



MATH P.O.P.S
PYRAMID OF PROGRESS



LAKEVIEW ELEMENTARY
NORMAN, OKLAHOMA
Doris Sanders-Principal



TRACY HUNTLEY-CLASSROOM TEACHER
SARA SNODGRASS-TITLE I MATH
RESOURCE COORDINATOR



LAKEVIEW ELEMENTARY

ALL ABOUT US

- 255 students-Pre-Kindergarten - 5th grade
- Rural school in urban district
- 33 member staff includes:
 - 1 Administrator, 13 Classroom Teachers, 8 Specialists, 4 Paraprofessionals, 7 Support Staff
- Assessments:
 - D.R.A. (Developmental Reading Assessment)
 - B.E.A.R. (Basic Early Assessment of Reading)
 - CogAt (Cognitive Ability Test)
 - C.C.T. (Oklahoma Core Curriculum Test)
 - Math Benchmark Test (given 3 times per year)



Obstacles

- 20% school turnover rate
- 42% Free/reduced lunch
- 13% of students served in special education
- Due to rural isolation, students are limited in their life experiences.
- Inadequate staff development in mathematics instruction
- Low test scores in both mathematics and reading

School Wide Strategies

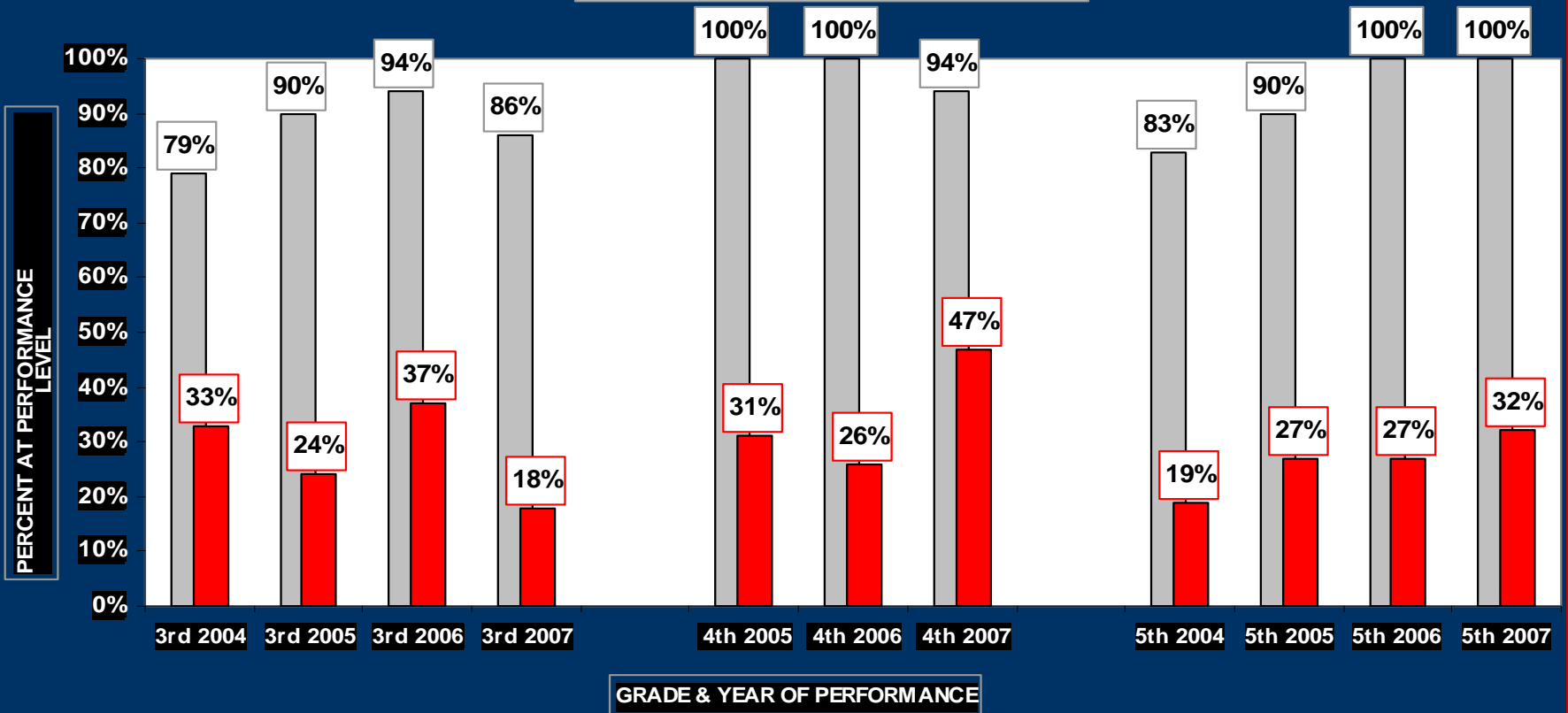


- Rigorous mathematics program
- Collegiality among faculty
- Analysis of state-mandated test scores by mathematical strands
- Age-appropriate, daily Math Moments
- Pre-test pep rally
- Parent/School partnership
 - Family Math Night
 - Informational Meetings
 - Game Bags
 - Study Links
 - Online resources via school website

State-Mandated Test Scores

LAKEVIEW MATHEMATICS REGULAR POPULATION/GROUP PROFICIENT & ADVANCED LEVELS OF PERFORMANCE 2004, 2005, 2006, 2007

□ Lakeview Proficient ■ Lakeview Advanced



Grade Level Strategies

- Benchmark assessments
 - Use data to develop goals for differentiated instruction
- Identification of levels
- Small groups
- Team planning
- Team teaching



Test Scores
Standards
Item Analysis
Responses

Close

OK Priority Academic Student Skills 2002 (Mathematics)

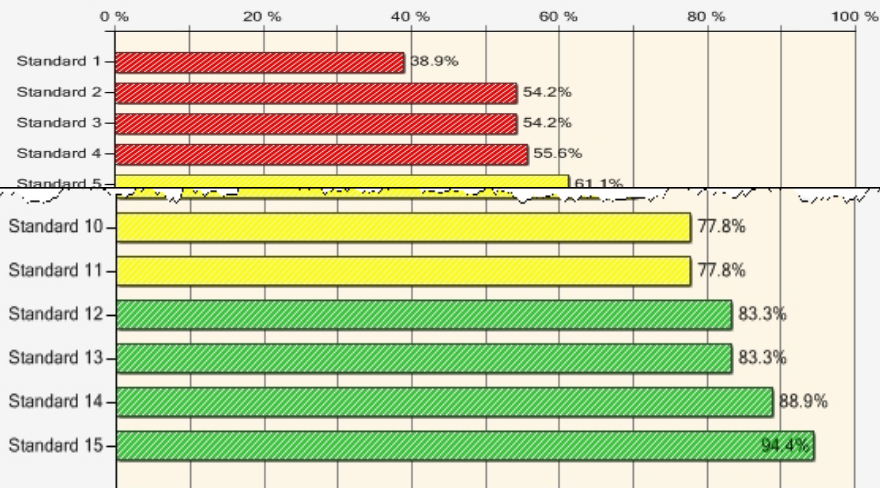
Test : NPS 2nd Grade Math B-0-Y Benchmark

Class : Mathematics: Sec. 107002-001, Per./Block 2

Teacher : Domstead, Dana

Switch to Table:

Sort by: Score



- Standard 1: 2.1.a Use concrete models of hundreds, tens, and ones to develop the concepts of place value.
- Standard 2: 3.1.a Demonstrate fluency with basic addition and subtraction facts and fact families to 18.
- Standard 3: 4.3.b Identify and count money; connect coins and bills with place value.
- Standard 4: 4.2.a Measure objects with nonstandard and standard units (e.g., use a human foot [nonstandard] then a ruler [standard] to measure length to the nearest inch).
- Standard 5: 4.3.a Tell time on digital and analog clocks to the quarter-hour.
- Standard 6: 3.1.b Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques (e.g., concrete, paper and pencil, mental math).

Classroom Strategies

- Skill-based evaluations
- Identification of skill levels
- Small skill groups
- Tutoring and Enrichment
- Use of manipulatives



Class Data Report

Identification of skill levels

	Counts 20 or more objects	Perform interrupted verbal	Counts backward from 22 or	Count by 2s beyond 30	Count by 5s beyond 110	Count by 10s beyond 110	Read any number less	Write any number less	Understand basic meanings of addition & subtraction in	Understands 2 digit numbers in	Understands equivalent expressions as two or more different expressions	Identifies measuring tools for linear_weight	Names basic plane figures	Knows value of a penny,nickel	Recognizes a quarter	Estimates time on an analog clock using only
Keaton A	d	d	d	d	d	d	s	s	s	d	s	d	s	d	s	b
Zack B	s	d	d	b	b	b	s	s	d	b	b	d	s	b	s	s
Caley C	d	d	b	b	b	b	b	b	s	b	b	d	s	b	d	b
Bailey C	s	d	d	d	d	d	s	d	s	d	s	d	s	d	b	s
Cara C	d	d	b	b	d	b	d	d	s	b	b	d	s	d	d	b
Sen D	s	d	s	d	s	d	s	d	s	s	b	b	s	d	b	s
Cheyenne H	s	d	b	b	d	b	b	d	d	b	s	d	d	d	b	s
Madison K	s	b	b	b	b	b	b	b	d	b	b	d	s	b	b	s
Jessie M	d	d	d	b	d	b	s	s	s	s	d	d	s	s	b	s
Gracie M	s	d	b	d	s	d	d	d	s	b	s	b	s	b	b	d
Dayton O	d	d	b	b	d	b	s	s	d	b	b	s	s	b	s	s
Donovan P	d	d	b	d	d	b	s	b	d	b	s	d	s	b	d	s
Brittany R	s	d	b	d	d	b	s	d	s	d	s	b	s	b	b	d
DaltonS	s	d	s	d	b	d	s	d	s	b	s	s	s	s	s	b
Ivan S	s	s	b	b	d	s	d	s	s	s	s	d	s	d	s	s
Hayley S	s	d	s	s	s	s	s	d	s	s	d	d	s	b	d	b
Mason W	s	d	b	d	d	d	s	s	s	d	s	d	s	b	d	s

Individual Student Strategies

- Analysis of all assessments
- Individual tutoring and enrichment



- Team teaching
- Parental tutoring
- Games to reinforce skills

Individual Profile of Progress

Student's Name: _____
(Pilot School)

Individual Profile of Progress: 2nd Grade Beginning of Year Checking Progress

Check B/D/S			Learning Goals from 1 st Grade & Related Problems	
Beginning # Correct	Developing # Correct	Secure # Correct		
0-33%	34-79%	80-100%	PASS: 1.1 3d: Identify numbers as even or odd.	
0-33%	34-79%	80-100%	PASS: 1.2 <ul style="list-style-type: none"> • 3a: Complete Frames-and-Arrows diagrams. • 5a: Find missing numbers and/or the missing rule in "What's My Rule?" problems. • 9e: Identify & use patterns on the number grid 	
0-33%	34-79%	80-100%	PASS: 2.1.a 5b, 8e: Understand place value for tens and ones.	
0-33%	34-79%	80-100%	PASS: 2.1.b 8b, 9d: Identify fractional parts of regions and sets with a focus on unit fractions.	
0-33%	34-79%	80-100%	PASS: 2.2 5c: Compare numbers using < and >.	
0-33%	34-79%	80-100%	PASS: 3.1.a Construct fact families for addition & subtraction.	
0-33%	34-79%	80-100%	PASS: 3.1.b 9a: Solve 2-digit addition and subtraction problems.	
0-33%	34-79%	80-100%	PASS: 3.1.c 6e: Find many names for a number.	
0-33%	34-79%	80-100%	PASS: 3.3 4b: Find sums and missing addends.	
0-33%	34-79%	80-100%	PASS: 4.1.a 7a: Identify 3-dimensional shapes and know their characteristics.	
0-33%	34-79%	80-100%	PASS: 4.2.a <ul style="list-style-type: none"> • 4a: Use standard units for measuring length. • 6a: Measure objects to the nearest centimeter. 	
0-33%	34-79%	80-100%	PASS: 4.3.a 3f, 4f: Tell time to the nearest quarter-hour.	
0-33%	34-79%	80-100%	PASS: 4.3.b 3e, 4c: Know the values of pennies, nickels, & dimes; calculate the values of combinations of these coins.	
0-33%	34-79%	80-100%	PASS: 5.2 Compare quantities from a bar graph.	

*Shaded boxes indicate where the student should be performing within that goal.
Check marks indicate student performance within each goal.

Met/exceeded _____ out of 14 learning goals.

In Summation



INDIVIDUAL LEVEL

Data Analysis
Tutoring
Team Teaching



CLASS LEVEL

Skill-based tests
Identification of skill levels
Small skill groups
Tutoring and enrichment



GRADE LEVEL

Tri-annual benchmark assessments
Identification of levels
Small groups
Team planning
Team teaching



SCHOOL-WIDE

State-mandated test scores
Analysis of mathematical strands
Implementation of practice and support for weak strands
Math Moments and Family Math Night

SUMMARY POINTS



Math P.O.P.S is

- Setting common, school-wide goals
- Analyzing data frequently
- Implementing flexible grouping
- Administering common assessments
- Partnering with parents
- Collaborating among faculty

Ongoing Challenges

- Continue to improve test scores for all
- Provide test taking practice to 1st and 2nd graders
- Faculty commitment to working collaboratively
- Equip students with skills to compete in the new global economy