## **GOAL 2:** By June 2009, all students will increase in mathematics achievement and performance as evidenced by:

| Action Step/Objective/Timeline   | Resources Needed          | Monitoring Tools/Data Points (formative and summative) | Monitoring Dates/By Whom          |
|--|---------------------------|--|-----------------------------------|
| . Prepare all 2008 MSA school groups to achieve proficiency on the MSA in              | Coach practice booklets & | MSA practice tests                                     | AEI/Math Content Specialists (CS) |
| rder to make the AYP goal of <b>64.3%</b> or better in <b>mathematics</b> with a focus | tests                     | Math Unit Assessments                                  | Math Teachers & Co-Teachers       |
| n the following subgroups: African-American, Hispanic, ELL, SPED and                   | Other MSA practice        | Math formative assessments                             | Instructional Data Assistant/IDA  |
| ARMS.  | materials                 | (Analysis by sub-groups)                               | ESOL Teachers                     |
|  | Spanish-speaking support  |  | Resource Teacher, Special         |
|  | personnel                 |  | Education                         |
|  | Textbook copies in        |  |                                   |
|  | Spanish                   |  | MSA = Sept, Nov., Feb             |
|  | FASTT Math                |  | Formative & Summative Result      |
|  |                           |  | Analysis - Ongoing                |

| Action Step/Objective/Timeline   | Resources Needed      | Monitoring Tools/Data Points           | Monitoring Dates/By Whom    |
|--|-----------------------|--|-----------------------------|
|  |                       | (formative and summative)              |                             |
| 2. Accelerate at least 75% of 8 <sup>th</sup> grade students to enroll in Algebra or Honors              |                       | Formative and unit assessments & final | AEI/Math CS                 |
| Geometry and at least 50% of 6 <sup>th</sup> and 7 <sup>th</sup> grade students to enroll in accelerated | Algebra Support Class | exams – analyzed by sub-groups         | Math teachers & Co-Teachers |
| classes, while supporting those students to be successful, as progress toward                            | Tutoring Sessions     | Mid-semester tests                     |                             |
| the MCPS goal of 80% successful completion of Algebra or higher by 2010.                                 |                       | Interim Grades                         | Formative & Unit Assessment |
|  |                       | Report Card Grades                     | Deadlines                   |
|  |                       |  | Interim & Report Card Dates |
| Results (include evaluation of processes for effectiveness and efficiency)                               |                       |  |                             |
|  |                       |  |                             |

| Action Step/Objective/Timeline  | Resources Needed         | Monitoring Tools/Data Points     | Monitoring Dates/By Whom    |
|---|--------------------------|----------------------------------|-----------------------------|
|   |                          | (formative and summative)        |                             |
| 3. Teach extension lessons/activities from the curriculum in all math classes | Bulletin Board Challenge | Lesson plans                     | AEI/Math CS                 |
| in order to expose students to above grade level material.                    | Problems                 | Classwork/Homework/Pinnacle      | Math Teachers & Co-Teachers |
|   |                          | Extension lesson analysis        | Administrators              |
|   | Curriculum Guides        | Formal and informal observations |                             |
|   |                          | Unit Tests                       | Sept. thru May              |
|   |                          | Bulletin Board Problems          |                             |
| Results (include evaluation of processes for effectiveness and efficiency)    |                          |                                  |                             |
| -   |                          |                                  |                             |

| Action Step/Objective/Timeline   | Resources Needed         | Monitoring Tools/Data Points | Monitoring Dates/By Whom    |
|--|--------------------------|------------------------------|-----------------------------|
|  |                          | (formative and summative)    |                             |
| 4. Administer MSA Math Practice Tests to all students and analyze results to | MSA Coach testing        | MSA Math Practice Results    | Testing Coordinator         |
| inform instruction.  | materials                |                              | AEI/Math CS                 |
|  | MSA Practice Tests       |                              | Math Teachers & Co-Teachers |
|  |                          |                              |                             |
|  | Professional Development |                              | Sept. 15, 2008              |
|  | leave                    |                              | Nov. 17, 2008               |
|  |                          |                              | Feb 2, 2009                 |
| Results (include evaluation of processes for effectiveness and efficiency)   |                          |                              |                             |

| Action Step/Objective/Timeline   | Resources Needed                                     | Monitoring Tools/Data Points (formative and summative) | Monitoring Dates/By Whom  |
|--|--|--|---------------------------|
| 5. Infuse rigorous questioning in math instruction in order to develop and | PACE Model   | Lesson Plans   | Math Teachers             |
| enhance student conceptual understanding of mathematics in addition to     | Curriculum Guides                                    | Formal and informal observations                       | AEI/Math CS               |
| procedural fluency.  | Sharing of Strategies for<br>Critical Thinking Skill | Walk-throughs (peer, vertical, team, content)          | Staff Development Teacher |
|  | Development  | Analysis of Formative & Unit Assessment                | Sept thru May             |
|  | Staff Development                                    | Results  |                           |
|  | Training   |  |                           |

Results (include evaluation of processes for effectiveness and efficiency)

| Action Step/Objective/Timeline   | Resources Needed       | Monitoring Tools/Data Points      | Monitoring Dates/By Whom           |
|--|------------------------|-----------------------------------|------------------------------------|
|  |                        | (formative and summative)         |                                    |
| 6. Differentiate content, process, and/or product to effectively work with |                        |                                   | Math Teachers                      |
| diverse learners so that at least 80% of students are being successful in  | Instructional Strategy | Department Meeting Agendas/ Notes | Co-teachers                        |
| mathematics.   | Sharing                | SDT Training Notes/Minutes        | AEI/Math CS                        |
|  | Staff Development      | Cohort Meeting Minutes            | Staff Development Teacher          |
|  | Training               | Classrooom Observations           | ESOL Teachers                      |
|  |                        | Walk-throughs                     | Special Education Resource Teacher |
|  |                        | Assessment Results                |                                    |
|  |                        | Report Card Grades                | Ongoing                            |
| Results (include evaluation of processes for effectiveness and efficiency) |                        |                                   |                                    |

| Action Step/Objective/Timeline   | Resources Needed         | Monitoring Tools/Data Points          | Monitoring Dates/By Whom          |
|--|--------------------------|---------------------------------------|-----------------------------------|
|  |                          | (formative and summative)             |                                   |
| 7. Monitor and analyze student grades and performance assessments in order | Performance Matters      | Department Meeting Minutes            | Math Teachers & Co-Teachers       |
| to determine interventions needed.   | Instructional Management | Cohort & Team Data Chats Minutes      | Team Leaders                      |
|  | System (IMS)             | Formative and Unit Assessment Results | AEI/Math Content Specialist       |
|  | Data Warehouse           | Interim & Report Card Grades          | ESOL Teachers                     |
|  | SIMS                     |                                       | Special Education Resource        |
|  | Before/After School      |                                       | Teachers                          |
|  | Tutoring Sessions        |                                       |                                   |
|  |                          |                                       | Formative & Unit Assessment Dates |
|  |                          |                                       | Interim & Report Card Dates       |
|  |                          |                                       |                                   |
| Results (include evaluation of processes for effectiveness and efficiency) |                          |                                       |                                   |

| Action Step/Objective/Timeline  | Resources Needed | Monitoring Tools/Data Points     | Monitoring Dates/By Whom           |
|---|------------------|----------------------------------|------------------------------------|
|   |                  | (formative and summative)        |                                    |
| 8. Develop and monitor academic intervention plans for selected MSA focus | File Maker Pro   | Kid Talks/Data Chats/AIP updates | Grade level Teams                  |
| students in order to ensure their success on the MSA.                     | BEST Groups      | Team Meeting Notes               | Math Cohort Groups Including       |
|   | CORE Team        | Department/Cohort Meeting Notes  | Special Educators                  |
|   |                  | Academic Intervention Plans      | Team Leaders                       |
|   |                  |                                  | AEI Math Content Specialist        |
|   |                  |                                  | Resource Teacher Special Education |
|   |                  |                                  | ESOL Teachers                      |
|   |                  |                                  | CORE Team                          |
|   |                  |                                  |                                    |
|   |                  |                                  | Ongoing                            |

Results (include evaluation of processes for effectiveness and efficiency)

| Action Step/Objective/Timeline  | Resources Needed           | Monitoring Tools/Data Points (formative and summative) | Monitoring Dates/By Whom      |
|---|----------------------------|--|-------------------------------|
| 9. Integrate Technology in classroom activities in order to enhance daily | Media center               | Lesson Plans   | Math Teachers                 |
| instruction.  | Computer labs              | Formal and Informal Observations                       | Co-Teachers                   |
|   | Computers and laptops      | Alignment with Federal Technology                      | Technology Content Specialist |
|   | Active boards              | Standards  | AEI Math Content Specialist   |
|   | Graphing Calculators       |  | Staff Development Teacher     |
|   | FASTT Math                 |  | Administrators                |
|   | Math Software, Programs,   |  |                               |
|   | & Websites (ex. math bits) |  | Sept thru May                 |

Results (include evaluation of processes for effectiveness and efficiency)