

**Wyngate Elementary
School Improvement Plan 2009-2010
Mathematics: Objective 2**

LEADERSHIP

The school mission and School Improvement Plan (SIP) guides school-wide decision making.
We will monitor what is working and what is not working to advance student achievement through data analysis.

PERFORMANCE RESULTS

Performance Results MSA Trend Data – Math

Year	06	07	08	09
AMO	58.8	63.	69.1	74.2
All	98.5	96.5	97.3	97
AA	N/A	87.5	100	91.7
Asian	100	92.6	95.8	96
His	100	100	100	94.7
White	98.1	97.4	97.1	97.3
FARMS	N/A	N/A	NA	N/A
SPED	96.5	93.7	88.4	88
LEP	N/A	100	NA	88.7

STUDENT AND STAKEHOLDER FOCUS

According to MSA data, 28% of AA scored at the advanced proficiency level and 38% of HIS scored at the advanced proficiency level.

Using the trend data, it appears the number of students scoring at the advanced proficiency level decreases as they move from grade 4 to grade 5

In addition, looking at MSA data trends, over the last three years, there has been a decrease in the percentage special education students scoring at proficient level.

According to TN/2 data there is a greater than 10% point discrepancy between the number of Hispanic students scoring above the 50%le in math and the number of Hispanic students scoring above the 50%le in computation skills. The same is true for SPED.

Data shows that we have met the county benchmark for % of Math A students

STRATEGIC PLANNING: Goals and Measures

- The number of students scoring at the advanced proficiency in MSA math (3-5) will increase
 - 58% of all students will achieve advanced proficiency on the MSA
 - African American students achieving advanced proficiency on MSA math (3-5) will increase from 28% to 45%.
 - Hispanic students achieving advanced proficiency on MSA math (3-5) will increase from 38% to 45%.
- Students in grade 5 will maintain or increase % of students in advanced in grade 4 according to performance on MSA.
- % of SPED students scoring at the proficient to advanced level on the MSA will maintain or increase
- Hispanic students scoring above the 50th percentile on the TN2 in math will increase from 75% to 80%
- SPED students scoring above the 50th percentile on the TN2 in math will increase from 76% to 80%

TN2 Trend Data - Scores > 50%le

Year	Math		Computation	
	08	09	08	09
All	98.0	93	98.0	94
AA	na	100	na	100
Asian	na	92	na	83
His	na	75	na	100
White	na	93	na	95
FARMS	na	NA	na	N/A
SPED	na	76	na	100

PROCESS MANAGEMENT

- Classroom teachers will use a variety of assessment measures to determine students not meeting or exceeding benchmarks and or to identify student needs.
- Students who do not exhibit progress in math will be discussed with the support team, **action plans will be developed and followed up upon**
- Pre-assess, teach, re-assess and regroup as needed for instruction.
- Use math guides and VSC to plan in teams or in pairs
- Focus instruction on problem solving and application of skills to increase student competence using multiple strategies.
- Study and align math lessons with VSC giving particular attention in grade 5.
- Plan math instruction with yearlong goals to ensure all units can be taught and assessed.
- Teachers will work with students to self-monitor through data folders and set goals for improvement.
- Classroom teachers and specialists will collaborate on a regular and systematic basis

INFORMATION AND ANALYSIS

- Use of My MCPS to analyze student progress and data.
- Teachers administer, score and analyze unit assessments.
- MSA, TN2, GT data, formative (exit cards, teacher observation, anecdotal records, quizzes, data notebooks, etc.) and summative assessments will be used to assess student performance and progress.
- Data will be used for instructional decision making and regrouping as necessary.

Faculty and Staff Focus

- Differentiation/small group math instruction
- Goal setting
- communication