

M3 Supplemental Narrative



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SUMMARY OF M3 ACTIVITIES

Goal 1: Elementary Math – All students in grades 3-5 at both elementary schools created a PEP document. At Village Elementary all students identified for math support received intervention services from the Village Elementary Learning Lab, in addition to the previously established co-teaching model. Silver Strand Elementary implemented a co-teaching model for mathematics in grades K-5. Students in grades 1, 2, and 5 were in a class with 2 certificated teachers. Students in the two 3rd grade and two 4th grade classes separated into 3 smaller groups for math instruction, one group would be co-taught.

Goal 2: Secondary Math – All secondary math students in grades 6-8 created an online PEP document (MLP) that is saved in their ePortfolio/PowerSchool page. CMS had a section of math support, called Math Lab, with 18-20 students. These students were also enrolled in Math 6, Math 7, or Math 8. CHS had 2 sections of math support, called Foundations in Math. Both sections of this course focused on implementing the effective strategies used the previous year in the CMS Math Lab. Foundations in Math had 20 or more students enrolled in each section, but these students were not enrolled in another math course, such as Integrated Math 1.

LESSONS LEARNED

Change is a slow process, but it is required for growth to take place. Clear and honest communication with shareholders is essential for growth and development of an organization. When changing a major structural piece of an organization, like the master schedule, best practice would be to inform staff members as early as possible. Providing teachers with the new master schedule in June, accompanied with clear explanations for the change, will allow for less anxiety and confusion than providing the new schedule the evening before the first day with students. Since much of the changes in the schedule were due to providing adequate time for the new math curriculum and Project M3 initiatives, informing teachers with reasons and explanations for the changes ahead of time would have aided in their support of implementation.

Improving mathematics achievement is dependent upon having a program or structure in place that allows students to build numeracy and computation skills, and the educator's ability to activate thinking and problem solving through strategic questioning and reciprocal teaching practices. Establishing highly effective instruction models and practices that are implemented with fidelity, and are consistently reviewed/developed by teachers, will improve achievement in mathematics.

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SUSTAINABILITY

The most effective strategy/activity funded by Project M3 was for small group intervention/math support. This strategy provided time/funding to establish an effective math intervention model (Tier 2) for elementary, middle school and high school students in need of strengthening number sense, fluency, and computational skills. In order to sustain the intervention model used during the 5-year grant period, both elementary schools implemented a new master schedule that has two identified blocks for math (Bridges Math & Number Corner) at each grade level, and a third block of time for all students to receive intervention or extension services. The intervention model will continue to be a double/triple dose of math instruction even though the DoDEA grant funding for ASE teachers will end in May of 2020 because it is not dependent on ASE teachers. However, Coronado USD superintendent, assistant superintendent, and district shareholders have committed to continue the effective programs established by Project M3 funds through general or other supplemental funds.

Additionally, Project M3 has provided personnel, virtual resources, and professional learning opportunities. These activities provided time and funding to establish an effective math intervention model (Tier 2) for elementary, middle school and high school students in need of strengthening number sense, fluency, and computational skills. In order to sustain the intervention model used during the 5-year grant period, both elementary schools implemented a new master schedule that has two identified blocks for math (Bridges Math & Number Corner) at each grade level, and a third block of time for all students to receive intervention or extension services. The intervention model will continue to be a double/triple dose of math instruction even though the DoDEA grant funding for ASE teachers will end in May of 2020 because it is not dependent on ASE teachers. However, Coronado USD Superintendent, Assistant Superintendent, and district shareholders have committed to continue the activities and programs established by Project M3 funds through CUSD general funds or other supplemental funds.

Likewise, the math support sections at the middle and high schools have proven to be valuable to district shareholders as evidenced by the CUSD LCAP, therefore, funding will be sustained by the district general funds or other targeted, categorical funding options.