

MATH ACTION PLAN

MIDDLE SCHOOL EAST

BASD 2019-20

DISTRICT VISION: To foster a learning community that enables all students to succeed in a changing world

DISTRICT MISSION: For all students to be future ready by meeting or exceeding established goals, the Boyertown Area School District will implement coordinated, articulated curricula and provide personalized, planned instruction aligned with Pennsylvania academic standards.

DISTRICT GOALS:

- To ensure responsible and data-informed use of resources.
- To provide a positive, safe, and healthy learning environment.
- To foster open communication, active involvement, and purposeful collaboration among all members of the BASD learning community.
- To offer research-based, personalized, and growth-oriented learning opportunities for all members of the BASD learning community.

DIRECTIONS:

Each building team will develop their own action plan based on a review of pertinent data and opportunities for growth. After a collaborative review of data and student expectations as articulated in the standards, teams should identify a **MATH BUILDING TARGET**.

Next, relevant **STRATEGIES and ACTION ITEMS** can be identified at each grade level. **METRICS OF SUCCESS** will need to be identified to measure ongoing progress. These metrics may include formative, summative, qualitative, and quantitative measures. (feel free to add additional strategy/action items sections below if needed)

Progress monitoring of our work is critical. The final step of the action plan will be to identify **TRIMESTER or QUARTERLY TARGETS** to measure growth throughout the year toward the **MATH BUILDING TARGET**.

MATH BUILDING TARGET: Use of formative (and summative) assessment to individualize learning

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS		
Use of CDT	<ul style="list-style-type: none"> ● Collaboration schedule built ● Development of a common understanding of what CDT is and the skills needed for students to be successful with this task ● CDT assessment schedule created ● All teachers trained and aware of resources in CDT ● Integration of CDT data into lesson planning ● Data sharing during collaboration to look for trends, areas of strength and need 	<p>MP 1</p> <p>Collaboration schedule built</p> <p>CDT training completed</p> <p>First CDT test implemented</p> <p>Analyze results of CDT 1 for overall trends and individualized instruction opportunities</p> <p>Take action on CDT 1 results</p>	<p>MP 2</p> <p>Analyze results of actions taken</p> <p>Implement CDT 2</p> <p>Analyze results of CDT 2 for overall trends and individualized instruction opportunities</p> <p>Take action on CDT 1 & 2 results</p> <p>Analyze results of actions taken</p> <p>Implement CDT 3</p> <p>Analyze results of CDT 3 for overall trends and individualized instruction opportunities</p> <p>Take action on CDT 1, 2, & 3 results</p>	<p>MP 3</p> <p>Analyze results of actions taken via PSSA/Keystone results</p> <p>Consider actions and revisions for 20-21 SY.</p>
PROFESSIONAL LEARNING NEEDED:				
<ul style="list-style-type: none"> ● Training on the use of CDT program ● How to use the CDT data ● How to design lessons to target specific data ● How to differentiate based on data 				

DATA/RESULTS:
<p>Through November 2019: Training sessions have been offered through the Office of Teaching and Learning. Teachers have had opportunities to work together during their weekly collaborative periods to train, plan, design lessons, and use data mined to differentiate instruction. Additional time is available to meet with MS West colleagues during district in-service days.</p>
<p>Through February 2020: All grade levels have administered two full-scale CDT tests. They are using the results to differentiate their instruction in the</p>

classroom and conference with individual students. Teachers have also been using diagnostic category CDT tests to target areas of improvement for individual students. Once an area of need is defined, appropriate remediation activities are being assigned.

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS		
Continue to use Exact Path, Khan Academy, and our own assessments	<ul style="list-style-type: none"> • Collaboration schedule built • All teachers trained and aware of resources • Use of quizzes, exit tickets, and technology (Google forms, Desmos, etc.) to collect data • Use of summative assessments (benchmarks, PSSA, Keystone, Edmentum) 	MP 1 Collaboration schedule built Using these tools to drive instructional decisions and individualize instruction on a consistent basis (Ex. daily, bi-weekly, weekly, etc)	MP 2 Using these tools to drive instructional decisions and individualize instruction on a consistent basis (Ex. daily, bi-weekly, weekly, etc)	MP 3 Using these tools to drive instructional decisions and individualize instruction on a consistent basis (Ex. daily, bi-weekly, weekly, etc)
PROFESSIONAL LEARNING NEEDED:				
<ul style="list-style-type: none"> • Tools for assessing students • Strategies for using formative data to guide instruction and group students • Collaboration • How to individualize instruction based on data 				

DATA/RESULTS:

Through November 2019: Teachers have had opportunities to work together during their weekly collaborative periods to train, plan, design lessons, and use data mined to differentiate instruction. Additional time is available to meet with MS West colleagues during district in-service days. They have worked with the instructional coaches during collaborative periods as well.

Through February 2020: Teachers continue to work together and with the instructional coach during their weekly collaborative periods to plan, design lessons, and use data mined to differentiate instruction. Khan Academy continues to be a key piece to both individual student remediation and enrichment since the teacher can assign targeted units or lessons for students to complete.