



LRSP Status Report – June 2011

1.02 SMS 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: Sacajawea Middle School

Leader: Gordon Grissom

Team Members:

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

1. A reduction of 10% of students not yet proficient;
2. Essential questions and understandings will be coordinated with district-wide pacing guide;
3. On-going collaboration time available for teachers to share and develop practice.

PROGRESS SUMMARY

Significant attention was directed toward the math program at the middle schools this past year with particular attention given to students requiring additional support. Although our goal of reducing the number of students not proficient was not realized, our overall proficiency based on the state standardized test was stable--81.3% increased to 81.6%. Further evaluation of summative data will provide specific areas of increased focus for the coming school year. Additionally, the analysis of supplementary summative tests will be utilized to identify specific needs and provide guidance for instruction.

On a systematic basis, the math teachers demonstrated a greater focus on the essential elements of the curriculum. The standards guided the identification of specific learning targets for each unit of study and established the lesson objectives. Common assessments, which continued to be modified, provided instructors with the feedback necessary to guide their teaching and pacing. The review of assessment data allowed staff to monitor student progress and provide specific intervention as necessary.

Math teachers collaborated throughout the year to further align practice between elementary, middle and high school programs. Teachers at all levels reviewed the sequence of math instruction to ensure a more consistent and seamless transition for students. Through the math Professional Learning Community, the staff was able to review student data and collectively identify areas of need and appropriate responses.