

SCHOOL NAME: Trimble Middle School
DISTRICT NAME: Trimble Local
Model: Tier III Strategies
Cohort: 1
Locale: Rural
Grades: 5-8
Number of Students: 267
Eligible for Free & Reduced Lunch: 66.3%

Highlights of Reform Model

In 2010-2011 school year, Trimble Middle School received a SIG Tier III grant to support them in raising student achievement. Through SIG, Principals and staff have built shared governance and teacher collaboration through strengthening their BLT and TBTs. The BLT has become more effective in using student assessment and classroom rounds data to strengthen instruction and interventions. Teachers received training in TBTs and the Five Step Process and have made improvements in using the data to strengthen instruction. To improve reading and math instruction, they hired a math and reading coach to provide job embedded professional development and support the TBTs in finding effective instructional strategies. A main focus for the SIG grant was to improve academic achievement for students with disabilities. Data showed students were several reading levels below grade level. Trimble implemented Co-Teaching to increase differentiation and interventions in the classroom, and teachers participated in a book study on differentiation.

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
5th Grade	Reading	73.4%	67.8%	46.9%
	Mathematics	45.3%	56.9%	57.8%
6th Grade	Reading	75.4%	73.8%	71.2%
	Mathematics	68.4%	58.5%	57.6%
7th Grade	Reading	70.8%	58.0%	69.0%
	Mathematics	67.7%	60.9%	57.7%
8th Grade	Reading	70.3%	82.4%	77.8%
	Mathematics	71.9%	57.4%	64.8%

Evidence-Based Best Practices Observed

Classroom rounds are positively influencing instruction in the classroom at Trimble Middle School. Interim Principal Horrocks conducts classroom rounds daily and gives feedback to teachers to strengthen instruction. Rounds data is shared with the BLT, and professional development decisions are informed by this data. As a result of conducting daily rounds, teachers are posting higher quality learning targets and are implementing Co-Teaching models with greater fidelity.

Systemic Changes Observed

Prior to SIG, daily classroom rounds were not performed by Trimble Middle school principals. Over three years, classroom rounds have evolved from monitoring learning targets and Co-Teaching to providing feedback on instructional strategies, student engagement and the quality of learning target. The Math Coach worked with the Interim Principal and BLT to develop “look fors” that would have a greater impact on teaching instruction and student achievement. Professional development on writing quality learning targets and using more effective models of Co-Teaching professional was given to teachers as a result of the classroom rounds data.

Current Barriers to Achievement

Trimble Middle School is challenged with having constant change in leadership due to financial hardship and other circumstances. Inconsistency

in leadership is a major disruption to implementing school improvement strategies with the fidelity and focus needed to increase student achievement.