

SCHOOL NAME: McKinley
DISTRICT NAME: Xenia Community City
Model: Tier III Strategies
Cohort: 1
Locale: Urban
Grades: K-5
Number of Students: 384
Eligible for Free & Reduced Lunch: 53.4%

Highlights of Reform Model

McKinley Elementary is a Tier III SIG school and is implementing a comprehensive set of school reform strategies to raise student achievement. McKinley has partnered with their local SST to strengthen their Building Leadership Team (BLT) and Teacher Based Teams (TBTs). As a result, the BLT is using data to identify instruction, intervention and professional development needs. TBTs are meeting weekly, using short-cycle assessments to differentiate instruction based on students’ individual needs. McKinley has designed an effective Response to Intervention/PBS system to provide tiered levels of academic and behavioral interventions. They are implementing Co-Teaching in classrooms with the greatest need. They have built teachers capacity to design interactive and inquiry based math lessons through hiring Technology/Data and Math Coaches. They hired a school social worker to address students’ social-emotional needs. As a result of these efforts, McKinley has moved from Continuous Improvement to Excellent in two years.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
3rd Grade	Reading	73.3%	68.8%	80.9%
	Mathematics	75.6%	67.5%	72.1%
4th Grade	Reading	77.9%	86.4%	79.2%
	Mathematics	75.6%	63.6%	63.9%
5th Grade	Reading	72.3%	69.7%	69.6%
	Mathematics	66.0%	67.1%	63.3%

Evidence-Based Best Practices Observed

Principal Garry Hawes states, “TBTs have become just another way of how we conduct business”. McKinley uses a locally modified version of the OIP Five Step Process. TBTs meet weekly to discuss student data, plan for remediation, and analyze the results of implementing new instructional practices. TBTs have enabled teachers to provide differentiated instruction and interventions aligned to students’ specific area of need. Principal Hawes and his teachers attribute much of their academic growth to the implementation of TBTs.

Systemic Changes Observed

Prior to SIG, teachers met in grade level bands to discuss grade level and general school needs. In 2010-2011, teacher leaders and principal were involved in developing protocols and procedures for implementing Teacher Based Teams. In 2011-2012, all staff was trained in TBTs and the OIP Five Step Process. Teachers observed a mock TBT to reinforce fidelity of the process. In the beginning of implementation, TBTs received support and guidance. As they became more productive and efficient with their meetings, support was reduced. Principal Hawes believes having protocols in place prior to implementation is critical to having a successful roll out.

Current Barriers to Achievement

Due to fiscal cuts, teachers have to teach specials and have less time to plan. Data shows that their students need varying levels of differentiated

instruction and interventions. Teachers are challenged with finding time to prepare lessons to meet their students' unique needs.