Cub Pride Time Acceleration

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Background That Led to Your Team's Inquiry:

Our team was looking at cub pride time (study hall) on how to use this time in a productive way to help students achieve academic success at Madison Consolidated High School. This time was put into the schedule to allow student transportation time from the local Ivy Tech building. Our team wanted to utilize the cub pride time to help students prepare for the state ISTEP+ testes. Therefore, the purpose of our action research was to utilize the time during Cub Pride Time to increase student performance on the 10th grade ISTEP+ math and English sections.

The team analyzed 8th grade ISTEP+ scores, NWEA scores, freshmen grades and recommendation from 10th grade teachers, which was used to identify areas of concern relating to future student performance on the state test. The data was used to create a cut score for the 10th grade class in English and math performance. This identified 119 students that need some type of remediation which were on the bubble from passing the state test. We did not put honors or special education students in this group. Special Education students are double blocked for math and English classes already during the day.

The team also wanted to address student motivation during this time period. We researched ways to motivate students in the classroom. We decided to use the ARCS Motivation Mode (Keller, 1987)l. Professional development was incorporated during faculty meetings to enhance the teacher's ability to use the model during Cub Pride Time.

The team sent out surveys to educators in the building to receive input if they would be willing to be a part of this acceleration program. A great number of teachers responded to the survey and the team pick 10 teachers, 5 in math, and 5 in English to enrich these 119 students during Cub Pride Acceleration. The curriculum was developed by the math and English departments to enhance student mastery of deficient areas of concern. The math department was using IXL math which lead to individual remediation of each math student. The English department work on argumentative writing and close reading techniques that were being used in the classroom by teachers. The teachers would use the ARCS model of motivation during parts of the lesson during the three month process.

Discoveries from the data reveled during the Cub Pride Acceleration process were:

- 119 students made the NWEA, ISTEP+ cut scores.
- 61% of students felt prepared to pass both sections of the state test.
- 46% of the students would recommend the acceleration program.
- 71% of the students completed all assignments on their IXL program.
- 52% increased their NWEA RIT score.

The implications our team learned during this IPLI action research project were:

- Data was used to drive the instruction.
- Data from teachers was used to drive the curriculum.
- Data was used to identify students that had a particular need in math, reading, and writing. Keller, J.M. (1987) Development and use of the ARCS model of motivational design. Journal of

Instructional Development, 10(3), 2-10.

Statement of Your Team's Wondering:

How will the utilization of curriculum outlines during cub pride time aide in the impact of student performance?

Methods/Procedures:

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Stating Your Team's Learning and Supporting it with Data:

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Providing Concluding Thoughts:

The team worked with two different departments which included 12 teachers organizing and interpret large amounts of data. The team work on individual curriculum for 119 students that were deficient in math and English skills. The ARCS Model part of this process help with student motivation and achievement. The process of working together as a team with many teachers made this project a success for our students.

References:

Keller, J.M. (1987) Development and use of the ARCS model of motivational design. Journal of Instructional Development, 10(3), 2-10.