

MATH ACTION PLAN

Boyertown Elementary 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 MATH 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 an **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: To meet the specific needs of all students in order to help them grow as mathematicians

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	BASELINE DATA COLLECTION	MID YEAR GROWTH TARGETS	END-OF-YEAR GROWTH TARGETS
Implement use of CDT data to provide targeted support or enrichment for all students.	Students will complete 3 CDT assessments during the year to identify areas of strength and need for targeted instruction and to monitor progress towards end of year expectations.	100% of students in grades 3-5 will complete the Full CDT for math by September 30.	100% of students in grades 3-5 will complete the Full CDT for math by February 1. A benchmark for growth will be created for use in coming years by analyzing the growth from initial assessment to mid-year assessment.	100% of students in grades 3-5 will complete the Full CDT for math by May 30. A benchmark for end of year growth will be created for use in coming years by analyzing the growth from initial assessment to the end of the year assessment and from the mid-year assessment to the end of year assessment.
		METRICS REPORT		
		The following percent of students completed a Fall CDT math assessment: Grade 3 - 100% Grade 4 - 100% Grade 5 - 92% Missing assessments are due to student absences.	The following percent of students completed a Fall CDT math assessment (as of 1/30/20): Grade 3 - 99% Grade 4 - 98% Grade 5 - 94% Missing assessments are due to student absences.	
PROFESSIONAL LEARNING COMPONENTS:				
Embedded use of Professional Learning Communities (PLCs) and/or Common Planning Time Analyzing CDT reports and data Grade level meetings throughout the year Cross grade level collaboration Collaboration with reading specialists/interventionists Individualized work with district instructional coaches Focused professional learning on district inservice days and early dismissals				