



BSD#7 LRSP Strategic Objective ACTION PLAN: 2010-11

1.02 LONG P+ Math

Action Plan Projected Completion Date: Spring, 2013

Leader: Principal

Team Members: Teachers & Support Staff

Strategic Objective (SO): 1.02 Proficient Plus (P+) goals will be determined in Math, Reading, Science and Writing based upon district and state assessments, with future development in other academic areas.

Evaluation Plan: (Describe steps you'll take to determine if you've reached your strategic objective.)

1. All students in grades 3-5 will achieve P+ (proficiency or higher) in math, reaching the AMO of at least 90% by the spring of 2013
2. P+ target goals will be set for each grade level in Math.
3. Student proficiency in grade levels will be assessed through the End of the Year Math Assessment and CRT, as defined by each Grade Level Action Plan.

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?)

- Master Schedule should support grade level teaming.
- Instructional Coaching, Math and Reading Intervention teachers and Special Education services should continue to support identified student needs.
- Using frequent, ongoing, formative assessments to drive instructional practices in order to bring all students up to and beyond grade level proficiencies is indicated in the research.
- Grade level team collaboration, holding to shared norms and values, using reflective dialogue, deprivatization of practice, and making collective decisions based on student learning are essential elements of an effective instructional program. Professional Learning Communities (PLC) are effective organizational practices in this endeavor.

Action Steps	Who?	Timeframe
<p>What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.</p> <p>1. Continue the Math Instructional Para effort to support students struggling in math.</p>	<p>Who will be responsible for what actions?</p> <p>1. District (funding), principal</p>	<p>What is a realistic timeframe for each action?</p> <p>1. Ongoing</p>

2. Insure fidelity of the Everyday Math program and adherence to the district math curriculum and pacing guides.	2. Principal & teachers	2. Ongoing
3. Use the CRT Released Items to help reinforce and teach state math standards.	3. Teachers, Principal, Curriculum Director, Instructional Coach, Math Paraprofessionals	3. Year long
4. Use teacher observations & assessments, district assessments and CRT scores to develop and support flexible math groups.	4. Teachers and Math Para	4. Ongoing
5. Solicit community support by identifying math tutors that can assist the math paras in the work of supporting students.	5. Principal, Bozeman Schools Foundation, Teachers, community volunteers	5. Ongoing
6. Enhance the partnership with America Counts Volunteers to increases their effectiveness in supporting students in Everyday Math.	6. Principal, America Counts coordinator & volunteers	6. Ongoing
7. Continue to provide appropriate resource support to students with IEP's in the form of materials, time and appropriate accommodations. Explore PinPoint Math as a tool in reaching math goals.	7. Principal, resource teacher, resource aides, counselor, speech & language therapist, classroom teachers	7. Ongoing
8. Establish P+ goals for math in each grade level (see grade level action plans).	8. Principal & grade level teachers	8. Fall, 2009 with annual review and revision as needed.
9. Establish criteria for identifying K-2 students performing at less than Proficient level.	9. Primary Teachers	9. Annually
10. Provide remedial help to K- 2 students who are below proficient in math.	10. Classroom teachers	10. Yearly
11. Establish "math facts" benchmarks for each grade level, 1 st - 5 th , for fall, winter and spring leading to development of criteria to determine intensive, strategic and benchmark students.	11. Math committee	11. Fall, 2010

12. Research best practices interventions for student acquisition of math facts for intensive & strategic students.	12. Instructional Coach & Math Para	12. Fall, 2010
13. Research best practices interventions for supporting students identified as "gifted" in math at the elementary level.	13. PEAKS Coordinator, Instructional Coach & Math Para	13. Fall, 2010
14. Explore/pilot easyCBM as an assessment tool for mathematics.	14. Classroom Teachers, Instructional Coach, Math Para	14. 2010-11 School Year.

In a year, we hope to see the following progress on this strategic objective: At least 90% of students in the 3rd, 4th and 5th grades will achieve a score of "proficient" or better on the math portion of the MontCAS CRT in the spring of 2011.