increase the depth and breadth of students' reading experiences across genres.



Lessons Learned

Results: Classroom Experiences



Provide purposeful and targeted feedback to students regarding their reading and writing

Decreasing overall student rosters

- Sixth Grade English Language Arts teachers student roster load decreased from approximately 100 students to approximately 50 students
- This is significant because teachers were able to provide increased written feedback to every student, including additional, in depth analysis of a student's written work

Including a formalized conferencing protocol

- Every ten days, each student, in consultation with the English Language Arts teacher, reviewed and developed specific reading and writing goals
- The teacher and student conferences lasted between five and eight minutes

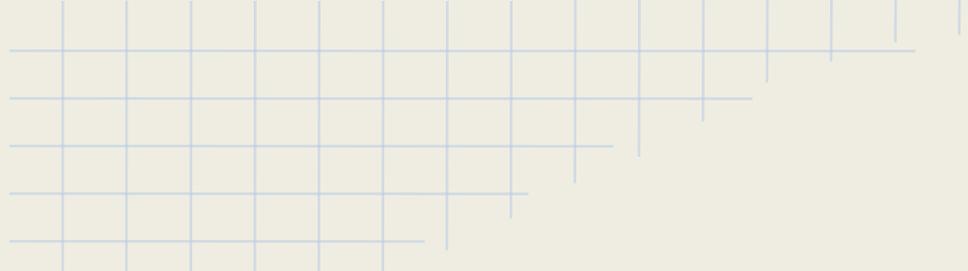
Double English Language Arts teacher contact time with students

English Language Arts classes were extended to last one-hundred minutes

- This more than doubled the previously scheduled ELA classes which met for forty-five minutes

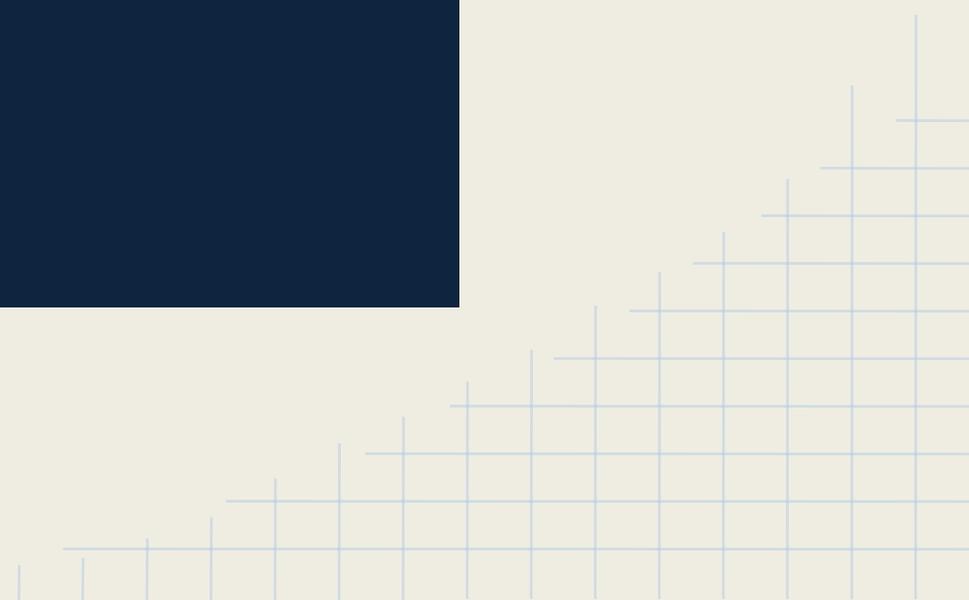
Increase the depth and breadth of students reading experiences across genres

- A goal was established for each student to read an established number of books
 - a portion of the overall total number of books was required to come from multiple genres



Lessons Learned

Results: Student Growth



To increase individual student growth in reading and literacy skills as measured by the NJASK

- At Beck, in the first year of the pilot, from fifth grade to sixth grade, the Average Scale Score Growth for students **increased by 3.4 points**
 - at Carusi, from fifth grade to sixth grade, the Average Scale Score Growth for students **decreased by 2.0 points**
 - at Rosa, from fifth grade to sixth grade, the Average Scale Score Growth for students **decreased by 3.9 points**
- At Beck, in the second year of the pilot, from fifth grade to sixth grade, the Average Scale Score Growth for students **increased by 7.4 points**
 - at Carusi, from fifth grade to sixth grade, the Average Scale Score Growth for students **decreased by 1.0 points**
 - at Rosa, from fifth grade to sixth grade, the Average Scale Score Growth for students **decreased by 4.0 points**

To increase individual student growth in reading and literacy skills as measured by the NJASK

Same Students 5th to 6th Grade Growth

□ Year One

	5 th Grade - P or AP (2011-12)	6 th Grade - P or AP (2012-13)	Change
Beck Middle School	81	85	+4
Carusi Middle School	77	74	- 3
Rosa Middle School	86	88	+2

□ Year Two

	5 th Grade - P or AP (2012-13)	6 th Grade - P or AP (2013-14)	Change
Beck Middle School	79	84	+5
Carusi Middle School	74	73	- 1
Rosa Middle School	83	80	- 3

To increase individual student growth in reading and literacy skills as measured by the NJASK

5th to 6th Average Scale Score Growth

□ Year One

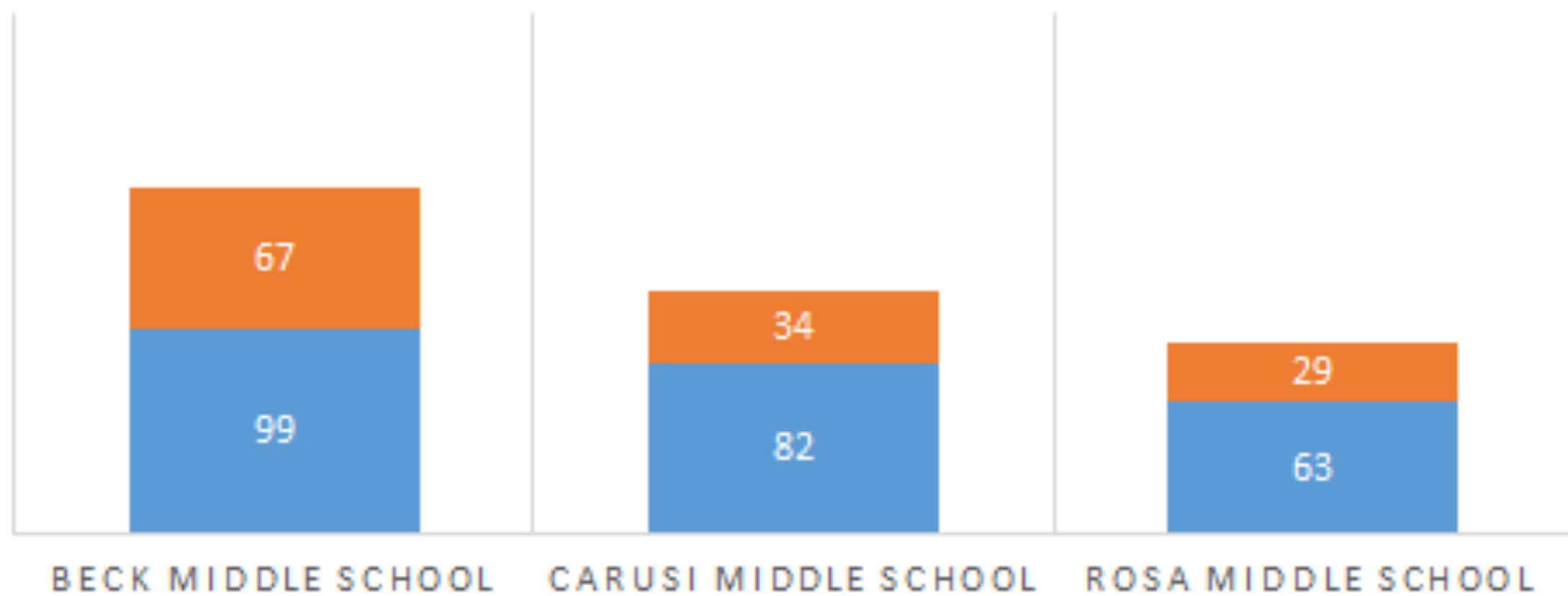
Beck Middle School	+3.4
Carusi Middle School	-2.0
Rosa Middle School	-3.9

□ Year Two

Beck Middle School	+ 7.4
Carusi Middle School	- 1.0
Rosa Middle School	- 4.0

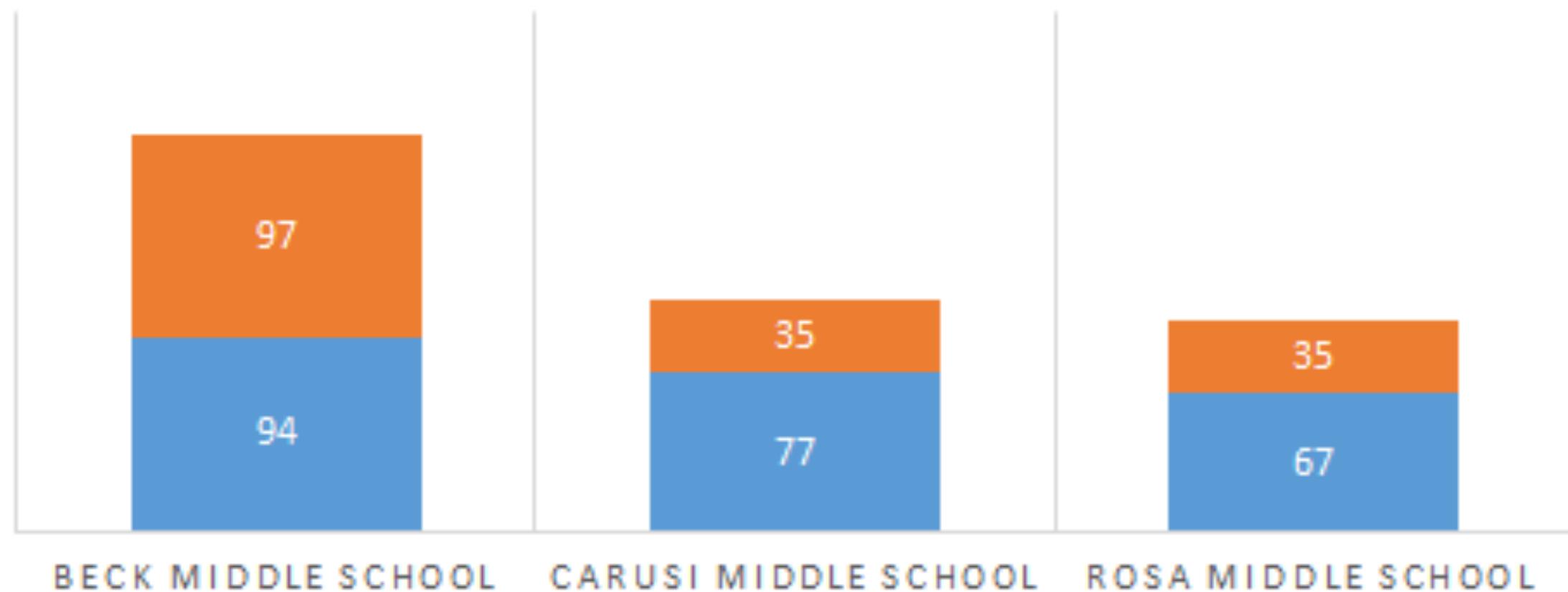
INCREASE IN SCALE SCORE YEAR ONE

■ Increase of 1-14 ■ Increase of 15+



INCREASE IN SCALE SCORE YEAR TWO

■ Increase of 1-14 ■ Increase of 15+



SGPs and mSGPs

- Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to students with a similar performance history from across the state (“academic peers”).
- Students enter each grade level at varying starting points and with unique challenges; the use of SGPs allows the focus to be on student improvement, rather than simply how many students attain proficiency.
- An mSGPs shows the median (the number that falls in the middle) of a group of SGPs.

First Year Growth mSGP

BECK MIDDLE SCHOOL	CARUSI MIDDLE SCHOOL	ROSA MIDDLE SCHOOL
57	37.5	33.75

Second Year Growth mSGP

BECK MIDDLE SCHOOL	CARUSI MIDDLE SCHOOL	ROSA MIDDLE SCHOOL
61	39	29



New Program for 2015-2016
in the
Cherry Hill Middle Schools

English Language Arts

- English Language Arts will become a double period of instruction for all sixth and seventh grade students
 - English Language arts will be approximately 100 minutes in length
 - Feedback will be a critical pedagogical tool
- Professional development will be planned for sixth and seventh grade English Language Arts teachers
 - Professional development will begin in the spring of 2015 and continue throughout the 2015-2016 academic year

World Language & Math

- World Language will become an exploratory for sixth and seventh grades
- World Language will be a full year course for eighth grade
 - Students will have a choice of French or Spanish
 - The eighth grade World Language classes will be aligned with the high school French 1 and Spanish 1 classes (*similar to alignment in Algebra 1 and Geometry*)
- Math will be off team

We surveyed many South Jersey schools regarding their World Language Program offerings

- None of the schools surveyed offered a full year World Language Program in 6th grade
 - Some of the school districts surveyed -
 - Haddonfield, Collingswood, Voorhees, Haddon Township, Marlton, Mt. Laurel, Cinnaminson
- The only school we found, through our survey, to offer daily meeting of World Language for 7th grade is Cinnaminson.

Exploratory, Health & Phys Ed

- The exploratory cycle will change from quintiles to quarters and will continue to be combined on an alternating day schedule with Health & Physical Education
- Sixth and Seventh Grades
 - Art, Music, STEM, and World Language
- Eighth Grade
 - Art, Music, STEM, and Library Research Skills

Science & Humanities

- These other core areas would essentially remain unchanged, in structure

Next Steps

- Complete an internal examination of the impact that the proposed change would have on current staffing
 - the current proposal is to implement the change while remaining cost neutral
- Review the curriculum and the scope and sequence for:
 - Sixth and seventh grade English Language Arts
 - World Language at all three grade levels
 - Library Research Skills for eighth grade
- Plan a professional development calendar for the remainder of the 2014-2015 academic year and for the 2015-2016 academic year

Questions . . .

