

MATH ACTION PLAN

COLEBROOKDALE ELEMENTARY SCHOOL

BASD 2019

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 ELA 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

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 (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 **MATH BUILDING TARGET.**

MATH BUILDING TARGET: To increase math proficiency, teachers will purposefully differentiate instruction through math workshop.

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS		
<p>All Grades:</p> <ul style="list-style-type: none"> Determining/addressing gaps across grade levels in math concepts, vocabulary, and strategies Establishing individual student goals Implement strategy/guided groups based upon student needs Prioritize math intervention support Refinement of Eureka math program (Years 2-3) <p>Grades 35:</p> <ul style="list-style-type: none"> Focus on problem-solving skills across multiple standards Spiral Review/Scheduled Math Intervention (4/5) 	<ul style="list-style-type: none"> Teachers will use summative and formative assessment results to guide instructional goals: <ul style="list-style-type: none"> -CDT (3-5) -Exit Tickets (15) -Mid/End Module Assessments (15) -Topic Quizzes - PSSA (3-5) - Number Recognition to 20 (K) - Counting to 100 (K) -Locally Created Assessments (5) NF <p>Created using data from PSSA Aligned with trends in weak standards Grade 5 Standard – Fractions</p> <p>(Multiple Standards)</p> <ul style="list-style-type: none"> PSSA item samplers (3-5) SAS 	Baseline	MidYear	Endof-Year
		<p>10/7/19 Implemented daily intervention groups in 4/5 to address gaps</p> <p>11/2019 (K) Number Rec 8% Counting to 100 8%</p> <p>Administered CDT to gather data for establishing purposeful grouping and individual goals</p> <p>Gr 3 8% Gr 4 5% Gr 5 0%</p> <p>Locally Created Assessments (NF) Gr 5 0%</p>	<p>Daily intervention groups in place and CDT data used for group formation</p> <p>Number Rec 58% Counting to 100 5%</p> <p>Coaching/Refine Workshop</p> <p>Gr 3 0% +80 pts 26% Gr 4 30% +80 pts 33% Gr 5 0% +80 pts 26%</p> <p>Gr 5 87% +5 pts growth</p>	

PROFESSIONAL LEARNING NEEDED

- PLC work with instructional coaches/Embedded Math Planning with co-teachers and coach
- Exploration of/use of resources from SAS
- Optional book study with Jen Munson's In the Moment (Colloquium)