

School District: **Milford School District**
 School: **Morris Early Childhood Center**
 Project: **C3-Conquering Common Core Math**
 Award: **\$22,500**

Demographics: Morris Early Childhood Center houses the district’s entire kindergarten population, which is comprised of more than 350 students. While the ELL and special education subgroups have decreased from one school year to the next, it is still important to acknowledge the impact their unique backgrounds have on their mathematical deficiencies in order to develop a plan to best serve their academic needs.

Grade	2014-15	2015-16
Pre-Kindergarten	47	32
Kindergarten	354	334
Total	401	366

Subgroup	2014-15	2015-16
African American	29.2%	26.5%
Asian	0.2%	0.3%
Hispanic/Latino	19.7%	19.7%
White	46.4%	49.2%
Multi-Racial	4.5%	4.4%

Subgroup	2014-15	2015-16
English Language Learner	1.2%	0.5%
Low Income	50.8%	54.0%
Special Education	18.9%	17.8%
Enrolled for Full Year	86.3%	N/A

Abstract: The Morris Early Childhood Center (Morris ECC) plans to use **number talks, book study** using the text, *Intentional Talk: How to Structure and Lead Productive Mathematical Discussions*, **redesigned mathematical lessons** based on the **Common Core State Standards**, and the **Eight Mathematical Practices** to improve instruction and student learning. They have adopted a new framework called, “**Teaching for Robust Understanding**” (TRU) to maximize learning and administrative attention on student gains in learning. They will also partner with **The Delaware Mathematics Project** to provide **bi-monthly push-in support** for classroom **coaching and modeling**. In conjunction with the TRU framework and Delaware Mathematics project, the Morris ECC will work with **LearnZillion Dream Team teachers** to **redesign lessons and instruction**.

Data: Based on their end of year benchmark assessment, the Morris ECC’s end of year DCAS math data shows minimal growth (5%) from the 2012-13 school year to the 2013-14 school year. While mid-year benchmark SBAC data from the 2014-15 school year and the 2015-16 school year show improvement, it is well below the standard the Morris ECC has set for student mathematics proficiency.

Students Achieving Benchmark on Mathematics Assessment	
DCAS Mathematics	
2012-13	68%
2013-14	73%
SBAC Mathematics	
2014-15	36.7%
2015-16	48.5%