



## **LRSP Status Report – June 2011**

### **1.02 HYL T P+ Math SR 2011**

#### **Strategic Objective (SO):**

1.02 Proficient Plus (P+) goals will be determined in Math, Reading, Science and Writing based upon district and state assessments, with future development in other academic areas.

**Department/School:** Hyalite Elementary School

**Leader:** Principal, Math Para-professional, Instructional Coach, Sp Ed Teacher

#### **Team Members:**

Classroom Teachers, Para-professionals

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

We hope to see 84% of our students at proficient or above in math.

#### **PROGRESS SUMMARY**

In second grade, we piloted Walk to Math. Although this program was very successful in terms of raw data, we are examining the effect on these young children of not being with one teacher for the majority of their day since they also Walk to Read. This is an extremely collaborative team and they assist each other constantly and share best practices and the best ways to implement standards based teaching. The utilization of our math para and our other instructional para-professionals during this time is essential to its success. It enabled us to widen our differentiation to meet all needs.

While we were able to utilize our math para at varying grade levels and with different students based on data, we did have two teachers who had never taught Everyday Math previously. Our other teachers are very comfortable at this point with teaching this fast paced program and the RtI model has enabled us to utilize other district-approved core programs for students for whom EDM is not successful because of its fast pace and spiraling factor.

We piloted PinPoint math at Hyalite but when comparing results with schools piloting Corrective Math, we feel that that program may be more successful for differentiation. Our math para was a key member of our RtI teams and she and our teachers adjusted teaching based on results.

We did utilize our math para at the kindergarten level and are now evaluating if that is a best practice. We are trying to balance the notion that early intervention is key with the needs of older students who did not receive that intervention. We exited 14% of our students from math intervention.

Preliminary results for the CRT data show that our students reached 82% at proficient or above in math.