

STUDENT AND STAKEHOLDER FOCUS

In 2009, 76.5% of students in grades 3 - 5 scored advanced on the MSA for math. We believe, however, that continued efforts to increase rigor in our instruction will result in more students scoring in the advanced category.

An analysis of our TN/2 data shows that 91.6% of our grade 2 students scored at or above the 50th Normal Curve Equivalent (NCE) in math and 90.5% of the students scored at or above the 50th NCE in math computation. Of these students, 81.0% scored at or above the 70th National Percentile (NP) in math and 75.0% scored at or above the 70th NP in math computation. We believe that increased rigor in our instruction will result in more students scoring at or above the 70th NP on the TN/2 for math and math computation.

FACULTY AND STAFF FOCUS

- Staff will receive ongoing training on math discourse
- Staff will receive ongoing training on writing in math
- Staff will receive ongoing training on small group instruction in math
- Staff will implement on a consistent basis strategies and activities to promote mastery of basic facts
- Staff will continue to provide students with timely and specific feedback
- Use intervention plans and/or differentiation strategies to meet the needs of all students
- Provide opportunities for all staff member to become familiar with how Promethean Boards can be used for math instruction
- Collaboratively develop and score math BCR's
- Ongoing support in data analysis
- Paraeducators will receive ongoing training in curriculum implementation and small group instructional strategies.

LEADERSHIP

Vision: The Carderock Springs Elementary School community is committed to everyone:

- feeling safe
- being valued and respected
- finding a love of learning
- being challenged and supported to reach their full potential

The administration, leadership team, and grade level teams will:

- review and revise the school vision and SIP goals and communicate this information to the Carderock Springs community
- monitor progress towards our SIP goals and communicate progress through a variety of methods (staff meetings, grade level team meetings, grade level data chats, principal's newsletter, PTA newsletter, CSES website, PTA meetings, cluster meetings, and Carderocknet)
- engage in shared decision making and collaborative problem solving to ensure consistent implementation of our SIP

STRATEGIC PLANNING

MSA:

All students in grades 3 - 5 will achieve proficiency in math on the MSA, while increasing the number of students scoring advanced by 2.7% (77.3% to 80.0%)

TN/2:

We will increase by 2.5% (91.6% to 94.1%), the number of students scoring at or above the 50th Normal Curve Equivalent (NCE) on the TN/2 for math and increase percentage of students scoring at or above the 70th NP by 3% (81.0% to 84.0%).

We will increase by 2.5% (90.5% to 93.0%) the number of students scoring at or above the 50th NCE on the TN/2 for math computation and increase the percentage of students scoring at or above the 70th NP on the TN/2 for math computation by 5.0% (75.0% to 80.0%)

Process Management

- Identification of "cusp" students Basic/Proficient and Proficient/Advanced
- Quarterly grade level data chats and weekly extended team planning meetings to analyze and discuss formative and summative math data and adjust instruction
- Acceleration and reteaching will take place at all grade levels
- Plan staff development based on SIP
- Use of congruent monitoring tools by all teachers when analyzing the same data
- Design effective instruction focused on mastery of the math curriculum goals by differentiating lessons that meet the needs of all students measured by end of unit assessments, formative assessments, report card grades
- Interview individual and/or small groups of students and ask them to explain how they solved math problem(s).

Performance Results

*See Strategic Planning

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

End of unit math assessments
Formative assessments including group scoring of BCR's
Report card grades (problem solving/application/computation)
Skills Tutor