

Math

1. Review Aspire 2016 Math Baseline Data

A. Include grade level proficiency in the following categories:

In Need of Support Close Ready Exceeding

Calloway-Smith Middle School's Baseline Data for ACT Aspire 2016 include grade level proficiency in the following categories:

Grade Level	In Need of Support	Close	Ready	Exceeding
6 th	11.2%	43.9%	38.8%	6.1%
7 th	20.4%	37.9%	33.6%	8.1%
8 th	25.1%	21.5%	22.1%	31.3%

ACT Aspire 2016 Baseline Data for Calloway-Smith Middle School include proficiency in the following categories:

In Need of Support	Close	Ready	Exceeding
19.0%	34.7%	31.6%	14.7%

B. Develop a plan to increase the achievement of the lowest performing 25% of students. Include this as an objective in your ACIP.

- Teachers will identify the lowest performing 25% of the students and based on their performance provide intervention, small group remediation, Re-teach/Re-Assess of concepts not mastered.
- All math instruction will include the 12 Power Words. The 12 Power Words should be incorporated in lesson plans/activities/bell ringers/and as part of the assessment questions.
- All math teachers will utilize the ASPIRE Sand Box On-Line questions as a means of providing students access to depth of knowledge 3 or 4 format questions during intervention.
- All math teachers will utilize MDC FALs and CMP3 Lessons to provide depth of knowledge 3 or 4 collaborative units to increase student achievement.

C. Include this information in the ACIP/Advanced Student Performance Diagnostic.

This plan will be included in ACIP/Advanced Student Performance Diagnostic.

D. Use the data above to determine what Additional Academic Assistance will be offered to students. (Ex. Extended Day, Saturday School, Twilight, Credit Recovery, etc.)

The following Additional Academic Assistance will be offered to Calloway-Smith Middle School's students:

- Extended Day
- Saturday School
- After School Tutoring
- Evening School

E. How will you know if the Additional Academic Assistance is working?

- Identify the benchmarking/assessment/progress monitoring tools/measures
- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)

The following tools will be used to measure the effectiveness of the Additional Academic Assistance for math:

- STAR Math (Students will be tested 3 times per quarter-Beginning, Mid-Quarter, End of Quarter)
- ACT Aspire Interim Tests (All students will be tested on the same Interim Test up to 3 times per quarter. Only the students that show non proficiency will retest the 2nd and 3rd times.
- FAL Assessments
- Walkthroughs
- EQTs

The expected outcome for Calloway-Smith Middle School's students is as follows:

- The expected outcome for the 6th grade students that are In Need of Support (11.2%) is 50% proficiency in reading.
- The expected outcome for the 7th grade students that are In Need of Support (20.4%) is 50% proficiency in reading.
- The expected outcome for the 8th grade students that are In Need of Support (25.1%) is 50% proficiency in reading.

2. After utilizing district pacing guides/resources, which of the following optional instructional resources are you currently using for Math? Please check all that apply and include the baseline data/evidence for each. **Indicates free resources*

Stride Academy*	Achieve the Core*	Think Through Math	Ready Common Core (iReady)	Sadlier (print and online)
Edgenuity	Teacher Created – Focused Math Instruction	Triumph Learning Common Core Support Coach		Other (list in #6 below)

After utilizing the district pacing guides/resources, Calloway-Smith Middle School uses the following optional resources in math:

LearnZillion*

- Questions from the task portion of the on-line site will be incorporated in classroom instruction and assessments. Assessments will provide Data/Evidence.

MDC (Mathematics Design Collaborative)*

- The use of FALs, which provide a pre-test, followed by opportunity for re-teaching and re-assessment (CFU) then post-test. Upon completion of the post-test if further instruction is needed, the post-test will provide evidence of areas for improvement and re-teach/re-assessment will be conducted. Evidence-lesson plan documentation

Other (list in #3 below)

- CMP3 which provides learning opportunities similar to MDC and targets collaboration and the use of critical thinking skills targeting depth of knowledge 3 and 4 problem solving opportunities.

3. If you are using any other instructional resources, please list them below:

Calloway-Smith Middle School uses the following additional instructional resources:

- ACT Aspire Interim Tests
- STAR Math
- CMP3

4. Are the instructional resources listed above included in your ACIP as an objective/activity? If not, please include.

- c. How do you know if the objectives/activities are working?
(benchmarking/assessment tools or progress monitoring measures)**
 - i. Identify the benchmarking/assessment/progress monitoring tools**
 - ii. Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)**
- d. Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.**
 - i. Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departamental/ACIP meetings.**
 - ii. Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.**

The instructional resources listed above are included in Calloway-Smith Middle School's ACIP as an objective/activity.

- STAR Math
- EQT
- FAL Assessments (pre-test and post-test)
- ASPIRE Interim Tests- Students will be tested at the beginning of quarter, at mid-quarter and at the end of the quarter until evidence of improvement is shown.
- Walk-Throughs conducted by Academic Leadership Team
- Lesson Plan annotations
- Progress Reports generated by teachers (at least 3 times a quarter)
- Report Card generated quarterly

5. Are you using any of the following intervention programs listed below: Please check all that apply and include the baseline data/evidence for each. * *Indicates free resources*

Stride Academy*	Sonday System*	Scholastic Short Reads	Snap! Structured Guided Reading (free for grades 6-8)	Benchmark ACT Now (close reading)
Be A Reading Star!	Sadlier (print and online)	Triumph Learning Support Coach	Common Core	Other (list in #6 below)

Calloway-Smith Middle School uses the following intervention programs for reading:

- Snap! Structured Guided Reading (free for grades 6-8)
- Sonday System

6. If you are using any other intervention resources, please list them below:

Calloway-Smith Middle School uses the following additional intervention resources:

- ACT Aspire Interim Tests
- STAR Reading
- AR

7. Are the intervention resources listed above included in your ACIP as an objective/activity? If not, please include.

- How do you know if the objectives/activities are working?
(benchmarking/assessment tools or progress monitoring measures)
 - Identify the benchmarking/assessment/progress monitoring tools
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
- Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.
 - Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departamental/ACIP meetings.
 - Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.

The intervention resources listed above are included in Calloway-Smith Middle School's ACIP as an objective/activity. The benchmarking/assessment/progress monitoring tools used to assess the intervention resources are as follows:

- Report Cards (Generated Quarterly)
- Progress Reports (Generated by teachers at least 3 times per quarter).
- STAR Math results
- Aspire Interim results (**Students will be tested at the beginning of quarter, at mid-quarter and at the end of the quarter until evidence of improvement is shown**).
- Data Meetings
- PST
- Faculty/grade level/departmental/ACIP meetings
- Walkthroughs (Conducted by the Academic Leadership Team)
- FAL Assessments (Pre Test and Post Test)
- EQT
- Lesson Plan Annotations

8. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)

The professional development provided for Calloway-Smith Middle School's teachers is as follows:

- 3 sessions of MDC Training for the entire math faculty throughout 2015-2016 academic year with several follow-up visits/collaboration with Debra Roberts of SREB; 3 week of summer PD on CMP3 at USA for both 6th grade and 8th grade teachers, One 7th grade teacher.

9. What professional development is needed?

The following professional development is needed:

- CMP3 training for one 7th grade instructor