A.5 PMP Math Narrative

Baseline figures were set using AIMS data from Greatschools.com. An average of all three surrounding school's scores were taken to determine the predicted baseline of 64%. A 5% SGP figure was chosen because it is realistic and an attainable increase looking at the last three years of test scores of our local target population.

SCHOOL	Reading 2012	Writing 2012	Math 2012
Cactus View	76%	76%	57%
Echo Mountain Primary	66%	-	68%
Eagle Ridge	76%	65%	67%

Also a benchmark assessment will be created by May 2013 and used as a formative assessment to check for student progress in mastering the academic standards in math each semester. Summative assessments will also inform the teacher if an individual student is struggling with mastery of the standards. After school tutoring will be considered.

The school board and leadership team will review the action steps and strategies on a monthly basis using data available such as AIMs data, Stanford-10 data, running records, Galileo, Singapore math assessments, and ILPs. Teacher feedback and survey data will also be used to ensure that the strategies are driving mastery of the Common Core Standards of the target population. If the strategies are not successful, the strategies will be modified and re-evaluated by the leadership team and school board.

We believe that the children will come in to the school at the predicted baseline of 64%. Benchmark assessments, Galileo, and the individual math levels will be obtained. Students will be monitored on a weekly basis in teacher meetings based on these formative and summative assessments and recorded on the ILP. If individual students are not achieving, they will be identified and intervention strategies will be implemented after the teacher team analyzes the data to determine the specific interventions that student needs. Intervention could include afterschool or in the classroom.

Strategy I

Thematic based curriculum will be developed integrating math, science, social studies and language in May 2013. The curriculum will be monitored on a weekly basis in teacher meetings along with the administration. Student data from Galileo, and Singapore assessments will be monitored to ensure student achievement of the target population. It will become an evolving

project that will be monitored and revised according to teacher feedback and classroom observations ensuring that the standards are taught and the standards have been mastered. The evidence will be meeting agendas and the curriculum document itself. There will be no cost for this.

Singapore math materials will be purchased for third grade in May 2013 by the administration. Consumable and lacking materials will be purchased for grades K-2 after comparing current inventory with projected student counts for the following school year. Curricular materials will be purchased on an ongoing basis as needed. Please refer to the budget plan for details.

Teachers will receive ongoing professional development of the Singapore math curriculum. Data from both formative and summative assessments will be used to ensure mastery of the Common Core Standards in math and student achievement in the target population. Classroom observations and teacher feedback will determine if the curriculum is followed and teachers knowledge of the program is evident observation documents will be the evidence. Data from both formative and summative assessments will be used to ensure that the target population is reaching mastery of the standards and the target population is achieving. Singapore math coaches will be utilized and teachers will receive additional ongoing in class coaching and training of the math curriculum throughout the school year. Please refer to the budget plan for details.

. We will emphasize the connectedness of the math curriculum to the thematic units and to the everyday world. Teacher observations and feedback from administration will ensure that teachers use of manipulatives and real-world math connections occur on a daily basis throughout the math block and thematic block. Observation documents and coaching meeting notes will be used for evidence. Data from both formative and summative assessments will be used to ensure mastery of the Common Core Standards in math and student achievement in the target population. There is no cost for this.

Teachers and administration will use AIMs data, Stanford-10 data, Singapore math assessments, and ILPs, to make decisions regarding both the curriculum and assessment at the school.

Strategy II

Administration observations and weekly teacher meetings will guarantee that teachers are using the math curriculum and it is constantly being monitored. Teachers will be using the curriculum maps to guide the pacing of the Arizona State Standards throughout the school year. Data from both formative and summative assessments will be used to ensure mastery of the Common Core Standards in math and student achievement in the target population.

The thematic based curriculum is an evolving document that supports student achievement by connecting all content areas through real world themes. The curriculum will be monitored by the administration on a weekly basis in class and discussed at teacher meetings. It will become an evolving project that will be monitored and revised according to teacher feedback and classroom observations ensuring that the standards are taught and mastered. Student's ILPs will be updated and monitored on a weekly basis. Data from Standford-10, Galileo, and Singapore math assessments will be used to insure that the curriculum is teaching the Common Core Standards. This data will be reviewed on an ongoing basis to drive instruction and student achievement by the administration and teachers. The meeting agendas and minutes will be the evidence. There is no cost for this.

Teachers and administration will use AIMs data, Stanford-10 data, Singapore math assessments, and ILPs, to make decisions regarding both the curriculum and assessment at the school. A cyclical approach to ensuring student achievement will be used. First data is collected for each strategy. Mastery of the Common Core Standards will be determined using that data, formative and summative. If the students are not mastering the standards then the team meets to create new strategies or intervention programs. After these strategies and intervention programs are used then more data will be collected and analyzed to determine if the new strategies or intervention programs were successful. This process continues indefinitely, it is a cyclical process using constant data collection of formative and summative assessments and determining if changes need to be made for individual students or curriculum.

Strategy III

The Individual Learner Plan will allow all stakeholders to monitor each student's math achievement on an individualized basis. This document will have each student's math progress clearly defined and mastery of each standard will be recorded using summative data. Formative and summative assessments, including Galileo will be used to monitor student achievement. This document will be created by May 2013 and be used to drive individual student instruction. The teacher will be responsible for it and the administration will periodically check the ILPs for completeness. This will have no cost.

Teachers and administration will use Galileo, Stanford-10 data and Singapore math summative assessments weekly to ensure that the target population is reaching mastery and use the data to make decisions regarding both the curriculum and assessment at the school. Meeting agendas will be the evidence and there is no cost for this.

Teachers and administration will use AIMs data, Stanford-10 data, Singapore math assessments, portfolios, and ILPs, to make decisions regarding both the curriculum mapping and alignment to professional development needs.

Strategy IV

Professional development schedule will be created by May 2013 to ensure that teachers receive the necessary training to teach with the Singapore math curriculum and assess and monitor student achievement. The administration will be responsible for this and there is no cost.

A Professional Development Log will be created by May 2013 to ensure teacher participation and this will be monitored by the administration. There is no cost for this.

Ongoing PD in Singapore math will begin in the first week of school and will continue throughout the school year. The administration will be responsible for conducting the PD, there is no cost. The evidence will be the PDL.

Ongoing classroom coaching and observations in the math/thematic block will complement the Professional Development, teachers will be observed and coached in using new math pedagogy, manipulatives, real world connections and thematic integration of math. The administration will be responsible for this and there will be no cost for this.

Teachers and administration will use AIMs data, Stanford-10 data, Singapore math assessments, and ILPs, to make decisions regarding both the curriculum and assessment at the school.

A cyclical approach to ensuring student achievement will be used. First data is collected for each strategy. Mastery of the Common Core Standards will be determined using that data, formative and summative. If the students are not mastering the standards then the team meets to create new strategies or intervention programs. After these strategies and intervention programs are used then more data will be collected and analyzed to determine if the new strategies or intervention programs were successful. This process continues indefinitely, it is a cyclical process using constant data collection of formative and summative assessments and determining if changes need to be made for individual students or curriculum.