

## WILLIAM FORD SCHOOL IMPROVEMENT PLAN (DRAFT)

### MATH 2013-2014

<b>Student Goal Statement</b>	All students will problem solve by understanding properties of numbers and their relationships effectively.			
<b>Gap Statement-Gaps and Gap Analysis</b>	<p>Based on MEAP 2012-2013 math scores, there was a 52% gap between our 3<sup>rd</sup> - 5<sup>th</sup> grade Non-ELL (76%) and ELL students (23%) who scored proficient.</p> <p>322 third, fourth and fifth grade students took the MEAP 2012-13 math assessment. Although it appears as though there is a large gap between our ELL and Non-ELL students, we have a small percentage (26%) of Non-ELL students.</p>			
<b>Cause for Gap</b>	We have a number of students who are new to the country. English Language learners need sufficient time to learn the basic structure of the English Language.	<b>Multiple Measures</b> MEAP Weekly Skill Tests Unit Tests		
<b>Professional Learning to Increase Math Scores and Narrow Achievement Gap</b>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Focus on academic language using grade level vocabulary in relation to computation strategies. (i.e. addend, difference, product, quotient).</li> <li>• Use curriculum mapping at each grade level to focus on CCSS and increase depth of knowledge.</li> <li>• Provide daily practice in computation skills (Gr. K-3 addition/subtraction and Gr. 3 multiplication and Gr. 4-5 two and three digit multiplication/division)</li> <li>• Provide a minimum of 60minutes of daily instruction including a focus on higher order questioning.</li> <li>• Provide concrete examples of fractions and decimals in a real world context while using academic vocabulary such as numerator, denominator, parts and whole.</li> <li>• Offer ELL students Bilingual/Interventionist services as determined by <b>WIDA</b>, local assessments and/or teacher recommendation.</li> <li>• Be trained in Study Island (2<sup>nd</sup>-5<sup>th</sup>) and Xtramath.org (K-5<sup>th</sup>)</li> <li>• Be engaged in professional development in EveryDay Math</li> </ul>			
<b>Measureable Objective Statements to Support Goal and Gap</b>	<b>Resources and Budget</b>	<b>Timeline</b>		<b>Responsible Staff</b>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Practice computation skills <b>on a daily basis</b> across the varied strands (whole numbers, fractions, decimals, etc.)</li> <li>• Actively use xtramath.org in grades K-5, and Study Island in grades 2-5 <b>at school and at home</b></li> </ul>	<p style="text-align: center;"><b>District</b></p> <p style="text-align: center;"><b>Title I</b></p>	<p style="text-align: center;">9/4/12</p>	<p style="text-align: center;">6/13/13</p>	Classroom Teachers, Support Staff, and Administrators

<ul style="list-style-type: none"> <li>• Use academic math vocabulary to construct meaning and increase depth of knowledge.</li> <li>• Use manipulative to identify properties of 2-D and 3-D shapes.</li> <li>• Develop oral language and listening comprehension skills through think, pair, share opportunities.</li> <li>• Use various manipulative, to solve problems with specific focus of fractions, division (4-5) and decimals.</li> <li>• Be engaged in services, including but not limited to, interventions, extended day, and summer school based on eligibility.</li> <li>• Be actively engaged in a Math Night event with their parents.</li> </ul>				
<b>Research used to support strategies used:</b>	<b><u>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Robert Marzano)</u></b> <b><u>Making Content Comprehensible for English Learners: The SIOP Model (Jana Echevarria, MaryEllen Vogt, Deborah Short)</u></b> <b><u>Moving Forward with RTI by Mary Howard</u></b> <b><u>Teacher Talk by Chick Moorman &amp; Nancy Weber</u></b>			
<b>Data to Monitor Progress</b> <b>How are you going to measure your success?</b>	STAR Math(fall, winter, spring) District Common Assessments MEAP (fall) Unit Assessments Anecdotal Notes (ongoing)			