

**School:** Cougar Ridge **Grade/Department:** K-5

**Content Area:** Mathematics

**CIP Goal:**

- In 2010, 90% of all third, fourth, and fifth grade students will meet standard on the Math section of the WASL.

<b>What are the Research-Identified Strategies?</b>	<b>What are the Desired Student Products and Behaviors?</b>	<b>How Will You Accomplish This?</b> <ul style="list-style-type: none"> <li>• Steps to implementing this strategy</li> <li>• Professions development</li> <li>• Visits</li> <li>• Additional research</li> </ul>	<b>How Often?</b> <ul style="list-style-type: none"> <li>▪ Frequency</li> <li>▪ Timeline</li> </ul>	<b>What Evidence Will You Be Gathering Relative to the Desired Student Products and Behaviors?</b> <ul style="list-style-type: none"> <li>▪ Formative</li> <li>▪ Summative</li> </ul>
<p>1. <i>A viable and guaranteed curriculum has the greatest impact on student achievement.</i> Marzano: <i>What Works in Schools</i></p> <p><i>Monitoring teaching and learning is “analyzing what we are doing against the results we are getting.”</i> Schmoker: <i>Results: the Key to Continuous School Improvement</i></p>	<p>K-5 students will be actively learning and improving their skills in mathematics using the components of the <i>Everyday Math</i> curriculum:</p> <ul style="list-style-type: none"> <li>• Daily lessons</li> <li>• Minute Math</li> <li>• Math Journals</li> <li>• Home/study links</li> <li>• Games/projects</li> </ul>	<p>Students will receive math instruction for at least 75-90 minutes daily (1/2 day Kindergarteners are the exception).</p>	<p>Daily—September 2007-June 2008.</p>	<p>The <i>Everyday Math</i> End of Chapter/Unit ; Mid-Year; and End-of-Year Assessments will be used to measure student achievement.</p> <p>The Stanford 10 Test will be administered to all K-5 students in February 2008.</p> <p>The Mathematics section of the WASL will be administered to all students in grades 3-5 in April 2008.</p>

<p>2. Effective <u>professional development</u>, when viewed as competency-based rather than deficit-based, promotes sustained interaction; relies on internal expertise; expects teachers to be active participants; emphasizes the why as well as the how of teaching; articulates a theoretical base; and anticipates that lasting change will be a slow process.</p> <p>Collinson as cited in Hawley &amp; Valli <i>The Essentials of Effective Professional Development: A New Consensus</i></p>	<p>Student engagement in mathematics skill building through manipulatives, meaningful investigations, use of visual models, and written applications.</p> <p>Students will use existing knowledge of mathematics to make sense of new tasks.</p> <ul style="list-style-type: none"> <li>• Background knowledge</li> <li>• Making connections from one task to another</li> <li>• Generalizing concepts</li> </ul>	<p>K-5 teachers will attend <u>district training</u> in <i>Everyday Math</i>.</p> <p>Teachers meet in <u>grade level teams</u> on Wednesdays to review the curriculum and components (<i>Everyday Math</i>), to discuss pacing and assessment, and to plan for the upcoming units.</p> <p>Teachers meet in <u>SUMMIT groups</u> to study the components of <i>Everyday Math</i> in cross-grade level groups, which include our specialists and special education teachers.</p> <p>Grade Level Team Leaders (GLTL) meet monthly with principal and program assistant.</p> <p>SUMMIT Leaders meet monthly with principal and program assistant.</p> <p>Peer-to-peer classroom observations of <i>Everyday Math</i> lessons in the Spring 2008—volunteers only at this stage.</p>	<p>District trainings: August 2007, October 2007, January 2008, and May 2008.</p> <p>Wednesday grade level team meetings.</p> <p>Monthly SUMMIT Meetings.</p> <p>Monthly meetings.</p> <p>Monthly meetings.</p> <p>Spring 2008, organized by SUMMIT groups and/or GLTL. Frequency TBA.</p>	<p>Joint scoring of students' math tests will occur in grade level team meetings in the fall.</p> <p>SUMMIT Groups: notes are taken (and gathered). There are three prompts for discussion each month that are specifically related to the EM component at hand.</p> <p>GLTL Meetings: notes of discussions are taken and shared with teachers.</p> <p>SUMMIT Leader Meetings: discussion of prior months notes from each group drive the decision of next component and next prompts.</p> <p>SUMMIT Groups: debrief with checklist and discussion prompts.</p>
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