

ACTION PLAN TEMPLATE: ANALYSIS & INTERPRETATION

Target: NECAP results will increase by at least 3%.

Result Statement: Students will be able to effectively analyze and interpret non-fiction text as outlined by the GLEs.

<p>Changes in student learning behavior: What will students do to reach the identified result?</p>	<p>Changing Instruction: What will teachers do to ensure students reach the intended results?</p>	<p>Monitoring Progress with Timelines and Adjustments: How will teachers measure progress and make adjustments towards the changes in learning behavior and teaching that we want? How often will this occur? How will teachers inform and involve the principal, parents and SIT?</p>	<p>Collaboration and Support: When will teachers find time to collaborate and discuss the information they get from monitoring to improve learning and teaching?</p>	<p>Resources, School and District: What school-wide and district supports and resources will be necessary to achieve the results of the action plan?</p>	<p>Evaluating Results/Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, how will we revise the plan for next year? How will we share the results of this plan with the entire school community?</p>
<p>Analyze and interpret informational text as appropriate by:</p> <ul style="list-style-type: none"> • Explaining connections (text-text, text-world, text-self) • Drawing inferences • Synthesizing and evaluating • Distinguishing part from whole • Identifying possible bias or conflicting info. • Identifying fact from opinion within or across texts. 	<p>Model a variety of reading strategies across all content areas</p> <ul style="list-style-type: none"> • Visualization • Activating Prior Knowledge • Questioning • Drawing Inferences • Determining Important • Synthesizing <p>Routinely provide opportunities for students to analyze and interpret text</p> <p>Ongoing assessment of student responses</p> <p>Model your own thinking strategies (i.e. Read Aloud – Think Aloud)</p>	<p>Analyzing ELA quarterly assessments</p> <p>Ongoing classroom assessment</p> <p>NECAP</p> <p>SRA Assessments</p>	<p>Common planning time</p> <p>Faculty meetings</p> <p>Collaborative classes</p> <p>Grade level meetings</p> <p>SIT meetings</p> <p>Literacy meetings</p> <p>Department meetings</p>	<p>Reading teachers</p> <p>Literacy team</p> <p>Prentice Hall Series</p> <p>Readers Handbook</p> <p>Write Source 2000</p> <p>GLEs</p> <p>Overheads</p> <p>Computers & technology</p> <p>Literacy Binder</p> <p>SRA Reading</p> <p>SRA Assessments</p> <p>On-going Prof. Dev.</p> <p>Library</p>	<p>Evaluation</p> <p>NECAP meetings</p> <p>District assessment</p> <p><u>Communication</u></p> <p>District Report Night</p> <p>School Report Night</p> <p>Progress reports</p> <p>Report cards</p> <p>Parent conferences</p> <p>Open House</p> <p>School Website</p> <p>Present SIP to PTA</p>

	<p>Use the common language outlined in the GLEs (i.e. <i>controlling idea</i> rather than <i>thesis statement</i>)</p> <p>Differentiate instruction to meet the needs of all students (i.e. flexible grouping)</p>				
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ACTION PLAN TEMPLATE: WRITING (Conventions)

Result Statement: What will students know and be able to do by the end of the next year? Students will demonstrate a mastery of editing, grammar, usage, and sentence construction.

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p><u>E4a.</u> The student demonstrates an understanding of rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work.</p> <p>The student demonstrates control of: grammar, paragraph structure, punctuation, sentence structure, spelling, and usage.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> • Model and teach writing strategies across all content areas. • Consistently examine teacher and student work samples • Provide and display charts graphic organizers, and visual aids • Reinforce writing lessons through hands-on activities • Have students keep a notebook • Conduct formal and informal assessments 	<p>Analyzing ELA District Assessments</p> <ul style="list-style-type: none"> • Classwork • Teacher Observations 	<p>Engage in conversations, sharing student work and assessments during:</p> <ul style="list-style-type: none"> • Faculty meetings • Common Planning time • SIT /Action Team meetings <p>Use assessments to drive instruction</p> <ul style="list-style-type: none"> • Identify common areas of need • Focus on common areas of need across content areas • Continue to reinforce and monitor progress 	<p>Support</p> <ul style="list-style-type: none"> • Reading Teachers • Literacy Team • Mentoring • Provide appropriate level materials • Prentice Hall Series • Six Traits • Write Source 2000 • Overheads • Computers & Technology 	<p>Results</p> <ul style="list-style-type: none"> • NECAP Results • District Assessments <p>Communication</p> <ul style="list-style-type: none"> • District Report Night • School Report Night • Progress Reports • Report Cards • Parent Conferences • Open House • School Website

ACTION PLAN TEMPLATE: SHORT AND EXTENDED RESPONSES

Target: NECAP results will increase by at least 3%.

Result Statement: Students will be able to effectively respond to short and extended prompts as outlined by the GLEs.

<p>Changes in student learning behavior: What will students do to reach the identified result?</p>	<p>Changing Instruction: What will teachers do to ensure students reach the intended results?</p>	<p>Monitoring Progress with Timelines and Adjustments: How will teachers measure progress and make adjustments towards the changes in learning behavior and teaching that we want? How often will this occur? How will teachers inform and involve the principal, parents and SIT?</p>	<p>Collaboration and Support: When will teachers find time to collaborate and discuss the information they get from monitoring to improve learning and teaching?</p>	<p>Resources, School and District: What school-wide and district supports and resources will be necessary to achieve the results of the action plan?</p>	<p>Evaluating Results/Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, how will we revise the plan for next year? How will we share the results of this plan with the entire school community?</p>
<p>Practice writing a response to a variety of prompts/tasks</p> <p>Analyze a prompt to respond appropriately</p> <p>Respond in a way that is clear, well developed while maintaining focus</p> <p>Self-evaluate their work to assess their progress routinely in all classes</p>	<p>Model a variety of short and extended responses</p> <p>Routinely provide opportunities for students to respond to a prompt</p> <p>Ongoing assessment of student responses</p> <p>Provide students with opportunities to revise their work</p> <p>Use the common language outlined in the GLEs</p> <p>Differentiate instruction to meet the needs of all students</p>	<p>Analyzing ELA quarterly assessments</p> <p>Ongoing classroom assessment</p> <p>NECAP</p>	<p>Common planning time</p> <p>Faculty meetings</p> <p>Collaborative classes</p> <p>Grade level meetings</p> <p>SIT meetings</p> <p>Literacy meetings</p> <p>Department meetings</p>	<p>Reading teachers</p> <p>Literacy team</p> <p>Prentice Hall Series</p> <p>Six Traits</p> <p>Write Source 2000</p> <p>GLEs</p> <p>Overheads</p> <p>Computers & technology</p> <p>Literacy Binder</p> <p>On-going Prof. Dev.</p> <p>Library</p>	<p>Evaluation</p> <p>NECAP meetings</p> <p>District assessment</p> <p>Communication</p> <p>District Report Night</p> <p>School Report Night</p> <p>Progress reports</p> <p>Report cards</p> <p>Parent conferences</p> <p>Open House</p> <p>School Website</p> <p>Present SIP to PTA</p>

Problem Solving Action Plan

Target: An increase in test scores by 3%.

Result Statement: ALL students will be competent problem solvers who choose appropriate strategies to solve problems in an organized manner. They will readily and independently access available resources to assist their learning and appropriately use mathematical vocabulary and apply it to new situations. Students will take responsibility for their own learning by self-evaluating their work.

Changes in student learning behavior:	Changing Instruction:	Monitoring progress with timelines and adjustments:	Collaboration and Support:	Resources, School, and District:	Evaluation of Success / Reporting to Families and Community:
<ul style="list-style-type: none"> • Explore, connect, and extend their problem solving knowledge, skills, and concepts • Practice a variety of problem solving strategies and understand there is more than one way to solve a problem • Learn to chose the most efficient problem solving strategy • Develop a way to seek out information from classroom resources • Challenge, justify, and share their solutions frequently across curricula areas in all classes • Self-evaluate their work to asses their progress routinely in all classes 	<ul style="list-style-type: none"> • Provide opportunities for all students to explore, connect, and extend their problem solving knowledge, skills, and concepts • Model a variety of problem solving strategies and thinking skills to solve problems • Routinely provide opportunities for students to challenge, justify, and share their solutions both orally and in writing • Differentiate instruction using systematic, frequent assessment data to meet the needs of ALL students • Continue and increase the deliberate use of math language 	<ul style="list-style-type: none"> • Frequent problem solving learning walks • Benchmark assessments for problem solving • Partnered observations 	<ul style="list-style-type: none"> • Faculty meetings • Common planning time • Grade level meetings • Site-based professional development days 	<ul style="list-style-type: none"> • Provide site-based, school wide, quality professional development on problem solving • Create designated common planning time for ALL teachers • Be creative in finding ways for teachers to observe other successful schools and colleagues within and outside of the district • Coordinate math programs • Encourage and support the school as it works towards this result • Copy machine • Provide clear curricula guidelines across subject areas 	<ul style="list-style-type: none"> • State assessment data • Evaluate student work over time using benchmark assessments • Results of learning walks to evaluate progress • Present SIT work to the PTA at meetings • Post on schools web-site • Showcase work during parent pickup • Newsletter

ACTION PLAN TEMPLATE: MATHEMATICS (Concepts)

Result Statement: What will students know and be able to do by the end of the next year? Students will show relationships with tables/graphs, verbal/symbolic rules.

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p><u>M6g:</u> Reads and organizes data on charts and graphs, including scatter plots, bar, line and circle graphs and Venn diagrams; calculates mean and median.</p> <p><u>M7g:</u> Uses mathematical language and representations with appropriate accuracy, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> • Make sure lessons are related to students daily life. • Provide students with the materials and formula. • Have students explain how the problem was solved in written language. • Give students ongoing opportunities to practice, utilizing the appropriate graphs to organize and display different data. • Identify common language to be used when working with tables/graphs across disciplines. 	<p>Measuring Progress:</p> <ul style="list-style-type: none"> • District math assessments • Classwork/Student work • Portfolios • Teacher observations • Quizzes / Tests • Projects <p>Communication:</p> <ul style="list-style-type: none"> • School Improvement Team • Action Teams • Common Planning • Parent Conferences • Newsletter 	<p>Use of Information:</p> <ul style="list-style-type: none"> • Engage in conversations sharing student work and assessments • Use assessment to drive instruction <ol style="list-style-type: none"> 1. Identify common areas of need. 2. Focus on common areas of need across content areas. 3. Continue to reinforce and monitor progress. <p>Discussion:</p> <ul style="list-style-type: none"> • Faculty meeting • Common planning • School Improvement Team • Action Teams 	<p>Resources:</p> <ul style="list-style-type: none"> • Professional Development in mathematical concepts. • Mentoring • Provide appropriate materials. • Connected Math • SRA Connecting Math • Manipulatives • Software • Develop a schedule that supports academic achievement in mathematics. 	<p>Results:</p> <ul style="list-style-type: none"> • NSRE • Math District Assessments. <p>Communication:</p> <ul style="list-style-type: none"> • District report night • School report night • Progress Reports • Report Cards • Student Portfolios • Parent Conferences • Open House • Newsletters • School Website • Local Newspaper

ACTION PLAN TEMPLATE: MATHEMATICS (Concepts)

Result Statement: What will students know and be able to do by the end of the next year? Students will compute the areas of rectangles, triangles, and circles.

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p><u>M2d.</u> Determines and understands area, including surface area; uses units, square units, and cubic units of measure correctly; computes area of rectangles, triangles, and circles.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> Identify common language when working with area. Provide on-going concrete applications and practice. Provide on-going practice applying computation skills in multi-step solutions. 	<p>Measuring Progress:</p> <ul style="list-style-type: none"> Weekly Problem Solvers District math assessments Classwork/Student work Portfolios Teacher observations Quizzes / Tests Projects <p>Communication:</p> <ul style="list-style-type: none"> School Improvement Team Action Teams Common Planning Parent Conferences Newsletter 	<p>Use of Information:</p> <ul style="list-style-type: none"> Engage in conversations sharing student work and assessments Use assessment to drive instruction <ol style="list-style-type: none"> Identify common areas of need. Focus on common areas of need across content areas. Continue to reinforce and monitor progress. <p>Discussion:</p> <ul style="list-style-type: none"> Faculty meeting Common planning School Improvement Team Action Teams 	<p>Resources:</p> <ul style="list-style-type: none"> Professional Development in mathematical concepts. Mentoring Provide appropriate materials. Connected Math SRA Connecting Math Manipulatives Software Develop a schedule that supports academic achievement in mathematics. 	<p>Results:</p> <ul style="list-style-type: none"> NSRE Math District Assessments. <p>Communication:</p> <ul style="list-style-type: none"> District report night School report night Progress Reports Report Cards Student Portfolios Parent Conferences Open House Newsletters School Website Local Newspaper

ACTION PLAN TEMPLATE: MATHEMATICS (Problem Solving)

Result Statement: What will students know and be able to do by the end of the next year? Students will be able to select strategies, solve problems and justify solutions.

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p>M5a</p> <ul style="list-style-type: none"> Formulates and solves problems Extracts pertinent information from the problem <p>M5b Student invokes problem solving strategies</p> <p>M5c Student verifies and interprets results.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> Teach and model strategies with “The Problem Solver” and UCSMP Incorporate daily problem solving activities. Use manipulatives. Reinforce written explanation of the problem and its solution. Challenge students to communicate the results of their thinking to others orally or in writing so their ideas become objects of reflection, refinement, discussion, and amendment. 	<p>Measuring Progress:</p> <ul style="list-style-type: none"> Weekly Problem Solvers District math assessments Classwork/Student work Portfolios Teacher observations Quizzes / Tests Projects <p>Communication:</p> <ul style="list-style-type: none"> School Improvement Team Action Teams Common Planning Parent Conferences Newsletter 	<p>Use of Information:</p> <ul style="list-style-type: none"> Engage in conversations sharing student work and assessments Use assessment to drive instruction <ol style="list-style-type: none"> Identify common areas of need. Focus on common areas of need across content areas. Continue to reinforce and monitor progress. <p>Discussion:</p> <ul style="list-style-type: none"> Faculty meeting Common planning School Improvement Team Action Teams 	<p>Resources:</p> <ul style="list-style-type: none"> Professional Development in Math Problem Solving Mentoring Provide appropriate materials (copy of “The Problem Solver” for teachers including varied grade levels for Resource & SpEd Develop a schedule that supports academic achievement in Mathematics Journals Software/Computers 	<p>Results:</p> <ul style="list-style-type: none"> NSRE Math District Assessments. <p>Communication:</p> <ul style="list-style-type: none"> District report night School report night Progress Reports Report Cards Student Portfolios Parent Conferences Open House Newsletters School Website Local Newspaper

ACTION PLAN TEMPLATE: MATHEMATICS (Problem Solving)

Result Statement: What will students know and be able to do by the end of the next year? Students will be able to generalize patterns.

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p>M5b Integrate concepts and techniques from different areas of Math</p> <p>M5c Generalize solutions and strategies to new problem situations</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> • Focus on problem solving strategies of looking for patterns. • Create “word walls” • Describe patterns using “word walls.” • Use words on “word walls” consistently to develop common language and understanding. • Challenge students to communicate the results of their thinking to others orally or in writing so their ideas become objects of reflection, refinement, discussion, and amendment. 	<p>Measuring Progress:</p> <ul style="list-style-type: none"> • Weekly Problem Solvers • District math assessments • Classwork/Student work • Portfolios • Teacher observations • Quizzes / Tests • Projects <p>Communication:</p> <ul style="list-style-type: none"> • School Improvement Team • Action Teams • Common Planning • Parent Conferences • Newsletter 	<p>Use of Information:</p> <ul style="list-style-type: none"> • Engage in conversations sharing student work and assessments • Use assessment to drive instruction <ol style="list-style-type: none"> 1. Identify common areas of need. 2. Focus on common areas of need across content areas. 3. Continue to reinforce and monitor progress. <p>Discussion:</p> <ul style="list-style-type: none"> • Faculty meeting • Common planning • School Improvement Team • Action Teams 	<p>Resources:</p> <ul style="list-style-type: none"> • Professional Development in Math Problem Solving • Mentoring • Provide appropriate materials (copy of “The Problem Solver” for teachers including varied grade levels for Resource & SpEd • Develop a schedule that supports academic achievement in Mathematics • Journals • Software/Computers 	<p>Results:</p> <ul style="list-style-type: none"> • NSRE • Math District Assessments. <p>Communication:</p> <ul style="list-style-type: none"> • District report night • School report night • Progress Reports • Report Cards • Student Portfolios • Parent Conferences • Open House • Newsletters • School Website • Local Newspaper

ACTION PLAN TEMPLATE: MATHEMATICS (Skills)

Result Statement: What will students know and be able to do by the end of the next year? Students will be able to use data on graphs, charts, tables, plots and diagrams.

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p><u>M4d</u> Makes conclusion and recommendations based on data analysis.</p> <p>Continued assessment of student work.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> • Determine the median, range and mode of a set of numbers. • Know reasons for having graphs • Represent numerical data on different types of graphs. • Interpret and display information in bar graphs • Interpret and display information in coordinate graphs • Plot and name points on a coordinate graph 	<p>Measuring Progress:</p> <ul style="list-style-type: none"> • Weekly Problem Solvers • District math assessments • Classwork/Student work • Portfolios • Teacher observations • Quizzes / Tests • Projects <p>Communication:</p> <ul style="list-style-type: none"> • School Improvement Team • Action Teams • Common Planning • Parent Conferences • Newsletter 	<p>Use of Information:</p> <ul style="list-style-type: none"> • Engage in conversations sharing student work and assessments • Use assessment to drive instruction <ol style="list-style-type: none"> 1. Identify common areas of need. 2. Focus on common areas of need across content areas. 3. Continue to reinforce and monitor progress. <p>Discussion:</p> <ul style="list-style-type: none"> • Faculty meeting • Common planning • School Improvement Team • Action Teams 	<p>Resources:</p> <ul style="list-style-type: none"> • Professional Development in Mathematical Skills • Mentoring • Connected Math • SRA Connecting Math • Computers • Current publications from NCTM • Reference textbooks • “The Problem Solver” • Wide World of Mathematics Video from UCM • Transitions Math • Develop a schedule that supports academic achievements in Mathematics. 	<p>Results:</p> <ul style="list-style-type: none"> • NSRE • Math District Assessments. <p>Communication:</p> <ul style="list-style-type: none"> • District report night • School report night • Progress Reports • Report Cards • Student Portfolios • Parent Conferences • Open House • Newsletters • School Website • Local Newspaper

ACTION PLAN TEMPLATE: MATHEMATICS (Skills)

Result Statement: What will students know and be able to do by the end of the next year? Students will be able to use data on graphs, charts, tables, plots and diagrams.

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p><u>M4d</u> Makes conclusion and recommendations based on data analysis.</p> <p>Continued assessment of student work.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> Determine the median, range and mode of a set of numbers. Know reasons for having graphs Represent numerical data on different types of graphs. Interpret and display information in bar graphs Interpret and display information in coordinate graphs Plot and name points on a coordinate graph 	<p>Measuring Progress:</p> <ul style="list-style-type: none"> Weekly Problem Solvers District math assessments Classwork/Student work Portfolios Teacher observations Quizzes / Tests Projects <p>Communication:</p> <ul style="list-style-type: none"> School Improvement Team Action Teams Common Planning Parent Conferences Newsletter 	<p>Use of Information:</p> <ul style="list-style-type: none"> Engage in conversations sharing student work and assessments Use assessment to drive instruction <ol style="list-style-type: none"> Identify common areas of need. Focus on common areas of need across content areas. Continue to reinforce and monitor progress. <p>Discussion:</p> <ul style="list-style-type: none"> Faculty meeting Common planning School Improvement Team Action Teams 	<p>Resources:</p> <ul style="list-style-type: none"> Professional Development in Mathematical Skills Mentoring Connected Math SRA Connecting Math Computers Current publications from NCTM Reference textbooks “The Problem Solver” Wide World of Mathematics Video from UCM Transitions Math Develop a schedule that supports academic achievements in Mathematics. 	<p>Results:</p> <ul style="list-style-type: none"> NSRE Math District Assessments. <p>Communication:</p> <ul style="list-style-type: none"> District report night School report night Progress Reports Report Cards Student Portfolios Parent Conferences Open House Newsletters School Website Local Newspaper

ACTION PLAN TEMPLATE: MATHEMATICS (Skills)

Result Statement: What will students know and be able to do by the end of the next year? Students will be able to computer accurately with rational numbers (fractions, decimals, positive & negative numbers, percent).

Changes in student learning behavior: What will students do to reach the identified result? How will we know whether students are developing these behaviors?	Changing Instruction: What will teachers do to ensure students change their learning behaviors and attain the result?	Monitoring progress with timelines and adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?	Collaboration and Support: How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?	Resources, School, and District: How will the district and school leadership ensure that the school reaches the result?	Evaluation of Success / Reporting to Families and Community: How will you know if the students reach the intended results? How will you inform the school community? NEXT STEPS?
<p><u>M1a</u> Consistently and accurately compute rational numbers using appropriate methods (mentally, on paper or on a calculator)</p> <p>Understand numbers, ways of representing numbers, relationships among numbers.</p> <p>Understand meanings of operations and how they relate to one another.</p> <p>Compute fluently and make reasonable estimate.</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> • Develop a variety of lessons that will meet the different needs of their students. (i.e. using manipulatives, • 10 x10 grids for percents and decimal number lines-vertical and horizontal when working with integers. 	<p>Measuring Progress:</p> <ul style="list-style-type: none"> • Weekly Problem Solvers • District math assessments • Classwork/Student work • Portfolios • Teacher observations • Quizzes / Tests • Projects <p>Communication:</p> <ul style="list-style-type: none"> • School Improvement Team • Action Teams • Common Planning • Parent Conferences • Newsletter 	<p>Use of Information:</p> <ul style="list-style-type: none"> • Engage in conversations sharing student work and assessments • Use assessment to drive instruction <ol style="list-style-type: none"> 1. Identify common areas of need. 2. Focus on common areas of need across content areas. 3. Continue to reinforce and monitor progress. <p>Discussion:</p> <ul style="list-style-type: none"> • Faculty meeting • Common planning • School Improvement Team • Action Teams 	<p>Resources:</p> <ul style="list-style-type: none"> • Professional Development in Mathematical Skills • Mentoring • Connected Math • SRA Connecting Math • Computers • Current publications from NCTM • Reference textbooks • “The Problem Solver” • Wide World of Mathematics Video from UCM • Transitions Math • Develop a schedule that supports academic achievements in Mathematics. 	<p>Results:</p> <ul style="list-style-type: none"> • NSRE • Math District Assessments. <p>Communication:</p> <ul style="list-style-type: none"> • District report night • School report night • Progress Reports • Report Cards • Student Portfolios • Parent Conferences • Open House • Newsletters • School Website • Local Newspaper

