

Plan of Action – Year 1 (2006-2007)

Objective 2: NUMERACY

- 55% of students in grade 4 will be able to apply place value knowledge, identify alternative forms of expressing two-digit numbers and to compare the magnitude and value of digits in two and three digit numbers based on HMSA data and CMT results.
- 55% of students in grade 6 will be able to apply estimation with emphasis on problem solving, fractions, decimals, percents and ratios based on HMSA data and CMT results.

Strategy 1: Increase instructional use of manipulatives, non-linguistic representations and opportunities for hands-on application.

Action Steps	Person (s) Responsible	Timeline	Resources & Budget
(Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	(Place in bold or underline the primary person responsible at the school level for each action step)	(Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	(Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
<p>Instruction Action Step 2.1a: Implement Every Day Math (K-5) and Connected Math (6-8) Programs and supplement with program and teacher designed inquiry based kinesthetic activities, manipulatives, and pictorial representations.</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom Teachers, Support Staff (Special Education teachers & Paraprofessionals, ELL teachers & tutors, Speech and Language Pathologists)</p>	<p>September/November 2006</p>	<p>Everyday Math texts and support materials Connected Math texts and support materials Curriculum Guide Manipulatives</p>
<p>Assessment Action Step 2.1b: EM: K-5 CM 6-8 Use the following assessments as data sources to inform instruction during Data Team Meetings, Grade Level Meetings, and Academic Reviews: Everyday Math quizzes, cumulative reviews, and end of unit assessment Connected Math Pre-Test Investigation quizzes Connected Math Unit test HMSA</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Administration, Support staff, Data Teams</p>	<p>September/November 2006</p>	<p>Everyday Math & Connected Math texts and resources. Curriculum Guide</p>
<p>Professional Development Action Step 2.1d:</p>	<p>Person Responsible:</p>	<p>September/November 2006</p>	<p>District Curriculum Personnel (Math Department)</p>

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District Connected Math District Everyday Math	Math Facilitator <u>Others Involved:</u> Classroom teachers, administration, support staff, data teams		
Parental Involvement Action Step 2.1c: Open-House Home-Connection handbook Parent-Conferences Homework support	Person Responsible: Math Facilitator <u>Others Involved:</u> Parents, Administration, Family Resource Aide	September/November 2006	Everyday Math resources Connected Math resources
2nd Quarter			
Instruction Action Step 2.1e: Continue implementation of district math curriculum and supplement with program and teacher designed inquiry based kinesthetic activities, projects, manipulatives, and pictorial representations.	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers	November2006/January 2007	Curriculum Guide Everyday Math texts and support materials Manipulatives
Assessment Action Step 2.1f: EM: K-5 CM 6-8 Use the following assessments as data sources to inform instruction during Data Team Meetings, Grade Level Meetings, and Academic Reviews: Student projects and portfolios Quizzes Cumulative reviews End-of-unit assessment Pre-Test Unit test HMSA	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Administration, Support staff, Data Teams	November2006/January 2007	Curriculum Guide Everyday Math texts and support materials
Parental Involvement Action Step 2.1g: Parent conferences	Person Responsible: Math facilitator	November2006/January 2007	Everyday Math resources Curriculum Guide

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Home connection handbook	<u>Others Involved:</u> Parents, Classroom teachers, Support staff		Scott-Foresman, Addison Wesley, <u>Middle School Mathematics</u>
Professional Development Action Step 2.1h: PIMMS District Math professional development Differentiated Instruction/Inclusion	Person Responsible: Math Facilitator <u>Others involved:</u> Classroom teachers, administration, support staff, data teams	November2006/January 2007	District Curriculum Personnel (Math Department)
3rd Quarter			
Instruction Action Step 2.1i: Continue implementation of district math curriculum supplemented with program and teacher designed inquiry based kinesthetic activities, projects, manipulatives, and pictorial representations, and District's CMT preparation materials.	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff	January/April 2007	District CMT Materials: CMT Coach (4 th Generation) RALLY CMT Booklet Getting Ready to take the CMT
Assessment Action Step2.1j: HMSA District Pre/Post tests based on CMT Strands	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Administration, Support staff, Data Teams	January/April 2007	Curriculum Guide District Pre/Post tests
Parental Involvement Action Step 2.1k: Parent conferences	Person Responsible: Family Resource Aide <u>Others Involved:</u> Parents, Classroom teachers, Support staff, Administration	January/April 2007	Community sponsors School incentives
Professional Development Action Step 2.1i: District professional development for CMT preparation	Person Responsible: Math Facilitator <u>Others Involved:</u> Classroom teachers, Support staff	January/April 2007	District Curriculum Personnel (Math Department)

4th Quarter

<p>Instruction Action Step 2.1m: Continue implementation of district math curriculum and supplement with inquiry based real world connection activities. projects, manipulatives, and pictorial representations,</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff</p>	<p>April/June 2007</p>	<p>Curriculum Guide Everyday Math texts and support materials Manipulatives Scott-Foresman, Addison Wesley, <u>Middle School Mathematics</u></p>
<p>Assessment Action Step 2.1n: Student projects Student math portfolios End-of-unit assessment Pre-Test Quizzes Unit test HMSA</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Administration, Support staff, Data Teams</p>	<p>April/June 2007</p>	<p>Curriculum Guide District Pre/Post tests</p>
<p>Parental Involvement Action Step 2.1o: Home-Connection handbook Homework support</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Administration, Teachers, Parents</p>	<p>April/June 2007</p>	<p>Everyday Math resources Curriculum Guide Scott-Foresman, Addison Wesley, <u>Middle School Mathematics</u></p>
<p>Professional Development Action Step 2.1p: District Math professional development Differentiated Instruction/Inclusion</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Teachers, Administration</p>	<p>April/June 2007</p>	<p>District Math Department:</p>

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Strategy 2: Continue to implement accountable talk with emphasis on questioning and discussion starters

Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
Instruction Action Step 2.2a: Teachers will infuse these accountable talk strategies into math instruction through modeling and guided practice with emphasis on questioning and using accountable talk starters when explaining/justifying mathematical solutions in targeted areas and when justifying reasonableness of solutions and estimates: marking, challenging, modeling, recapping, pressing and expanding for reasoning, pressing for accuracy, building on prior knowledge, keeping channels open, keeping everyone together, linking contributions and verifying and clarifying.	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Administration	September – November 2006	Materials and training from Institute for Learning
Assessment Action Step 2.2b: IFL Learning Walks Academic reviews of Student Math Portfolios	Person Responsible: Principal <u>Others Involved:</u> Teachers Learning walk team	September –November 2006	Materials and training from Institute for Learning District Representation on Learning Walk Team
Parental Involvement Action Step 2.2c: Open House welcome will incorporate the Principles of Learning: Accountable Talk	Person Responsible: Principal <u>Others Involved:</u> Parents Classroom teachers, Support staff	October, 2006	Materials and training from Institute for Learning
Professional Development Action Step 2.2d:	Person Responsible:	August – November 2006	Materials and training from Institute for

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Continue IFL training with focus on Accountable Talk and Academic Rigor	Principal <u>Others Involved:</u> Learning Walk Team		Learning
2nd Quarter			
Instruction Action Step 2.2e: Students will engage in accountable talk using discussion starters modeled and guided during first quarter.	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Administration	November 2006-January 2007	Accountable talk classroom posters
Assessment Action Step 2.2f: IFL Learning Walks Student self-assessment using teacher and student-generated rubrics	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Learning Walk Team, Data Teams	November 2006-January 2007	Materials and training from the Institute for Learning
Parental Involvement Action Step 2.2g: Parent conferences discussing/reviewing student math portfolios	Person Responsible: Family resource aide <u>Others Involved:</u> Classroom teachers, Support staff, Administration	November 2006	Materials and training from the Institute for Learning Community sponsors School incentives
Professional Development Action Step 2.2h: Continue IFL training with focus on Accountable Talk and Academic Rigor	Person Responsible: Principal <u>Others Involved:</u> Math Facilitator, Classroom teachers, Support staff	November 2006-January 2007	Materials and training from the Institute for Learning

3rd Quarter

<p>Instruction Action Step 2.2i: Continue to increase use of teacher/student accountable talk strategies and embed into CMT preparation instruction in targeted areas</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff</p>	<p>January/April 2007</p>	<p>Materials and training from the Institute for Learning</p>
<p>Assessment Action Step 2.2j: Learning walks Academic reviews of Math Portfolios Open-ended teacher designed assessment</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Learning Walk Team, Math Facilitator, Data Teams</p>	<p>January/April 2007</p>	<p>Materials and training from the Institute for Learning District CMT Materials: CMT Coach (4th Generation) RALLY CMT Booklet Getting Ready to take the CMT</p>
<p>Parental Involvement Action Step 2.2k: Parent conferences discussing/reviewing student math portfolios</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> Classroom teachers, Support staff, Administration</p>	<p>February 2007</p>	<p>Community sponsors School incentives Community sponsors School incentives</p>
<p>Professional Development Action Step 2.2l: Continue IFL training with focus on Accountable Talk and Academic Rigor</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Classroom teachers, Support Staff</p>	<p>Ongoing</p>	<p>Materials and training from the Institute for Learning</p>

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4th Quarter

<p>Instruction Action Step 2.2m: Students will demonstrate increased use of accountable talk strategies</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Administration</p>	<p>April/June 2007</p>	<p>Everyday Math resources Curriculum Guide Scott-Foresman, Addison Wesley, <u>Middle School Mathematics</u> Materials and training from the Institute for Learning</p>
<p>Assessment Action Step 2.2n: IFL Learning Walks Student self-assessment using teacher and student Open-ended teacher designed assessment</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Classroom teachers, Support staff, Learning Walk Team, Data Teams</p>	<p>April/June 2007</p>	<p>Materials and training from Institute for Learning</p>
<p>Parental Involvement Action Step 2.2o: Parent conferences discussing/reviewing student math portfolios</p>	<p>Person Responsible: Family resource aide <u>Others Involved:</u> Classroom teachers, support staff, administration</p>	<p>April/June 2007</p>	<p>Materials and training from the Institute for Learning Community sponsors School incentives</p>
<p>Professional Development Action Step 2.2p: Continue IFL training with focus on Accountable Talk and Academic Rigor with entire staff</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Math Facilitator, Classroom teachers, Support staff</p>	<p>April/June 2007</p>	<p>Materials and training from the Institute for Learning</p>

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Strategy 3: Provide more opportunities for problem solving in cooperative learning groups.

<p>Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</p>	<p>Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p>Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p>Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</p>
1st Quarter			
<p>Instruction Action Step 2.3a: Conduct investigations in Connected Math and partner activities in Everyday Math using effective cooperative group strategies and content focus coaching instructional model(i.e. name collection boxes in “Everyday Math” and hands-on fraction strips investigations in “Connected Math”)</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, support staff</p>	<p>September/November 2006</p>	<p>Everyday Math texts and support materials Connected Math texts and support materials Curriculum Guide Manipulatives</p>
<p>Assessment Action Step 2.3b: (EM: K-5; CM 6-8) Everyday Math quizzes, cumulative reviews, unit tests Connected Math Pre-Test, Unit Tests CM Investigation quizzes HMSA Academic reviews Teacher designed assessment (e.g. quizzes)</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Data Teams</p>	<p>September/November 2006</p>	<p>Everyday Math & Connected Math texts and resources. Curriculum Guide</p>
<p>Parental Involvement Action Step 2.3c: Open House Home Connection handbook Parent Conferences Homework support</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> Parents. Classroom teachers, support staff</p>	<p>September/November 2006</p>	<p>Everyday Math resources Connected Math resources</p>
<p>Professional Development Action Step 2.3d:</p>	<p>Person Responsible:</p>	<p>September/November 2006</p>	<p>District Curriculum Personnel (Math</p>

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2nd Quarter			
Instruction Action Step 2.3e: Using cooperative group/content focus Instructional Model strategy established during the investigation process in the 1 st quarter, students will have opportunities to solve/create problems involving renaming numbers/values, fractions, decimals and percents appropriate for their grade level and will be able to justify reasonableness using estimation skills.	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff, Data Teams	November2006/January 2007	Everyday Math texts and support materials Connected Math texts and support materials Curriculum Guide Manipulatives
Assessment Action Step2.3f: (EM: K-5; CM 6-8) Everyday Math quizzes, cumulative reviews, unit tests Connected Math Pre-Test, Unit Tests CM Investigation quizzes HMSA Academic reviews Teacher designed assessment (e.g. quizzes)	Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Administration, Support staff, Data Teams	November2006/January 2007	Everyday Math & Connected Math texts and resources. Curriculum Guide
Parental Involvement Action Step 2.3g: Open House Home Connection handbook Parent Conferences Homework support	Person Responsible: Math Facilitator <u>Others Involved:</u> Administration, Family Resource Aide, Parents, Teachers	November2006/January 2007	Everyday Math resources Connected Math resources
Professional Development Action Step 2.3h: PIMMS District Math professional development Differentiated Instruction/Inclusion	Person Responsible: Math Facilitator <u>Others Involved:</u> Classroom teachers, Administration, Support staff	November2006/January 2007	District Curriculum Personnel (Math Department)

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<p>Instruction Action Step 2.3i: Continue problem solving and cooperative group/content focus coaching instruction opportunities and embed district CMT preparation instruction.</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, support staff</p>	<p>January - April 2007</p>	<p>District CMT Materials: CMT Coach (4th Generation) RALLY CMT Booklet Getting Ready to take the CMT</p>
<p>Assessment Action Step 2.3j: Learning Walks and academic review; Walk- through; Data Team Analysis, Teacher designed assessments</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Math Facilitator, Data Team Leaders</p>	<p>January – April 2007</p>	<p>District CMT Materials: CMT Coach (4th Generation) RALLY CMT Booklet Getting Ready to take the CMT Teacher and Student created rubrics</p>
<p>Parental Involvement Action Step 2.3k: Parent conferences</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> Classroom teachers, Support staff and Administrators</p>	<p>February 2007</p>	
<p>Professional Development Action Step 2.3l: District CMT training for math strategies; PIMMS, Differentiated instruction / inclusion</p>	<p>Person Responsible: Math Facilitator <u>Others Involved:</u> Classroom teachers, Support staff and Administrators</p>	<p>January – April 2007</p>	<p>District curriculum (mathematics department)</p>

4th Quarter			
<p>Instruction Action Step 2.3m: Continue to use established cooperative group/content focused instruction strategies and provide students with opportunities to solve/create problems involving fractions, decimals and percents appropriate for their grade level and justify reasonableness using estimation skills.</p>	<p>Person Responsible: Math facilitator <u>Others Involved:</u> Classroom teachers, Support staff</p>	<p>April – June 2007</p>	<p>Everyday Math texts and support materials Connected Math texts and support materials Curriculum Guide Manipulatives Read, Emphasize, List, Ask, Test, Enter (RELATE Method) strategy as outlined in the INTERNET site www.college.ucla.edu/up/aap/tutoring/General/Mathword2.</p>
<p>Assessment Action Step 2.3n: Learning Walks and academic review; walk- through; Data Team Analysis of HMSA and EM/CM assessments, Teacher designed assessment</p>	<p>Person Responsible: Principal <u>Others Involved:</u> Math Facilitator, Data Team Leaders, Teachers</p>	<p>April – June 2007</p>	<p>Everyday Math & Connected Math texts and resources. Curriculum Guide</p>
<p>Parental Involvement Action Step 2.3o: Parent conferences; PTO meetings; SIP representation</p>	<p>Person Responsible: Family Resource Aide <u>Others Involved:</u> Classroom teachers, Support staff and Administrators</p>	<p>April – June 2007</p>	<p>Everyday Math resources Connected Math resources</p>
<p>Professional Development Action Step 2.3p: PIMMS, District math, and differentiated instruction; RELATE Method as outlined in the INTERNET site</p>	<p>Person Responsible: Math Facilitator <u>Others Involved:</u> Classroom teachers, Support staff and Administrators</p>	<p>April – June 2007</p>	<p>District Curriculum Personnel (Math Department); Study groups by data teams to read, research, assess, modify and implement RELATE Method strategies.</p>