

SCHOOLWIDE ACTION PLAN – GOAL #1 MATHEMATICS ACHIEVEMENT

GOAL #1: IMPROVE MATHEMATICS ACHIEVEMENT OF ALL STUDENTS

Rationale: Self-study findings indicate a critical need to improve student achievement in mathematics at all grade levels, including the mastery of foundational skills prior to enrolling in Algebra I and higher. Assessment data, intake scores, and discussions with stakeholders support this need.

SUPPORTING DATA

- 8% schoolwide proficiency rate on Geometry CST; 0% proficiency rate for Grade 10
- 29% proficient or above on Algebra II CST, with 31% Below Basic and Far Below Basic
- Algebra I overall ILP proficiency rate of 24%; 14% in Grade 10; 9% in Grade 11
- 53% of the 9th graders tested on the General Math CST, which covers 7th grade standards, scored at the basic level or below

GROWTH TARGETS

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|------------------|--|
| 2006-2007 | Geometry: Increase ILP Geometry CST scores from 8% proficient in 2006 to 16% proficient in 2007. Algebra I ILP: Increase Algebra I CST scores from 24% proficient in 2006 to 30% proficient in 2007. Algebra II: Increase Algebra II scores from 29% proficient in 2006 to 40% proficient in 2007. Algebra II: The percent of students who score Below Basic or Far Below Basic will decrease from 31% to less than 15%. Algebra II: Overall student performance in each strand will increase by 5% or more. |
| 2007-2008 | Geometry: Increase ILP Geometry CST scores to 18% proficient in 2008. Algebra I, ILP: Increase Algebra I CST scores to 32% proficient in 2008. Algebra II: Increase Algebra II scores to 50% proficient in 2008. Algebra II: The percent of students who score Below Basic or Far Below Basic will decrease to less than 10%. Algebra II: Overall student performance in each strand will increase by 5% or more. Foundational Skills: All students will show mastery of foundational skills before entering Algebra I as evidenced by intake testing or a basic skills mastery test. |
| 2008-2009 | Geometry: Increase ILP Geometry CST scores to 20% proficient in 2009. Algebra I, ILP: Increase Algebra I CST scores to 34% proficient in 2009. Algebra II: Increase Algebra II scores to 55% proficient in 2008. Algebra II: The percent of students who score Below Basic or Far Below Basic remain at less than 10%. Foundational Skills: All students will show mastery of foundational skills before entering Algebra I as evidenced by intake testing or a basic skills mastery test. |

ESLR(s) ADDRESSED: #1 Academic Achievement



| ACTION STEPS – MATHEMATICS ACHIEVEMENT 1. ALGEBRA AND GEOMETRY - ILP | TIMELINE | ASSESSMENT | PERSON(S) RESPONSIBLE |
|---|--|--|--|
| Cross-reference California Content Standards to Future Schools, Saxon, and AGS curriculum. | June 2007 | <ul style="list-style-type: none"> Alignment grid produced | <ul style="list-style-type: none"> ILP Director Math Center staff ILP Math teachers |
| Provide module teachers with updated materials including calculators, compasses, and other teaching aids. | December 2006 | <ul style="list-style-type: none"> Materials ordered and received | |
| Math Center staff will attend at least one outside staff development training per year designed to enrich math teaching knowledge and skills. | December 2006 and annually | <ul style="list-style-type: none"> Teacher signup sheets Professional development activities | <ul style="list-style-type: none"> ILP Director Professional Development Coordinator Teaching staff |
| Implement procedures and standardization of the curriculum used in all ILP module classes: <ul style="list-style-type: none"> a. Student drop policy b. Class meeting frequency c. Assessments used | December 2006 to May 2007 and annually | <ul style="list-style-type: none"> Module schedules Review of student drop rate from modules | <ul style="list-style-type: none"> ILP Director Math Center staff |
| Revise math intake assessment to provide more information and assist in student placement. | June 2007 | <ul style="list-style-type: none"> New intake assessment | <ul style="list-style-type: none"> Math Center staff Intake Coordinator |
| Implement Math Center tracking system so that student placement and progress can be readily assessed. | September 2007 | <ul style="list-style-type: none"> Credit completion slips | <ul style="list-style-type: none"> ILP Director Math Center staff Technology staff |
| <p>Resources: California Content Standards, staff training at San Diego COE and other outside providers, online resources, CST Blueprint materials</p> <p>Report of Progress: Weekly Leadership meetings, math department meetings, School Accountability Report Card, annual test score review</p> | | | |



| ACTION STEPS – MATHEMATICS ACHIEVEMENT 2. ALGEBRA II - TCP | TIMELINE | ASSESSMENT | PERSON(S) RESPONSIBLE |
|--|--------------------------|---|---|
| Pilot Prentice-Hall Algebra II textbook as possible alternative to Saxon. Assess textbook based on teacher feedback and student test results. | August 2006 to May 2007 | <ul style="list-style-type: none"> • Classroom observations • CST results | <ul style="list-style-type: none"> • TCP Director • District Coordinator • Math teachers |
| Assess the current curriculum relevant to California Content Standards alignment. | January 2007 | <ul style="list-style-type: none"> • List of identified standards | <ul style="list-style-type: none"> • TCP Director • TCP math teachers |
| Construct a timetable for the integration of supplemental curriculum, which will include precise windows of time during which the supplemental curriculum is to be covered during the school year. | January 2007 | <ul style="list-style-type: none"> • Timetable produced | |
| Modify current curriculum to include the identified strands and standards. | January 2007 to May 2007 | <ul style="list-style-type: none"> • Revised curriculum | |
| Create periodic assessments to measure both individual and grade level attainment of identified strands. | January 2007 and ongoing | <ul style="list-style-type: none"> • Assessments produced | |
| Reevaluate and adjust strategy as test scores are released each year. | July 2007 and ongoing | <ul style="list-style-type: none"> • Test score results and analysis | <ul style="list-style-type: none"> • TCP Director • District Coordinator • Math teachers |
| <p>Resources: California Content Standards, publisher curriculum maps, staff training at San Diego COE and other outside providers, online resources, CST Blueprint materials, in-service days, staff collaboration</p> <p>Report of Progress: Weekly Leadership meetings, math department meetings, School Accountability Report Card, annual test score review</p> | | | |



| ACTION STEPS – MATHEMATICS ACHIEVEMENT 3. FOUNDATIONAL SKILLS ASSESSMENT AND MASTERY | TIMELINE | ASSESSMENT | PERSON(S) RESPONSIBLE |
|---|----------------------------|---|--|
| Switch math intake test to New Century in order to assess foundational strand deficits in incoming students. | January 2007 | <ul style="list-style-type: none"> • New Century results | <ul style="list-style-type: none"> • Executive Director • District Coordinator • Intake Test Coordinator |
| Collect at least 30 samples of math data from incoming students to identify and quantify weak strand areas. | January 2007 to March 2007 | <ul style="list-style-type: none"> • Data collected and analyzed | <ul style="list-style-type: none"> • District Coordinator • Intake Staff |
| Based on weak strand areas (i.e. division, fractions, etc.) formulate a plan to address deficiencies. This may include targeted curriculum from the existing Math 87 or Consumer Math curriculum. | August 2007 | <ul style="list-style-type: none"> • Curriculum created and implemented | <ul style="list-style-type: none"> • Executive Director • Program Directors • District Coordinator • Math teaching staff • ILP teachers |
| Implement a mastery test to assess foundational skills prior to students entering Algebra I or higher. | January 2007 to May 2007 | <ul style="list-style-type: none"> • Revised curriculum | <ul style="list-style-type: none"> • ILP Director • District Coordinator • Math teachers |
| Evaluate and adjust curriculum, instruction, and assessments as needed. | Ongoing | <ul style="list-style-type: none"> • Assessments produced • Test score results and analysis | <ul style="list-style-type: none"> • ILP Director • District Coordinator • Math teachers • ILP teachers |
| <p>Resources: California Content Standards, Math 87 and Consumer Mathematics curriculum, staff training at San Diego COE and other outside providers, online resources, CST Blueprint materials, staff collaboration</p> <p>Report of Progress: Weekly Leadership meetings, math department meetings, School Accountability Report Card, annual test score review, program meetings</p> | | | |

