**WONGPAMLUD Elementary School**

**PLANNING PROCESS**

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? Yes in Math.

What is the percent change? An Increase of 1% from year 2008.

What clusters/strands, by grade level, showed decrease in proficiency?

3rd grade and 5th grade Geometry decreased, all other strands showed no growth

3rd and 5th grade had no growth in Algebraic Thinking

3rd-5thth grade Measurement and Data Analysis showed no growth

Did all student subgroups meet AYP targets? Don’t know at this time.

If not, which subgroups did not meet the targets? Will know when school grades are released

Did 50% or more of the lowest 25% make learning gains? Don’t know at this time.

What is the percent of the lowest 25% of students making learning gains? Don’t know at this time.

Did 50% or more of the total number tested make learning gains? Don’t know at this time.

What is the percent of students making learning gains? Don’t know at this time.

In order to complete this section your school’s staff must study each grade’s content clusters by subject for decreases, NO growth, and systemic trends. List the areas in need of improvement. Review the literature for best practices to create an action step to address each need by grade and by subject. (See Appendix at <http://ossip.dadeschools.net/SIPDevelopmentTools/APPENDIX.pdf> )

**Mathematics Goal**

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| **BASED ON THE NEEDS ASSESSMENT, IDENTIFY AREA(S) FOR IMPROVEMENT**  | **OBJECTIVE LINKED TO AREA OF IMPROVEMENT** | [**ACTION STEPS**](http://ossip.dadeschools.net/SIPDevelopmentTools/APPENDIX.pdf) | **PERSON RESPONSIBLE FOR MONITORING THE ACTION STEP** | **PROCESS USED TO DETERMINE EFFECTIVENESS OF ACTION STEP**  | **EVALUATION TOOL** |
| In grades 3-5, 61% achieved mastery on the 2009 administration of the FCAT Mathematics test. This represents an increase of 1% point compared to 60% who achieved mastery in 2008. **NEEDS ASSESSMENT:** **3rd and 5th grade Geometry 3rd and 5th grade Algebraic Thinking****3rd through 5th grade Measurement and Data Analysis**  | Given instruction using the Sunshine State Standards, 74% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | 1. Form a PLC group focused on providing students with hands-on activities to facilitate the conceptual learning and understanding of grade-level appropriate Measurement, Data Analysis, and Geometry concepts and apply the learning to real-world experiences incorporated into projects for grades 3 through 5. | 1 Leadership Team and Mathematics Coach | 1. Leadership team member will participate in the PLC |  1. Teacher will use Edusoft monitor progress |
| 2. Use the National Library of Virtual Manipulative to address Algebraic Thinking concepts in grades 3 and 5, and use Gizmos® to address Geometry concepts grade 5. | 2. Leadership Team and Mathematics Coach | 2.Administration will review strategies that will be used to impact student achievement. |  2. Teacher will use Edusoft monitor progress |
| 3. Infuse literacy in mathematics to increase conceptual understanding of all Mathematics Content Clusters. (See [Math Literature Guide](http://mathscience.dadeschools.net/math_resoruce_guide/Mathematics%20Literature%20in%20the%20Classroom%20Guide.pdf)) | 3. Leadership Team and Mathematics Coach | 3. Mathematics Coach and Reading Coach will monitor and approve infusion | 3. Teacher will use Edusoft monitor progress |

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| In grades 3-5, XX% of the Economically Disadvantaged students achieved mastery on the 2009 administration of the FCAT Mathematics Test.This represents an increase of 1% point compared to 60% who achieved mastery in 2008.**NEEDS ASSESSMENT: When data is available, the content cluster in need of improvement will be identified** | Given instruction using the Sunshine State Standards, 74% of the Economically Disadvantaged students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | 1. Use Riverdeep® in small groups guided instruction with teacher to address Measurement, Data Analysis, and Geometry deficiencies two and a half hours a week and make adjustments accordingly. | Mathematics Coach | 1. Administration will monitor use of Riverdeep®  | 1. Teacher will use Riverdeep® assessments |
| In grades 3-5, XX% of the Hispanic students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 1% point compared to 60% who achieved mastery in 2008.**NEEDS ASSESSMENT: When data is available, the content cluster in need of improvement will be identified**  | Given instruction using the Sunshine State Standards, 74% of the Hispanic students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | 1. Use the Spanish version of Riverdeep® in small groups guided instruction with teacher using ELL Strategies to address Measurement Geometry, and Data Analysis deficiencies for two and a half hours a week and make adjustment accordingly. | 1. Mathematics Coach | 1. Administration will collaborate with Spanish teacher(s) and Mathematics Coach to discuss best instructional practices and infuse  | 1. Teacher will use Riverdeep® assessments |

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| In grades 3-5, XX% of the English Language Learners students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 1% point compared to 60% who achieved mastery in 2008.**NEEDS ASSESSMENT: When data is available, the content cluster in need of improvement will be identified** | Given instruction using the Sunshine State Standards, 74% of the English Language Learners students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | 1. Use ELL Strategies in small groups using their CCHL (Curriculum Content in the Home Language) program to address Measurement, Geometry, Data Analysis and Algebraic Thinking deficiencies every day for 30 minutes in small groups and make adjustment accordingly. | 1. Mathematics Coach | 1. Administration will collaborate with ELL teacher(s) and Mathematics Coach to discuss best instructional practices and infuse | 1. Teacher will use Edusoft monitor progress |
| In grades 3-5, XX% of the Students with Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 1% point compared to 60% who achieved mastery in 2008.**NEEDS ASSESSMENT: When data is available, the content cluster in need of improvement will be identified** | Given instruction using the Sunshine State Standards, 74% of the Students with Disabilities in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | 1. Collaborate with SPED teacher(s) to accommodate lessons with the use of concrete objects, pictures, graphics and or adaptive materials to assist students in understanding Measurement, Algebraic Thinking, and Geometry concepts. Design examples that include real-world applications. Instructional and curricular accommodations used should be those listed in the student’s IEP. | 1. Mathematics Coach | 1. Administration will monitor implementation  | 1.Teacher will use Edusoft monitor progress |

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| ***Professional Development Aligned with Objective*** |
| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring  | Person Responsible for Monitoring |
| Given instruction using the Sunshine State Standards, 74% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | Effective use of the Riverdeep® Program and National Library of Virtual Manipulatives | Instructional Technology Department | August 2009 | Classroom visits | Administrators and Mathematics Coach |
| Effective implementation of PLC for Mathematics  | CPL personnel | September 2009 | Monitor PLC meeting logs and journals | Administrators and Mathematics Coach |
| Using GIZMOS for Math | Explore Learning Trainer | August 2009 | Observe use of GIZMOS in the classroom | Leadership Team |
| Given instruction using the Sunshine State Standards, 74% of Hispanic students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | Implementation of Riverdeep, Spanish version | Riverdeep trainers | August 2009 | Classroom visits | Administrators and Mathematics Coach |

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| ***Budget*** |
| Evidence-based Program(s)/Materials(s) |
| Objective | Description of Resources | Funding Source | Available Amount |
| Given instruction using the Sunshine State Standards,74% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | Riverdeep® is a Computer Based Online software that individualizes instruction and monitors progress | Miami-Dade County Public School’s District funds | $2250 ($5.00 per student) |
| **Total:** |
| Technology |
| Objective | Description of Resources | Funding Source | Available Amount |
| Given instruction using the Sunshine State Standards,74% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | Edusoft is a data reporting system | Miami-Dade County Public School’s District funds | $2520 ($5.60 per student) |
| Gizmos® online interactive Mathematics simulation | Miami-Dade County Public School’s District funds | $1350 ($3.00 per student) |
| **Total:** |
| Professional Development |
| Objective | Description of Resources | Funding Source | Available Amount |
| Given instruction using the Sunshine State Standards,74% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics test. | Substitute funds to support the training and implementation of the PLC/Lesson Studies | Wongpamlud Elementary Magnet School Assistance Program Grant | $10,000 (10 teacher X ten days) |
| **Total:** |
| Other |
| Objective | Description of Resources | Funding Source | Available Amount |
|  |  |  | $ |
| **Total:** |