

## STUDENT AND STAKEHOLDER FOCUS

MCPS' target for the percentage of students successfully completing Algebra in eighth grade is 80%. In order to meet this target, elementary schools must create a pathway and a focus on accelerating students in mathematics so that students in Grade 5 are taking Math 6 or higher. The Math 6 or higher target is the third key on the Seven Keys for College Readiness.

## LEADERSHIP

The mission of Highland View Elementary School is to prepare our students for success in a global society by promoting their academic, social, and emotional development.

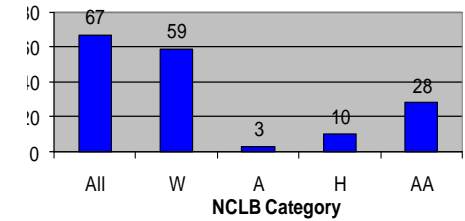
- We will set high expectations for teaching and learning.
- We will create a safe and positive learning environment that encourages students to take risks and solve problems both independently and collaboratively.
- We will partner with families and the community to encourage student effort and to celebrate our diversity and accomplishments
- We will teach and model respect for ourselves, others, and our school community.

We will communicate our vision, expectations, goals, and core values through newsletters, our website, assemblies, announcements, and school events. We will monitor how well we are communicating our progress through the use of surveys, plus/delta evaluations, data meetings, and informal conferences.

## PERFORMANCE RESULTS

Advanced Math in Grade 5  
Target: 45% Enrolled and Completed

### 2008-09 Math 6 and 7



## STRATEGIC PLANNING

By June 2010, at least 45% of students in Grade 5 will be enrolled in and successfully complete the Math 6 or Math 7 courses.

2009-2010 Math Level	Grade 5 #	Grade 5 %
5	30	56%
6	11	20%
7	13	24%

## FACULTY AND STAFF FOCUS

- ❖ Create a strategic monitoring tool to determine students needing interventions based on AMO goals.
- ❖ Effective Planning using Curriculum Guides and VSC
- ❖ Equity Study
- ❖ Professional Development & Implementation:
  - Effective use of supports during the math block
  - Equitable Practices
  - Data Interpretation- ORID
  - Use of Monitoring Tools
  - Co-Teaching Models
  - Effective use of the Math Block
  - Differentiation

## PROCESS MANAGEMENT

- ❖ Teams will review performance data to determine groupings and provide differentiation.
- ❖ Teams will meet weekly and plan instruction that is aligned to curriculum and VSC documents.
- ❖ Grade level teams will participate in targeted data meetings to analyze student performance results on specific measures and determine instructional implications.
- ❖ Analyze disaggregated math data by grade to develop, monitor and revise goals/objectives/programming for students.
- ❖ Match professional development with grade level and individual needs and evaluate the effectiveness of training.
- ❖ Develop the master schedule to support instructional priorities.
- ❖ Utilize equitable practice strategies to increase student achievement for all.

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

### Weekly:

Grade level planning with support staff

- action minutes
- focus on student needs and grouping
- monitoring tools

### Bi-Monthly

- common math formative assessments
- Principal's Advisory Committee Meetings

### Monthly:

- math data meetings
- staff meeting agendas
- Instructional Improvement Team meetings
- Team Leader Meetings

### Quarterly-as administered

- Math unit assessments
- report cards
- interim reports
- ELL progress
- update on SIP goals by IIT