

#5 MATHEMATICS ACTION PLAN

Result Statement: Students will demonstrate understanding of Grade Level Appropriate Mathematical Concepts including problem solving.

Target: An increase in mathematical proficiency as demonstrated by a triangulation of data which may include unit assessments, MAP, and daily classroom formative assessments, and PARCC.

<p>Changes in student learning behavior:</p> <p>Students will:</p>	<p>Changing Instruction:</p> <p>Teachers will:</p>	<p>Monitoring Progress with Timelines and Adjustments:</p> <p>Teachers and Admin will measure progress by:</p>	<p>Collaboration and Support:</p> <p>Teachers will collaborate during:</p>	<p>Resources, School and District:</p> <p>School-wide and District support will include:</p>	<p>Evaluating Results/Reporting to Families and Community:</p> <p>We will evaluate by:</p>
<ul style="list-style-type: none"> ● Solve problems of varied structure using a variety of computation and problem solving strategies ● Represent mathematical concepts in a variety of ways such as: pictures, diagrams, graphs, and other forms of visual, numeric, or manipulative models ● Participate in a shared discussion of strategies and be able to explain and justify strategies shared by others 	<ul style="list-style-type: none"> ■ Use direct instruction to model problem solving strategies, using graphic organizers, use topic diagrams and learn math vocabulary ● Use the workshop model to differentiate instruction: using Eureka materials, math games, and technology intergration. ● Use and analyze common formative and summative assessments to reflect the CCSS and report out results. 	<ul style="list-style-type: none"> ● Universal screening 3 times per year for Grade K and Grade 1 Interviews aligned to the CCSS and Grades 2-4 (MAP). ● Review assessment results during Data Days; compute % of students meeting the benchmark ● Review effectiveness of interventions related to stated goals (meet on a cycle for Tier 2 and 3 Students)during RTI meetings. ● End of module assessments 	<ul style="list-style-type: none"> ● Data days, facilitated by the math coach: ■ Before school study groups ■ At common planning time ■ At Faculty meetings ■ During classroom coaching and support ■ During RTI Meetings ■ During the district PD days 	<ul style="list-style-type: none"> ● Math Coach and Math Interventionist ● Technology ● PD opportunities ● Peer visits to classrooms ● Necessary tools for effective instruction (i.e. curriculum materials, manipulatives) ● . RTI Team 	<ul style="list-style-type: none"> ● Progress Reports and Report cards ● Parent teacher conferences ● Displays of student work ● School Committee reports ● Updates through the Principal newsletter and Blog, and Eureka Newsletters. ● Results of assessments such as end of module

<ul style="list-style-type: none">● Use reasoning, applying strategies, communicating thinking clearly and accurately.● Use mathematical vocabulary to explain their thinking orally or in writing (ex-word walls, glossaries, vocab centers, and taxonomies)	<ul style="list-style-type: none">● Incorporate blended learning techniques.	<ul style="list-style-type: none">● Ongoing, formal and/or informal teacher observations of students at work including formative assessments.● Administering <i>AddVantage</i> assessments to diagnose students having difficulty and document student progress using graphs● Keep parents informed by parent conferences, student work coming home, progress reports, report cards, and possible workshops			assessments, MAP, and PARCC
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