Times^2 Academy
Three Year Plan
2007-2010

School Improvement Planning and Monitoring Process

Goal:
Enhance math achievement

Specific Target:
Reduce percentages of the lowest group of students by 3% who do not meet or exceed math GLEs/GSEs.

Expected Increments of Gains:
3% annual increase of students of students who meet or who exceed the standard in math.
3% annual decrease of students who are below proficiency in math GLEs/GSEs.

TACTIC/OBJECTIVE FOR SCHOOL CHANGE	EVIDENCE OF NEED	ACTION/STRATEGY	MEANS/ASSISTANCE REQUIRED	EVALUATION AND EXPECTED OUTCOME
1. Create a comprehensive standards-based instructional program with a particular focus on teaching problem solving, concept application, and GLEs/GSEs across all grade levels.	1a. State Assessments NECAP - Math • Elementary Grades 3-6 Proficient (Levels 3 & 4) – 32% Partially Proficient (Level 2) – 27% Substantially Below Proficient – 41% Disaggregated Results - Gender • Elementary Grades 3-6 Proficient Males: 27% Females: 35.5% Partially Proficient Males: 26% Females: 29% Substantially Below Proficient Males: 47% Females: 35.5% • Middle School Grades 7-8 Proficient (Levels 3 & 4) – 48% Partially Proficient (Level 2) – 35% Substantially Below Proficient – 17%	1a. Design Professional Development in: • Understanding of math GLEs and GSEs. • Mapping of coursework, curriculum, and assessments to math GLEs and GSEs. • Understanding and creating lessons that incorporate GLEs and GSEs. • Understanding and developing assessments (common tasks, end-of-course assessments, portfolio work) that are aligned to the math GSEs. • Program Implementation • Use of manipulatives 1b. Provide opportunities for ongoing divisional articulation and alignment of curriculum. 1c. Provide opportunities for peer observation during the teaching of mathematics.	1a. Continued allotment of budget funds for purchase of math materials of instruction. 1b. Ongoing department meetings focused on math achievement. 1c. Provide common planning time for grade levels, content areas, and cross-grade levels on a periodic basis in order to allow for planning of teaching strategies and to examine student work in the area of math. 1d. Employment of a math coach/ specialist. 1f. Continued allocation of funds for content area coordinators (secondary school) to assist with the PBGR criteria of aligning math GSEs to all coursework and assessments.	1a. Teachers will Increase their understanding of teaching the math GLEs and GSEs in content areas as observed in teaching practice and in coursework. 1b. Annual gains on state math assessments at all grade levels. 1c. Increase in the proficient scores on disaggregated data. 1d. Increase of proficient scores on student portfolio work. 1e. Increased % of students passing course work. 1f. Upgraded evaluation from PBGR Peer Review and Commissioner's Review in all areas of need for technical support.

	Disaggregated Results - Gender • Middle School Grades 7-8 Proficient Males: 59% Females: 37.5% Partially Proficient Males: 29% Females: 41% Substantially Below Proficient Males: 13% Females: 21.5% • High School – Grade 11 - 2006 (New Standards Reference Exam) ***Mathematics – Skills*** Honors/Achieved – 31% Nearly Achieved – 38% Below/Little Evidence – 31% ***Mathematics – Concepts*** Honors/Achieved – 15% Nearly Achieved – 54% Below/Little Evidence – 31% ***Mathematics – Problem Solving*** Honors/Achieved – 7.5% Nearly Achieved – 7.5% Below/Little Evidence – 85%	1d. Provide in-school intervention for students struggling in math in order to meet the individual needs of all students. 1e. Provide collaborative planning time for teachers to allow for implementation of differentiated instruction.		

	Disaggregated Results - Gender • High School Math Grade 11 <u>Honors/Achieved</u> Males: 20% Females: 17% <u>Nearly Achieved</u> Males: 33% Females: 33% <u>Below/Little Evidence</u> Males: 47% Females: 50% 1b. School-Based Assessments: • Report Card Grades % of students passing % of students failing • Portfolio Assessments(*Pending) % of students proficient % of students non-proficient • Anecdotal Information 1c. PBGR Peer Review and Commissioner's Review Process • Maximum Technical Support needed for evidence of Supports to Students • Maximum Technical Support needed for evidence of Supports to Staff • Maximum Technical Support needed for evidence of Communication • Maximum Technical Support needed for evidence of Policy Infrastructure and Use of Data			

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2. Create a math ramp-up extended-school and summer program for students in the elementary and secondary school grades.	2a. State Assessments NECAP • See above scores 2b. School-Based Assessments: noted above: • Report Card Grades • Student Work • Teacher Observation • Progress Reports	2a. Frame divisional/department professional development around math GLEs, including the use of math strategies, problem solving and mathematical concepts. 2b. Design and implement math extended-school day ramp-up program and summer program. 2c. Identify eligible students for the extended-school day ramp-up program 2d. Identify expected outcomes for each grade/division by the end of the extended-day and summer programs. 2e. Identify, and administer pre-, mid-, and post-assessments to measure student progress toward the math GLEs and GSEs. 2f. Identify and implement common rubrics for measuring student academic gains and provide training for teaching staff.	2a. Identify budgetary needs and allocate funds for ramp-up and summer programs. 2b. Identify a coordinator of the summer programs. 2c. Identify and train teaching staff of the ramp-up and the summer math programs.	2a. Academic gains on pre-, mid-, and post-assessments. 2b. Annual gains on statewide math assessments. 2c. Academic gains on classroom math performance.
3. Involve parents more fully as partners in preparing students for high achievement in math and Proficiency Based Graduation Requirements.	3a. Informal assessments – completion and accuracy of student homework assignments in math. 3b. Commissioner's Review – communication to parents regarding PBGR System.	3a. Provide concrete information to parents on tips for helping children demonstrate proficiency on math GSEs. 3c. Establish a parent volunteer program, which provides training for parents to work with students in math. 3e. Create summer curriculum packets for grades K-6 and summer math/curriculum packets for grades 7-12 to encourage parent involvement and understanding of problem solving and mathematical concepts.	3a. Identify budgetary needs and allocate funds for parent programs. 3b. Select coordinator for parent publications, parent workshops, parent training for K-12 or divisional levels. 3c. Identify teacher volunteers for disseminating information at parent workshops. 3f. Establish a core group of consistent parent volunteers for classroom work.	3a. Increased parent understanding of mathematical concepts and problem solving as indicated on SALT survey results. 3b. Academic gains on: • homework proficiency in math assignments, • classroom problem solving performance, and • state math assessments.

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