

**Plan of Action Year 1 (2006 – 2007)**

**Objective 2:** (Numeracy) 90% of our students will achieve adequate yearly progress (AYP) in math, including critical thinking and problem solving, as measured by the Connecticut Mastery Test in June of 2007 for grades 3-6. To add, 90% of our students will make progress in math as measured from Benchmark assessments to Mid and End Year Assessments for grades k-5 in our new math curriculum *Everyday Math*.

**Strategy 1:** Daily implementation of our Everyday Math Curriculum.

<b>Action Steps</b> (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.)	<b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)	<b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	<b>Resources &amp; Budget</b> (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
<b>1<sup>st</sup> Quarter</b>			
<b>Instruction Action Step 2.1a:</b> <ul style="list-style-type: none"> <li>• Implementation of the Every Day Math (EDM) curriculum (Unit 1 of EDM teaches students classroom routines and responsibilities that set the foundation for student learning to take place. (This enables students to get in a habit of preparing themselves for lessons to come) .</li> <li>• Stay in close range of the pacing guide.</li> </ul>	Person Responsible: <b>Administrators</b> <b>Classroom Teacher</b> <b>Math Facilitator</b> <b>Support Staff</b> Paraprofessionals Tutors  Others Involved: Central office math supervisor	9/2006-11/2006	Support of District Coaches: <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>
<b>Assessment Action Step 2.1b:</b> <ul style="list-style-type: none"> <li>• Everyday Math Pretest (beginning of the year) assessment</li> <li>• End of Unit Assessments.</li> <li>• EDM Assessments                             <ul style="list-style-type: none"> <li>➤ Periodic classroom assessments</li> <li>➤ Ongoing Assessment (Anecdotal record keeping).</li> <li>➤ Product Assessments (Samples of student work).</li> </ul> </li> <li>• District Assessments.</li> </ul>	Person Responsible: Administrators Classroom Teacher Math Facilitator Support Staff Paraprofessionals Tutors  Others Involved: Central office math supervisor	9/2006-11/2006	

<p><b>Parental Involvement Action Step 2.1c:</b></p> <ul style="list-style-type: none"> <li>• <b>Invite parents to an Everyday Math overview workshop on the first day of school.</b></li> <li>• <b>Student demonstrations of Every Day Math strategies during parent/teacher conferences.</b></li> <li>• <b>Demonstration of EDM games/strategies at PTO Meetings.</b></li> </ul>	<p>Person Responsible:</p> <p>Administration  <b>Math Facilitator</b>                  Classroom Teachers                  Support Staff  <b>Family support Staff</b>                  PTO                  School Social Worker                  Paraprofessionals                  Others Involved:</p>	<p>9/2006-11/2006</p>	<p>Title I Parental Involvement Funding                  PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.1d:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers strategies for improving student learning.</li> <li>• EDM Training</li> <li>• Math Facilitator Support training groups. Inter/Intra Grade Level Meetings</li> <li>• One on one support from math facilitator.</li> <li>• Math facilitator will model EDM lesson for teachers who have difficulty with the implementation of the EDM program.</li> <li>• Professional Development (School/District).</li> <li>• Lesson modeling by classroom teachers.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>                  Teachers  <b>Math facilitator</b>                  Support staff</p> <p>Others Involved:</p> <p><b>Central office math supervisor</b>                  Paraprofessionals                  Tutors</p>	<p>9/2006-11/2006</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> </ul>
<p><b>2nd Quarter</b></p>			
<p><b>Instruction Action Step 2.1e:</b></p> <ul style="list-style-type: none"> <li>• Implementation of the Everyday Math (EDM) Curriculum</li> <li>• <b>Teachers will use previous data from assessments to:</b> <ul style="list-style-type: none"> <li>➤ <b>Differentiate instruction.</b></li> <li>➤ <b>Form cooperative learning groups to further student learning and understanding of math strategies.</b></li> </ul> </li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                  Paraprofessionals                  Tutors</p> <p>Others Involved:</p> <p>Central office math supervisor</p>	<p>11/2006-2/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>

<p><b>Assessment Action Step 2.1f:</b></p> <ul style="list-style-type: none"> <li>• End of unit Assessments.</li> <li>• EDM Assessments             <ul style="list-style-type: none"> <li>➤ Periodic (classroom assessments)</li> <li>➤ Ongoing Assessment (Anecdotal record keeping).</li> <li>➤ Product Assessments (Samples of student work).</li> </ul> </li> <li>• District Assessments.</li> </ul>	<p>Person Responsible:</p> <p>Administrators Classroom Teacher Math Facilitator Support Staff Paraprofessionals Tutors</p> <p>Others Involved:</p> <p>Central office math supervisor</p>	<p>11/2006-2/2007</p>	
<p><b>Parental Involvement Action Step 2.1g:</b></p> <ul style="list-style-type: none"> <li>• <b>Invite parents to an Everyday Math overview workshop on the first day of school.</b></li> <li>• <b>Student demonstrations of Every Day Math strategies during parent/teacher conferences.</b></li> <li>• <b>Demonstration of EDM games/strategies at PTO Meetings.</b></li> </ul>	<p>Person Responsible:</p> <p>Administration <b>Math Facilitator</b> Classroom Teachers Support Staff <b>Family support Staff</b> PTO School Social Worker Paraprofessionals</p> <p>Others Involved:</p>	<p>11/2006-2/2007</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.1h:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers strategies for improving student learning.</li> <li>• EDM Training</li> <li>• Math Facilitator Support training groups. Inter/Intra Grade Level Meetings</li> <li>• One on one support from math facilitator.</li> <li>• Math facilitator will model EDM lesson for teachers who have difficulty with the implementation of the EDM program.</li> <li>• Professional Development (School/District).</li> <li>• Lesson modeling by classroom teachers.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b> Teachers <b>Math facilitator</b> Support staff</p> <p>Others Involved:</p> <p><b>Central office math supervisor</b> Paraprofessionals Tutors</p>	<p>11/2006-2/2007</p>	

<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 2.1i:</b></p> <ul style="list-style-type: none"> <li>• Implementation of our everyday math (EDM) curriculum</li> <li>• <b>Teachers will use previous data from assessments to:</b> <ul style="list-style-type: none"> <li>➤ <b>Differentiate instruction.</b></li> <li>➤ <b>Form cooperative learning groups to further student learning and understanding of math strategies.</b></li> </ul> </li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals                      Tutors</p> <p>Others Involved:                      Central office math supervisor</p>	<p>2/2007-4/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>
<p><b>Assessment Action Step 2.1j:</b></p> <ul style="list-style-type: none"> <li>• End of unit Assessments.</li> <li>• EDM Assessments                             <ul style="list-style-type: none"> <li>➤ Periodic (classroom assessments)</li> <li>➤ Ongoing Assessment (Anecdotal record keeping).</li> <li>➤ Product Assessments (Samples of student work).</li> </ul> </li> <li>• District Assessments.</li> <li>• CMT</li> </ul>	<p>Person Responsible:</p> <p>Administrators                      Classroom Teacher                      Math Facilitator                      Support Staff                      Paraprofessionals                      Tutors</p> <p>Others Involved:                      Central office math supervisor</p>	<p>2/2007-4/2007</p>	
<p><b>Parental Involvement Action Step 2.1k:</b></p> <ul style="list-style-type: none"> <li>• <b>Invite parents to an Everyday Math overview workshop on the first day of school.</b></li> <li>• <b>Student demonstrations of Every Day Math strategies during parent/teacher conferences.</b></li> <li>• <b>Demonstration of EDM games/strategies at PTO Meetings.</b></li> </ul>	<p>Person Responsible:</p> <p>Administration  <b>Math Facilitator</b>                      Classroom Teachers                      Support Staff  <b>Family support Staff</b>                      PTO                      School Social Worker                      Paraprofessionals</p> <p>Others Involved:</p>	<p>2/2007-4/2007</p>	<p>Title I Parental Involvement Funding                      PTO Fundraisers</p>

<p><b>Professional Development Action Step 2.1i:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers strategies for improving student learning.</li> <li>• EDM Training</li> <li>• Math Facilitator Support training groups. Inter/Intra Grade Level Meetings</li> <li>• One on one support from math facilitator.</li> <li>• Math facilitator will model EDM lesson for teachers who have difficulty with the implementation of the EDM program.</li> <li>• Professional Development (School/District).</li> <li>• Lesson modeling by classroom teachers.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b> Teachers <b>Math facilitator</b> Support staff</p> <p>Others Involved:</p> <p><b>Central office math supervisor</b> Paraprofessionals Tutors</p>	<p>2/2007-4/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> </ul>
<p><b>4th Quarter</b></p>			
<p><b>Instruction Action Step 2.1m:</b></p> <ul style="list-style-type: none"> <li>• Implementation of our everyday math (EDM) curriculum</li> <li>• <b>Teachers will use previous data from assessments to:</b> <ul style="list-style-type: none"> <li>➤ <b>Differentiate instruction.</b></li> <li>➤ <b>Form cooperative learning groups to further student learning and understanding of math strategies.</b></li> </ul> </li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b> <b>Classroom Teacher</b> <b>Math Facilitator</b> <b>Support Staff</b> Paraprofessionals Tutors</p> <p>Others Involved:</p> <p>Central office math supervisor</p>	<p>4/2007-6/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>
<p><b>Assessment Action Step 2.1n:</b></p> <ul style="list-style-type: none"> <li>• End of unit Assessments.</li> <li>• EDM Assessments <ul style="list-style-type: none"> <li>➤ Periodic (classroom assessments)</li> <li>➤ Ongoing Assessment (Anecdotal record keeping).</li> <li>➤ Product Assessments (Samples of student work).</li> </ul> </li> <li>• District Assessments.</li> </ul>	<p>Person Responsible:</p> <p>Administrators Classroom Teacher Math Facilitator Support Staff Paraprofessionals Tutors</p> <p>Others Involved:</p> <p>Central office math supervisor</p>	<p>4/2007-6/2007</p>	

<p><b>Parental Involvement Action Step 2.1o:</b></p> <ul style="list-style-type: none"> <li>• <b>Invite parents to an Everyday Math overview workshop on the first day of school.</b></li> <li>• <b>Student demonstrations of Every Day Math strategies during parent/teacher conferences.</b></li> <li>• <b>Demonstration of EDM games/strategies at PTO Meetings.</b></li> </ul>	<p>Person Responsible:</p> <p>Administration  <b>Math Facilitator</b>            Classroom Teachers            Support Staff  <b>Family support Staff</b>            PTO            School Social Worker            Paraprofessionals</p> <p>Others Involved:</p>	<p>4/2007-6/2007</p>	<p>Title I Parental Involvement Funding            PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.1p:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers strategies for improving student learning.</li> <li>• EDM Training</li> <li>• Math Facilitator Support training groups. Inter/Intra Grade Level Meetings</li> <li>• One on one support from math facilitator.</li> <li>• Math facilitator will model EDM lesson for teachers who have difficulty with the implementation of the EDM program.</li> <li>• Professional Development (School/District).</li> <li>• Lesson modeling by classroom teachers.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>            Teachers  <b>Math facilitator</b>            Support staff</p> <p>Others Involved:</p> <p><b>Central office math supervisor</b>            Paraprofessionals            Tutors</p>	<p>4/2007-6/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> </ul>

**Plan of Action – Year 1 (2006-2007)**

**Objective 2:** (Numeracy) 95% of our students will achieve adequate yearly progress (AYP) in math, including critical thinking and problem solving, as measured by the Connecticut Mastery Test in June of 2007 for grades 3-6. To add, 90% of our students will make progress in math as measured from Benchmark assessments to Mid and End Year Assessments for grades k-5 in our new math curriculum *Everyday Math*.

**Strategy 2:** Teachers will implement CMT Practice items into daily instruction.

<b>Action Steps</b> (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.)	<b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)	<b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	<b>Resources &amp; Budget</b> (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
<b>1<sup>st</sup> Quarter</b>			
<p><b>Instruction Action Step 2.2a:</b></p> <ul style="list-style-type: none"> <li>Each day teachers will model strategies of solving CMT practice items (ex. Two items from the same strand in alignment to the strand students are working on in the EDM/Connected math curriculum) and demonstrate ways to solve the problem. The teachers will allow students to work on a similar problem in cooperative learning groups using accountable talk, exercising academic rigor in sharing ways to solve the problem. Each group will present to peers solutions used to solve problems. This practice will familiarize students with 4<sup>th</sup> Generation CMT test taking strategies; moreover, during this practice students will be able to connect what they've learned to real life situations.</li> <li>Each child will receive CMT test taking items (aligned with EDM/Connected Math strands) as a daily homework assignment.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b></p> <p>Paraprofessionals                      Tutors</p> <p>Others Involved:                      Central office math supervisor</p>	<p>9/2006-11/2006</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>District Math Coach</li> <li>Continued funding for school-based Math Facilitator</li> <li>Title Funding for Part-time math Master Teacher</li> </ul>

<p><b>Assessment Action Step 2.2b:</b></p> <ul style="list-style-type: none"> <li>• Observation and record keeping of participation during problem solving presentations from each group. Teachers will take notice of audience input and feedback as a means for assessment as well.</li> <li>• Weekly test taking items.</li> <li>• Hartford's Math Strands Assessment (HMSA)</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>  Paraprofessionals  Tutors</p> <p>Others Involved:</p> <p><b>Central office math supervisor</b></p>	<p>9/2006-11/2006</p>	
<p><b>Parental Involvement Action Step 2.2c:</b></p> <ul style="list-style-type: none"> <li>• Parents will receive a monthly newsletter informing them of math strands students will be working on. This letter will have sample questions and solutions students will be working on each month.</li> <li>• Each week student will be expected to turn a brief statement completed by both, parents and student, of how they've connected currently learned math in the class to a real life situation. Each month a drawing will be held for each grade level at PTO meeting. Turning in these assignments each week, greater each family's chance in the drawing. The Parents must be present at the PTO meeting in order to receive the prize. (Possible prizes can be a gift card to Stop &amp; Shop, Bowling for the family, etc.)</li> </ul>	<p>Person Responsible:</p> <p><b>Administration</b>  <b>Math Facilitator</b>  Classroom Teachers  Support Staff  <b>Family support Staff</b>  PTO  School Social Worker  Paraprofessionals</p>	<p>9/2006-11/2006</p>	<p>Title I Parental Involvement Funding  PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.2d:</b></p> <ul style="list-style-type: none"> <li>• Training on Connecticut Frameworks.</li> <li>• Data Team meetings</li> <li>• Grade level meetings</li> <li>• Professional Development (School/District).</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  Teachers  <b>Math facilitator</b>  Support staff</p> <p>Others Involved:</p> <p><b>Central office math supervisor</b>  Paraprofessionals  Tutors</p>	<p>9/2006-11/2006</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> </ul>

<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 2.2e:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will use previous data from assessments to:</b> <ul style="list-style-type: none"> <li>➤ <b>Differentiate instruction.</b></li> <li>➤ <b>Form cooperative learning groups to further student learning and understanding of math strategies.</b></li> <li>➤ <b>Modify instruction.</b></li> </ul> </li> <li>• Each day teachers will model strategies of solving CMT practice items (ex. Two items from the same strand in alignment to the strand students are working on in the EDM/Connected math curriculum) and demonstrate ways to solve the problem. The teachers will allow students to work on a similar problem in cooperative learning groups using accountable talk, exercising academic rigor in sharing ways to solve the problem. Each group will present to peers solutions used to solve problems. This practice will familiarize students with 4<sup>th</sup> Generation CMT test taking strategies; moreover, during this practice students will be able to connect what they've learned to real life situations.</li> <li>• Each child will receive CMT test taking items (aligned with EDM/Connected Math strands) as a daily homework assignment.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals                      Tutors</p> <p>Others Involved:                      Central office math supervisor</p>	<p>11/2006-2/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>
<p><b>Assessment Action Step 2.2f:</b></p> <ul style="list-style-type: none"> <li>• Observation and record keeping of participation during problem solving presentations from each group. Teachers will take notice of audience input and feedback as a means for assessment as well.</li> <li>• Weekly test taking items.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals                      Tutors</p>	<p>11/2006-2/2007</p>	

<ul style="list-style-type: none"> <li>Hartford's Math Strands Assessment (HMSA)</li> </ul>	<p>Others Involved:  <b>Central office math supervisor</b></p>		
<p><b>Parental Involvement Action Step 2.2g:</b></p> <ul style="list-style-type: none"> <li>Parents will receive a monthly newsletter informing them of math strands students will be working on. This letter will have sample questions and solutions students will be working on each month.</li> <li>Each week student will be expected to turn a brief statement completed by both, parents and student, of how they've connected currently learned math in the class to a real life situation. Each month a drawing will be held for each grade level at PTO meeting. Turning in these assignments each week, greater each family's chance in the drawing. The Parents must be present at the PTO meeting in order to receive the prize. (Possible prizes can be a gift card to Stop &amp; Shop, Bowling for the family, etc.)</li> </ul>	<p>Person Responsible:  Administration  <b>Math Facilitator</b>  Classroom Teachers  Support Staff  <b>Family support Staff</b>  PTO  School Social Worker  Paraprofessionals</p> <p>Others Involved:</p>	<p>11/2006-2/2007</p>	<p>Title I Parental Involvement Funding  PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.2h:</b></p> <ul style="list-style-type: none"> <li>Training on Connecticut Frameworks.</li> <li>Data Team meetings</li> <li>Grade level meetings</li> <li>Professional Development (School/District).</li> </ul>	<p>Person Responsible:  <b>Administrators</b>  Teachers  <b>Math facilitator</b>  Support staff</p> <p>Others Involved:  <b>Central office math supervisor</b>  Paraprofessionals  Tutors</p>	<p>11/2006-2/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>District Math Coach</li> <li>Continued funding for school-based Math Facilitator</li> </ul>

<b>3<sup>rd</sup> Quarter</b>			
<p><b>Instruction Action Step 2.2i:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will use previous data from assessments to:</b> <ul style="list-style-type: none"> <li>➤ <b>Differentiate instruction.</b></li> <li>➤ <b>Form cooperative learning groups to further student learning and understanding of math strategies.</b></li> <li>➤ <b>Modify instruction.</b></li> </ul> </li> <li>• Each day teachers will model strategies of solving CMT practice items (ex. Two items from the same strand in alignment to the strand students are working on in the EDM/Connected math curriculum) and demonstrate ways to solve the problem. The teachers will allow students to work on a similar problem in cooperative learning groups using accountable talk, exercising academic rigor in sharing ways to solve the problem. Each group will present to peers solutions used to solve problems. This practice will familiarize students with 4<sup>th</sup> Generation CMT test taking strategies; moreover, during this practice students will be able to connect what they've learned to real life situations.</li> <li>• Each child will receive CMT test taking items (aligned with EDM/Connected Math strands) as a daily homework assignment.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals                      Tutors</p> <p>Others Involved:                      Central office math supervisor</p>	<p>2/2007-4/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>
<p><b>Assessment Action Step 2.2j:</b></p> <ul style="list-style-type: none"> <li>• Observation and record keeping of participation during problem solving presentations from each group. Teachers will take notice of audience input and feedback as a means for assessment as well.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals</p>	<p>2/2007-4/2007</p>	

<ul style="list-style-type: none"> <li>Weekly test taking items.</li> <li>CMT</li> </ul>	<p>Tutors</p> <p>Others Involved: <b>Central office math supervisor</b></p>		
<p><b>Parental Involvement Action Step 2.2k:</b></p> <ul style="list-style-type: none"> <li>Parents will receive a monthly newsletter informing them of math strands students will be working on. This letter will have sample questions and solutions students will be working on each month.</li> <li>Each week student will be expected to turn a brief statement completed by both, parents and student, of how they've connected currently learned math in the class to a real life situation. Each month a drawing will be held for each grade level at PTO meeting. Turning in these assignments each week, greater each family's chance in the drawing. The Parents must be present at the PTO meeting in order to receive the prize. (Possible prizes can be a gift card to Stop &amp; Shop, Bowling for the family, etc.)</li> </ul>	<p>Person Responsible: <b>Administration</b> <b>Math Facilitator</b> Classroom Teachers Support Staff <b>Family support Staff</b> PTO School Social Worker Paraprofessionals</p> <p>Others Involved:</p>	<p>2/2007-4/2007</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.2i:</b></p> <ul style="list-style-type: none"> <li>Training on Connecticut Frameworks.</li> <li>Data Team meetings</li> <li>Grade level meetings</li> <li>Professional Development (School/District).</li> </ul>	<p>Person Responsible: <b>Administrators</b> Teachers <b>Math facilitator</b> Support staff</p> <p>Others Involved: <b>Central office math supervisor</b> Paraprofessionals Tutors</p>	<p>2/2007-4/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>District Math Coach</li> <li>Continued funding for school-based Math Facilitator</li> </ul>

<b>4<sup>th</sup> Quarter</b>			
<p><b>Instruction Action Step 2.2m:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will use previous data from assessments to:</b> <ul style="list-style-type: none"> <li>➤ <b>Differentiate instruction.</b></li> <li>➤ <b>Form cooperative learning groups to further student learning and understanding of math strategies.</b></li> <li>➤ <b>Modify instruction.</b></li> </ul> </li> <li>• Each day teachers will model strategies of solving CMT practice items (ex. Two items from the same strand in alignment to the strand students are working on in the EDM/Connected math curriculum) and demonstrate ways to solve the problem. The teachers will allow students to work on a similar problem in cooperative learning groups using accountable talk, exercising academic rigor in sharing ways to solve the problem. Each group will present to peers solutions used to solve problems. This practice will familiarize students with 4<sup>th</sup> Generation CMT test taking strategies; moreover, during this practice students will be able to connect what they've learned to real life situations.</li> <li>• Each child will receive CMT test taking items (aligned with EDM/Connected Math strands) as a daily homework assignment.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals                      Tutors</p> <p>Others Involved:                      Central office math supervisor</p>	<p>4/2007-6/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>
<p><b>Assessment Action Step 2.2n:</b></p> <ul style="list-style-type: none"> <li>• Observation and record keeping of participation during problem solving presentations from each group. Teachers will take notice of audience input and feedback as a means for assessment as well.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals</p>	<p>4/2007-6/2007</p>	

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<ul style="list-style-type: none"> <li>Weekly test taking items.</li> <li>Hartford's Math Strands Assessment (HMSA)</li> </ul>	<p>Tutors</p> <p>Others Involved: <b>Central office math supervisor</b></p>		
<p><b>Parental Involvement Action Step 2.2o:</b></p> <ul style="list-style-type: none"> <li>Parents will receive a monthly newsletter informing them of math strands students will be working on. This letter will have sample questions and solutions students will be working on each month.</li> <li>Each week student will be expected to turn a brief statement completed by both, parents and student, of how they've connected currently learned math in the class to a real life situation. Each month a drawing will be held for each grade level at PTO meeting. Turning in these assignments each week, greater each family's chance in the drawing. The Parents must be present at the PTO meeting in order to receive the prize. (Possible prizes can be a gift card to Stop &amp; Shop, Bowling for the family, etc.)</li> </ul>	<p>Person Responsible: <b>Administration</b> <b>Math Facilitator</b> Classroom Teachers Support Staff <b>Family support Staff</b> PTO School Social Worker Paraprofessionals</p> <p>Others Involved:</p>	<p>4/2007-6/2007</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.2p:</b></p> <ul style="list-style-type: none"> <li>Training on Connecticut Frameworks.</li> <li>Data Team meetings</li> <li>Grade level meetings</li> <li>Professional Development (School/District).</li> </ul>	<p>Person Responsible: <b>Administrators</b> Teachers <b>Math facilitator</b> Support staff</p> <p>Others Involved: <b>Central office math supervisor</b> Paraprofessionals Tutors</p>	<p>4/2007-6/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>District Math Coach</li> <li>Continued funding for school-based Math Facilitator</li> </ul>

**Plan of Action – Year 1 (2006-2007)**

**Objective 2:** (Numeracy) 90% of our students will achieve adequate yearly progress (AYP) in math, including critical thinking and problem solving, as measured by the Connecticut Mastery Test in June of 2007 for grades 3-6. To add, 90% of our students will make progress in math as measured from Benchmark assessments to Mid and End Year Assessments for grades k-5 in our new math curriculum *Everyday Math*.

**Strategy 3:** Students will use daily critical thinking and problem solving activities to increase vocabulary and understanding of solutions, as well as, enhance their performance in solving open-ended questions.

<p><b>Action Steps</b>                      (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><b>Person (s) Responsible</b>                      (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p><b>Timeline</b>                      (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p><b>Resources &amp; Budget</b>                      (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</p>
<b>1<sup>st</sup> Quarter</b>			
<p><b>Instruction Action Step 2.3a:</b></p> <ul style="list-style-type: none"> <li>• All students will complete a Problem of the Week.                             <ul style="list-style-type: none"> <li>➤ Day 1: Teacher will read problem, discuss new vocabulary (display vocabulary on the math word wall). Discuss ways of solving the problem, encouraging student input, as well as, eliminating information not needed to solve the problem.</li> <li>➤ Day 2: The teacher will read the problem of the week. Students will Solve the problem using pictorial representation in small cooperative learning groups. Each group will present their findings.</li> <li>➤ Day 3: The teacher will read the problem of the week. Students will solve the problem using numerical strategies in small cooperative learning groups. Each group will present their findings.</li> </ul> </li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>                      Paraprofessionals                      Tutors</p> <p>Others Involved:</p>	<p>9/2006-11/2006</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>

<ul style="list-style-type: none"> <li>➤ Day 4: Teacher will read the problem. In small cooperative learning groups. Students will write in sequential order steps used in solving the problem (First, next, then, finally).</li> <li>➤ Day 5: The teacher will read the problem. Display the written solutions from day four on the board. The class will use the CMT rubric to score each problem. The will discuss as a whole what each response need to become a score of a 2 (or 3).</li> </ul> <ul style="list-style-type: none"> <li>• Each Friday, students will have the opportunity to create a problem of the weekend. This problem has to be completed with the parent and it has to relate to real life situations. They can solve it using one of strategies used during the week. Parents must sign Problem of the Weekend. Students will be given an opportunity to share their problem with peers on Day 1.</li> <li>• Survey students and parents on Problem of the Week/Weekend.</li> </ul>			
<p><b>Assessment Action Step 2.3b:</b></p> <ul style="list-style-type: none"> <li>• Observational (anecdotal) notes of students engaging during small group interaction.</li> <li>• Presentation of findings of days two and three.</li> <li>• Written outcome of findings on day four.</li> <li>• Input of rubric scoring on day 5.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>  Paraprofessionals  Tutors</p> <p>Others Involved:</p>	<p>9/2006-11/2006</p>	
<p><b>Parental Involvement Action Step 2.3c:</b></p> <ul style="list-style-type: none"> <li>• Parent involvement in Problem of the Weekend.</li> <li>• Parents can write a reflection of solving the Problem of the Weekend with their child.</li> </ul>	<p>Person Responsible:</p> <p><b>Administration</b>  <b>Math Facilitator</b>  Classroom Teachers  Support Staff</p>	<p>9/2006-11/2006</p>	<p>Title I Parental Involvement Funding  PTO Fundraisers</p>

	<p><b>Family support Staff</b> PTO School Social Worker Paraprofessionals</p> <p>Others Involved:</p>		
<p><b>Professional Development Action Step 2.3d:</b></p> <ul style="list-style-type: none"> <li>Grade level meetings.</li> <li>Meetings with Math facilitator collaborating ideas to create future Problems of the Week.</li> <li>Analyze surveys from parents and students to create new Problems of the Week.</li> <li>Professional Development (School/District).</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b> Teachers <b>Math facilitator</b> Support staff</p> <p>Others Involved: Paraprofessionals Tutors</p>	<p>9/2006-11/2006</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>District Math Coach</li> <li>Continued funding for school-based Math Facilitator</li> </ul>
<b>2nd Quarter</b>			
<p><b>Instruction Action Step 2.3e:</b></p> <ul style="list-style-type: none"> <li>Data driven instruction based on students participation and understanding of Thinking strategies used to solve Problem of the Week.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b> <b>Classroom Teacher</b> <b>Math Facilitator</b> <b>Support Staff</b> Paraprofessionals Tutors</p> <p>Others Involved:</p>	<p>11/2006-2/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>District Math Coach</li> <li>Continued funding for school-based Math Facilitator</li> <li>Title Funding for Part-time math Master Teacher</li> </ul>
<p><b>Assessment Action Step 2.3f:</b></p> <ul style="list-style-type: none"> <li>Observational (anecdotal) notes of students engaging during small group interaction.</li> <li>Presentation of findings of days two and three.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b> <b>Classroom Teacher</b> <b>Math Facilitator</b> <b>Support Staff</b> Paraprofessionals</p>	<p>11/2006-2/2007</p>	

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<ul style="list-style-type: none"> <li>• Written outcome of findings on day four.</li> <li>• Input of rubric scoring on day 5.</li> </ul>	<p>Tutors</p> <p>Others Involved:</p>		
<p><b>Parental Involvement Action Step 2.3g:</b></p> <ul style="list-style-type: none"> <li>• Parent involvement in Problem of the Weekend.</li> <li>• Parents can write a reflection of solving the Problem of the Weekend with their child.</li> </ul>	<p>Person Responsible:</p> <p><b>Administration</b></p> <p><b>Math Facilitator</b></p> <p>Classroom Teachers</p> <p>Support Staff</p> <p><b>Family support Staff</b></p> <p>PTO</p> <p>School Social Worker</p> <p>Paraprofessionals</p> <p>Others Involved:</p>	<p>11/2006-2/2007</p>	<p>Title I Parental Involvement Funding</p> <p>PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.3h:</b></p> <ul style="list-style-type: none"> <li>• Grade level meetings.</li> <li>• Meetings with Math facilitator collaborating ideas to create future Problems of the Week.</li> <li>• Analyze surveys from parents and students to create new Problems of the Week.</li> <li>• Professional Development (School/District).</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b></p> <p>Teachers</p> <p><b>Math facilitator</b></p> <p>Support staff</p> <p>Others Involved:</p> <p>Paraprofessionals</p> <p>Tutors</p>	<p>11/2006-2/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> </ul>
<p><b>3<sup>rd</sup> Quarter</b></p>			
<p><b>Instruction Action Step 2.3i:</b></p> <p>Data driven instruction based on students participation and understanding of Thinking strategies used to solve Problem of the Week.</p>	<p>Person Responsible:</p> <p><b>Administrators</b></p> <p><b>Classroom Teacher</b></p> <p><b>Math Facilitator</b></p> <p><b>Support Staff</b></p> <p>Paraprofessionals</p> <p>Tutors</p> <p>Others Involved:</p>	<p>2/2007-4/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>

<p><b>Assessment Action Step 2.3j:</b></p> <ul style="list-style-type: none"> <li>Observational (anecdotal) notes of students engaging during small group interaction.</li> <li>Presentation of findings of days two and three.</li> <li>Written outcome of findings on day four.</li> <li>Input of rubric scoring on day 5.</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  <b>Classroom Teacher</b>  <b>Math Facilitator</b>  <b>Support Staff</b>  Paraprofessionals  Tutors</p> <p>Others Involved:</p>	<p>2/2007-4/2007</p>	
<p><b>Parental Involvement Action Step 2.3k:</b></p> <ul style="list-style-type: none"> <li>Parent involvement in Problem of the Weekend.</li> <li>Parents can write a reflection of solving the Problem of the Weekend with their child.</li> </ul>	<p>Person Responsible:</p> <p><b>Administration</b>  <b>Math Facilitator</b>  Classroom Teachers  Support Staff  <b>Family support Staff</b>  PTO  School Social Worker  Paraprofessionals</p> <p>Others Involved:</p>	<p>2/2007-4/2007</p>	<p>Title I Parental Involvement Funding  PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.3l:</b></p> <ul style="list-style-type: none"> <li>Grade level meetings.</li> <li>Meetings with Math facilitator collaborating ideas to create future Problems of the Week.</li> <li>Analyze surveys from parents and students to create new Problems of the Week.</li> <li>Professional Development (School/District).</li> </ul>	<p>Person Responsible:</p> <p><b>Administrators</b>  Teachers  <b>Math facilitator</b>  Support staff</p> <p>Others Involved:  Paraprofessionals  Tutors</p>	<p>2/2007-4/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>District Math Coach</li> <li>Continued funding for school-based Math Facilitator</li> </ul>

<b>4th Quarter</b>			
<p><b>Instruction Action Step 2.3m:</b> Data driven instruction based on students participation and understanding of Thinking strategies used to solve Problem of the Week.</p>	<p>Person Responsible: <b>Administrators</b> <b>Classroom Teacher</b> <b>Math Facilitator</b> <b>Support Staff</b> Paraprofessionals Tutors</p> <p>Others Involved:</p>	<p>4/2007-6/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> <li>• Title Funding for Part-time math Master Teacher</li> </ul>
<p><b>Assessment Action Step 2.3n:</b></p> <ul style="list-style-type: none"> <li>• Observational (anecdotal) notes of students engaging during small group interaction.</li> <li>• Presentation of findings of days two and three.</li> <li>• Written outcome of findings on day four.</li> <li>• Input of rubric scoring on day 5.</li> </ul>	<p>Person Responsible: <b>Administrators</b> <b>Classroom Teacher</b> <b>Math Facilitator</b> <b>Support Staff</b> Paraprofessionals Tutors</p> <p>Others Involved:</p>	<p>4/2007-6/2007</p>	
<p><b>Parental Involvement Action Step 2.3o:</b></p> <ul style="list-style-type: none"> <li>• Parent involvement in Problem of the Weekend.</li> <li>• Parents can write a reflection of solving the Problem of the Weekend with their child.</li> </ul>	<p>Person Responsible: <b>Administration</b> <b>Math Facilitator</b> Classroom Teachers Support Staff <b>Family support Staff</b> PTO School Social Worker Paraprofessionals</p> <p>Others Involved:</p>	<p>4/2007-6/2007</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p><b>Professional Development Action Step 2.3p:</b></p> <ul style="list-style-type: none"> <li>• Grade level meetings.</li> <li>• Meetings with Math facilitator collaborating ideas to create future</li> </ul>	<p>Person Responsible: <b>Administrators</b> Teachers</p>	<p>4/2007-6/2007</p>	<p>Support of District Coaches:</p> <ul style="list-style-type: none"> <li>• District Math Coach</li> <li>• Continued funding for school-based Math Facilitator</li> </ul>

School: **FRED D. WISH ELEMENTARY** Principal: **LYNNE L. LANIER** SIP Years: **2006-2008**

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<p>Problems of the Week.</p> <ul style="list-style-type: none"><li>Analyze surveys from parents and students to create new Problems of the Week.</li><li>Professional Development (School/District).</li></ul>	<p><b>Math facilitator</b> Support staff</p> <p>Others Involved: Paraprofessionals Tutors</p>		
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