



LRSP Status Report – June 2012

1.01 CJ Personalize Learning SR 2012

Strategic Objective (SO):

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO):

Math

Department/School: Chief Joseph Middle School

Leader: Randy VanDyk

Team Members:

Math Core and Intervention Teachers

In a year, we hope to see the following progress on this strategic objective:

Verify that existing framework is effective. Determine if adjustments need to be made (for example, distance learning and common core alignment.)

Create standardized assessment tools and agree upon benchmarks for placing new and incoming students.

PROGRESS SUMMARY

Provide staffing and scheduling options for ability-level math classes.

- All math, intervention and special education teachers met to discuss math course offerings to meet the diverse mathematical needs of all students. With the RtI model students were screened, data was reviewed and students were placed in the appropriate math class taught by a special education or core teacher.
- The master schedule was created so that second period all core classes were in session. This provided a time where students could have movement between math classes.
- This common core math period also provided an opportunity for the staff to place all three-grade levels of students in one math class - multi-aged math groupings.

Analyze individual student achievement data and teacher recommendations from previous years.

- Completed by math teachers and counselors.
- Staff has requested additional training in Pearson Inform.

Use data to place students in appropriate math classes.

- Students were placed in math classes based on data.

Assess student mastery and progress using EasyCBM, formative, summative, and district assessments.

- EasyCBM assessments were given three times a year. When compared with the fall EasyCBM, the spring EasyCBM scores showed a 12% proficiency gain in sixth grade and 7%

- gain in eighth grade, while seventh grade showed a loss of 6% proficiency.
- Students were assessed on a daily basis by classroom teachers through homework and summative assessments given at the end of each unit.
- District assessments were given in all three-grade levels.

Adjust student placement if needed.

- Some students were moved to a different level based on their progress throughout the year. In all grades, several students were able to make grade level gains using the Connected Math Concepts (CMC) direct instruction math program.
- Students were moved between Core Math classes, Intervention classes, and CMC direct math instruction classes, based on their progress.

Analyze CRT and other pertinent data as mentioned above to determine student growth and assess program effectiveness.

- The 2012 CRT data shows that 78% of our sixth grader students are proficient in math. Data shows that 75% of our cohort seventh graders are proficient, reflecting a 4% decrease. 81% of our cohort eighth grade students are proficient in math, reflecting a 13% gain.

Utilize PACE (Practice, Activity, Choice, and Enrichment) to enrich and support student learning.

- Throughout the 2011-12 school year, 2016 times sixth grade students were requested for math practice during PACE.
- Throughout the 2011-12 school year, 1800 times seventh grade students were requested for math practice during PACE.
- Throughout the 2011-12 school year, 1084 times eighth grade students were requested for math practice during PACE.
- In addition, students self-referred daily to utilize math practice during PACE.

Continue training math teachers in RtI focusing on individual student academic progress.

- The instructional coach and the curriculum director provided Common Core training to all math teachers.
- A core of math teachers met to discuss Pacing Guides and program development.
- Eighth-grade teachers met with high school teachers to review Algebra I curriculum, textbooks, multi-tiered instruction and high school placement.
- A core group of math teachers met to match the current math program to the Math Common Core standards.

Make use of instructional coach/other resources to plan differentiated lessons.

- Teachers met on an individual basis with the Instructional Coach. The Instructional Coach met with 8 out of 11 math teachers for a contact with 73% of the math teachers.

Use PLC, as well as informal meetings, to communicate the efficacy of student placements and math program.

- Math teachers met four times in their PLC to review the math program.
- The last meeting of the year was May 24, 2012.