T.A.R.G.E.T.

A Systematic Approach to Impact Academic Achievement in Math

Fleetwood Area Middle School
FLEETWOOD AREA MIDDLE SCHOOL

- Berks County
  - About 20 miles outside of Reading
- Grades 5-8
- Approximately 830 students
- Economically Disadvantaged: 19%
- English Language Learners: 2%
- Special Education: 17%
Increase the percentage of Proficient and Advanced Students in Math spanning Grades 5 through 8.

- Implement data teams with classroom teachers using a data analysis protocol to embed data driven instruction into teaching practice.
- Create a Targeted Intervention (T.A.R.G.E.T.) time using data to group students and provide prescriptive instruction to increase student mastery of math skills.
- Revise the building schedule to increase instructional time for math (single period to a double period) in grades 5, 6, 7 and 8 to focus on deeper level math concepts and Pennsylvania Eligible content.
- Align the math curriculum to the Pennsylvania Core Standards.
A systemic approach using a data driven decision making model that involved all teachers analyzing data through structured meetings, using the data to drive their instruction based on their student needs and identifying areas within the curriculum that needed adjusting. This included a school day reorganization focusing on Tier 1 universal interventions for all students on needs/weakness and strength sustainability.
The following are required:

- A clear articulated vision for the shift that All students can achieve
- Identify a common benchmark assessment aligned to the standards
- A schedule that can be adjusted to provide increased instructional time and grade level common time for remediation/enrichment (T.A.R.G.E.T. Time)
- Data Team structure and Data Analysis Protocol
- Building Administrator leading this change process
T.A.R.G.E.T.

Targeting And Reaching Goals Effectively Together
T.A.R.G.E.T.

- What?
  What is it?

- Why?
  Why is it a good idea?

- How?
  How do we get started?
WHAT?

- Time allocated for skill development, reinforcement, or enrichment
- Data-driven areas of focus and instruction
- Students grouped homogeneously by focus areas
- Flexible groupings across classes/teachers
WHY?

➤ It provides embedded time for prescriptive instruction to increase students’ math skills by targeting weaknesses or building on strengths.
HOW?

- Administer a benchmark assessment
- Hold Team Data Meetings
  - Follow data analysis protocol
- Target student needs and plan for developing, reinforcing, and enriching skills
### Action Steps to Implementation

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<tr>
<th>Time Frame</th>
<th>Action</th>
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<tr>
<td>Step 1</td>
<td>Develop a School Improvement Team (Administrators, teachers, Instructional support staff (coaches, IST, etc) )</td>
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<td>Step 3</td>
<td>Identify a common benchmark assessment aligned to the PA standards</td>
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<td>Step 2</td>
<td>School Improvement team analyzed school data and identified weaknesses and strengths</td>
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<td>Step 3</td>
<td>Grade level curriculum alignment</td>
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<td>Step 4</td>
<td>Develop a master schedule to include time for remediation/enrichment and increased instructional time for math</td>
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<td>Step 5</td>
<td>Administer the common Benchmark across all grade levels</td>
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<td>Step 6</td>
<td>Professional Development for teachers and administrator on analyzing data and using it to drive instruction</td>
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<td>Step 7</td>
<td>Institute data meetings and identify a data protocol that would be used by teams to use data to drive instruction</td>
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<td>Step 8</td>
<td>Define T.A.R.G.E.T. Time so that there are clear expectations for teachers</td>
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NEXT STEPS...
TEACHER EXPECTATIONS

- Monitor student progress between benchmarks
  - formative assessments
  - teacher-student conferences
  - student work samples

- Meet regularly with team to discuss students’ progress

Guiding questions:
Where are students now?
Where do we need them to be?
How will we get them there?
How will we know when they’ve gotten there?
NEXT STEPS...
TEACHER EXPECTATIONS

- Analyze students’ growth in targeted areas on additional benchmarks (at least 3x a year) or other assessments
- Group students after each benchmark (or more frequently) based on data
- Plan targeted instruction to meet students’ math needs (foundational, reinforcing, enriching)
- Continue to monitor student progress
“Coming together is a beginning; keeping together is progress; working together is success.”

- Henry Ford
AVAILABLE RESOURCES

- Data Analysis Protocol and Guiding Questions
- A sample outline of a Grade 5 T.A.R.G.E.T.
- Overview PPT on T.A.R.G.E.T. that can be used with teachers to roll out the initiative
- Teacher Expectation for T.A.R.G.E.T. time
- T.A.R.G.E.T. time phase in process
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