

**COVENTRY HIGH SCHOOL  
MATHEMATICS  
SCHOOL IMPROVEMENT PLAN 2009-2010**

**Target:**

*Increase the percent of students meeting proficiency on NECAP assessments in mathematics by 3%.*

**Result Statement:**

*\* Coventry High School will decrease the “achievement gap” on the mathematics NECAP according to state targets, placing an emphasis will be focused on those students who are currently achieving at the lowest levels and those students with I.E.P’s.*

*\*By the end of their freshman year, all students will demonstrate an ability to perform basic operations, including working with fractions and decimals, proficiently.*

*\*The mathematics department will continue ongoing curriculum alignment to GSEs, development of standards based performance tasks, instruction around administration of performance tasks and scoring of student work to better identify student needs and ways of addressing them.*

Changes in student learning behavior:	Changing Instruction:	Monitoring Progress with Timelines and Adjustments:	Collaboration and Support:	Resources, School and District:	Evaluating Results/Reporting to Families and Community:
<p>Incoming freshmen will take a diagnostic assessment during the 1<sup>st</sup> Qtr. to assess their level of competency. They will then take another version at the end of their freshman year to assess their growth.</p>	<p>All Freshmen math teachers will be responsible for giving the diagnostic assessment to all Freshmen</p> <p>All freshmen mathematics teachers will be given PD on administration of diagnostic assessments, analyzing data to drive instruction and make recommendations.</p> <p>Foundation of mathematics teachers will meet regularly during CPT to collaborate to adjust curriculum and assessments based on the needs of their students</p>	<p>Math teachers will score the diagnostic assessment and work collaboratively to determine the specific areas of concern that need to be addressed to ensure all students achieve standard</p>	<p>Teachers of special math programs will report on the progress of their students at Department meetings</p> <p>Math special education teachers will meet regularly with the math department to ensure all students are given the same opportunities and curriculum regardless of their individual circumstances</p>	<p>Common Planning Time for math and special educators will need to be set aside to allow them time to discuss, assess and refine the course(s).</p> <p>Funding for special programs</p>	<p>Scores will be compared using 1<sup>st</sup> quarter assessment results and 4<sup>th</sup> quarter assessment results and reported to school, parents, and students through advisors, core teachers, department and faculty meetings, Freshman orientation night, report cards, Open Houses, Parent/Teacher nights, student exhibition days/evenings.</p> <p>Scores will be used to adjust course curriculums for current and future courses.</p>

<p>Students who fall below standard on the assessments will be recommended for ramp-up programs, after school study sessions, or other similar programs</p>	<p>Teacher recommendations for students in need of special programs will be forwarded to the Curriculum Coordinator prior to the end of the 1<sup>st</sup> Qtr.</p>	<p>The Math Dept. will review and analyze the results of the NECAP and the freshmen scores on diagnostic assessments to inform/revise instruction and assessment practices.</p>	<p>Department meetings and common planning time</p> <p>The math department will line up state targets with current practices to focus on what students need in attaining standard</p> <p>Math special education teachers will meet regularly with the math department to ensure all students are given the same opportunities and curriculum regardless of their individual circumstances</p>	<p>Common Planning time for math and special education teachers.</p> <p>Funding for special programs</p>	<p>Scores will be compared using 1<sup>st</sup> quarter assessment results and 4<sup>th</sup> quarter assessment results and reported to school, parents, and students through advisors, core teachers, department and faculty meetings, Freshman orientation night, School Report Night, report cards, Open Houses, Parent/Teacher nights, student exhibition days/evenings,</p>
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<p>Students not ready to take at least Algebra 1 in 9<sup>th</sup> grade will be recommended for either,</p> <p><b>Foundations in Mathematics (FIM).</b></p> <p>A two year intensive program where <b>highly motivated</b> students take double math., and at the end of two years, credit is given for Algebra 1, Geometry, and two electives.</p> <p>OR</p> <p><b>Algebraic Structures</b></p> <p>A two year <b>collaboratively taught</b> program where students that <b>struggle with both mathematical skills and motivation</b> ramp up their skills during their freshmen year and then during their sophomore year, take both Algebra 1 and Geometry 332 <b>concurrently</b>.</p>	<p>Foundations in Mathematics and Algebraic Structures teachers will engage students in learning the foundational skills needed to demonstrate proficiency in the 9-10 GSEs.</p>	<p>Math teachers will monitor student progress and work collaboratively to determine the specific areas of concern that need to be addressed to ensure all students achieve standard</p>	<p>Teachers of both FIM/Structures will report on the progress of their students at Department meetings</p> <p>Teachers will meet regularly during Common Planning Time to collaborate and support each other; sharing successful strategies and revising curriculum.</p> <p>Math special education teachers will meet regularly with the math department to ensure all students are given the same opportunities and curriculum regardless of their individual circumstances</p>	<p>Common Planning time for math and special education teachers.</p> <p>Funding for special programs</p>	<p>Scores will be compared using 1<sup>st</sup> quarter assessment results and 4<sup>th</sup> quarter assessment results and reported to school, parents, and students through advisors, core teachers, department and faculty meetings, Freshman orientation night, School Report Night, report cards, Open Houses, Parent/Teacher nights, student exhibition days/evenings,</p>
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<p>Develop long term career /higher education goals and design a four-year math course of studies per High School Regulations that will effectively facilitate the achievement of these goals</p>	<p>Work collaboratively with guidance counselors to ensure an appropriate course of studies for all students.</p>	<p>Students will meet with personalization teachers, math teachers, and guidance counselors at least twice per year to monitor progress toward achievement of students' course of studies</p>	<p>Teachers will meet with guidance counselors during Common Planning Time to discuss appropriate course of studies for all students.</p>	<p>PD time for math teachers &amp; guidance counselors to learn how to write individual course of studies.</p>	<p>Goals will be reported to school, parents, and students through advisors, guidance counselors, core teachers, report cards, Parent/Teacher nights.</p>
<p>Maintain <b>their</b> proficiency portfolio in all math classes following appropriate guidelines for portfolio entries.</p>	<p>Teachers will design and administer tasks aligned with CHS's learner expectations, GSEs and curriculum to ensure all students have the opportunity to demonstrate proficiency.</p> <p>Teachers will provide feedback, further instruction and administer clones of tasks as needed to ensure all students meet standard.</p> <p>Teachers will collect and showcase exemplary student work for other students to model.</p> <p>All math teachers will be given ongoing PD on the development of tasks aligned to CHS learner expectations, GSEs and Content Standards.</p> <p>All math teachers will be given ongoing PD on instructional strategies</p>	<p>Students will conference with math teachers once per quarter to collaboratively monitor their math portfolios</p> <p>Students will meet with personalization teachers to monitor progress of working portfolios in all courses.</p> <p>Parent/Teacher conferences will focus on students' course of studies, portfolios, and achievement levels.</p>	<p>Department meetings and Common Planning Time.</p> <p>Math special education teachers will meet regularly with the math department to ensure all students are given the same opportunities and curriculum regardless of their individual circumstances</p> <p>Teachers will be provided opportunities for ongoing collaboration and discussion regarding their PD and putting into practice during common planning time and department meeting times.</p>	<p>CIM tasks for students</p> <p>Professional Development for teachers in creating portfolios, writing tasks, scoring tasks, and looking at student work.</p> <p>Funding for after school workshops in creating portfolios, writing tasks, scoring tasks, and looking at student work</p> <p>School wide and district supports and resources will include time allotments and funding to implement this PD. Funding will come from Article 31 funds.</p>	<p>Portfolio progress will be reported to school, parents, and students through personalization teachers, core teachers, report cards, Parent/Teacher nights.</p> <p>Evidence used will include NECAP results, data gathered on successful task completion, and diagnostic assessments.</p>

	<p>founded on conceptual understanding and problem solving resulting in the administration of performance based tasks, student revision of task (or administration of clones) as needed.</p> <p>All math teachers will be given ongoing PD on scoring student work collaboratively and choosing benchmark student work to model.</p>				
<p>Take course specific tasks and CIM tasks designed to develop conceptual understanding and problem solving skills: all aligned to GSEs, Applied Learning Standards and CHS Learner Expectations.</p>	<p>Math teachers will be trained in the GSE's</p> <p>Work collaboratively to develop course specific tasks aligned to CHS's learner expectations, GSEs and content standards to be administered as common tasks.</p> <p>Administer course specific tasks and CIM tasks aligned with the</p>	<p>Students will conference with math teachers once per quarter to collaboratively monitor their math portfolios</p> <p>Students will meet with personalization teachers to monitor progress of working portfolios in all courses.</p> <p>Parent/Teacher conferences will focus on students' course of</p>	<p>Department meetings and Common Planning Time</p> <p>After school workshops will be held to calibrate and score common tasks.</p>	<p>PD for training on GSE s</p> <p>CIM tasks for students</p> <p>Professional Development for teachers in creating portfolios, writing tasks, scoring tasks, and looking at student work.</p> <p>Funding for after school workshops in creating portfolios, writing tasks, scoring tasks, and looking</p>	<p>Student progress will be reported to school, parents, and students through, personalization teachers, core teachers, report cards, Parent/Teacher nights.</p>

	curriculum and GSEs. Teachers will provide feedback, further instruction and administer clones of tasks as needed to ensure all students meet standard.	studies, portfolios, and achievement levels.		at student work Adjustment to current progress reporting system Portfolios for students	
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