

Mid-year CIS Update

Name: Sandy Schoff

Department: Elementary Math 1

School Board Goal:

1. All students will graduate from high school college and career ready.
2. The achievement gap will be eliminated

Initiative:

Benchmark Testing in grades 1 – 6 in Everyday Math Schools

Signals of achievement:

In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase in each AYP-designated student group in each grade level 3-10.

Who collaborates with you to make this happen?

Elementary Ed., Assess & Eval., the Elementary Math Support teachers, Ernie Ting and Printing

How does this incorporate Cultural Proficiency, Technology Infusion (especially Web.2.0), Data engaged instruction, other?

Data from individual GLE results are used to do targeted interventions with students. The GLEs are tested on the State Standards Based Assessments in April.

Progress to date:

Tests have been written, answer sheets are completed, score sheets and ARS entry forms are complete. Tests were administered the week of Dec. 7 – 11.

Next steps:

Results should be posted no later than Jan 6th, at which point Math Support teachers will go over the data with the teachers and assist in selecting appropriate student interventions.

Comments:

The spreadsheets have been “problematic”. It would be better if they were on ARS so that software issues would not exist. If all the GLE data was entered directly into ARS, student, teacher, grade level, school and district-wide reports could be generated.

Mid-year CIS Update

Name: Sandy Schoff

Department: Elementary Math 2

School Board Goal:

1. All students will graduate from high school college and career ready.
2. The achievement gap will be eliminated

Initiative:

All K – 6 elementary students, irrespective of math program will be tested on the ASD GLEs at the end of the year, to evaluate their readiness to learn math at the next grade level in the fall.

Signals of achievement:

In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase in each AYP-designated student group in each grade level 3-10.

Who collaborates with you to make this happen?

Elementary Ed., Assess & Eval., the Elementary Math Support teachers, Ernie Ting and Printing

How does this incorporate Cultural Proficiency, Technology Infusion (especially Web.2.0), Data engaged instruction, other?

Data from individual GLE results are used to do targeted interventions with students. The GLEs are tested on the State Standards Based Assessments in April.

Progress to date:

Tests and answer sheets were piloted in 30 schools last year, score sheets were evaluated and showed that the strengths and weaknesses are significantly aligned with the results on the state SBA tests as well, and student success or lack thereof was mirrored by those results. The End-of-Year tests will provide detailed information on student progress for the grade level and allow for early intervention (particularly for K-2 student for which there has previously never been data available).

Next steps:

Tests answer sheets and score-sheets will be revised and printed, the testing window is the week of May 3 – 7, with results to be posted on ARS by the end of the school year. It is the wish of the math department that the score sheets will be replaced by direct entry of data into ARS, thus eliminating the need for Excel score sheets.

Comments:

We need some clear directions for how this process will be accomplished, so that the target doesn't move at the last minute.

Mid-year CIS Update

Name Ruth Mount

Department Middle School Math

School Board Goal:

1. The achievement gap will be eliminated.
2. All students will graduate from high school college and career ready.

Initiative:

1. Middle School Math Support classes will implement new curriculum and instructional technology.
2. We will conduct a Middle School Pre-Algebra / Algebra Review and recommend materials for adoption.

Signals of achievement:

1. Newly adopted text materials are being used in all Math Support classes. Teachers have received two day of training. There are 875 students currently in Math Support classes.
2. The Pre-Algebra/Algebra review committee has identified essential standards that are vertically aligned between Pre-Algebra and Algebra, developed a common understanding of the pedagogy related to advanced math classes for middle school students and discussed components of the curriculum guides. Committee participants have read research, and identified criteria for the course. Teachers are currently piloting lessons from preview material.

Who collaborates with you to make this happen?

1. America's Choice is supporting us in the implementation of the curriculum Mathematics Navigator. We are working with the IT and EdTech departments to work out the details of implementation of instructional technology.
2. Middle school and high school math teachers are collaborating on this project. Purchasing is helping with the process.

How does this incorporate Cultural Proficiency, Technology Infusion (especially Web.2.0), Data engaged instruction, other?

1. The Mathematics Navigator curriculum requires teachers use data to guide instruction. SuccessMaker will allow students and teachers to see individual student needs and growth.
2. The committee reviewed student demographic data including district statistics and who is enrolled in Algebra classes.

Mid-year CIS Update

Name: Sandy Schoff

Department: High School Math 1

School Board Goal:

1. All students will graduate from high school college and career ready.
1. The achievement gap will be eliminated

Initiative:

Algebra A Support class will be developed to assist struggling Algebra A (most frequently 9th) grade students.

Signals of achievement:

In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase in each AYP-designated student group in each grade level 3-10.

Who collaborates with you to make this happen?

High School Ed, high school math teachers representing the High School Math departments

How does this incorporate Cultural Proficiency, Technology Infusion (especially Web.2.0), Data engaged instruction, other?

The individualized assessment and instructional support will most likely be technology based. The targeted interventions provided to students will be data-driven.

Progress to date:

The alignment of the chapter content, the identification of prerequisite skills, and some general strategies have been identified. An RFI has been posted requesting materials for preview.

Next steps:

Once materials have been submitted, the committee will preview them, looking for any that meet our needs. Then we will pilot them to find the one that best suits our purposes. When we have all our information, we will recommend a pilot next year, and assuming on the outcome of the pilot is favorable, we will ask the Board for approval to add the course to the program, and request funding to purchase the materials.

Comments:

Originally we thought to put the course together during fall semester, and pilot it in the spring, but as the committee worked through the task, it became evident that we would need a strong technology component to insure that each student received the instruction and support s/he needs. This type of intervention/support can not be done effectively in a large group instruction situation.