#5 MATHEMATICS ACTION PLAN

**Result Statement:** Students will demonstrate understanding of Grade Level Appropriate Mathematical Concepts including problem solving.

<table>
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<tr>
<th>Changes in student learning behavior:</th>
<th>Changing Instruction:</th>
<th>Monitoring Progress with Timelines and Adjustments:</th>
<th>Collaboration and Support:</th>
<th>Resources, School and District:</th>
<th>Evaluating Results/Reporting to Families and Community:</th>
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<tbody>
<tr>
<td>Students will:</td>
<td>Teachers will:</td>
<td>Teachers and Admin will measure progress by:</td>
<td>Teachers will collaborate during:</td>
<td>School-wide and District support will include:</td>
<td>We will evaluate by:</td>
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- **Solve problems of varied structure using a variety of computation and problem solving strategies**
- **Represent mathematical concepts in a variety of ways such as: pictures, diagrams, graphs, and other forms of visual, numeric, or manipulative models**
- **Participate in a shared discussion of strategies and be able to explain and justify strategies shared by others**

- **Universal screening 3 times per year for Grade K and Grade 1 Interviews aligned to the CCSS and Grades 2-4 (MAP).**
- **Review assessment results during Data Days; compute % of students meeting the benchmark**
- **Review effectiveness of interventions related to stated goals (meet on a cycle for Tier 2 and 3 Students)during RTI meetings.**
- **End of module assessments**

- **Data days, facilitated by the math coach:**
  - **Before school study groups**
  - **At common planning time**
  - **At Faculty meetings**
  - **During classroom coaching and support**
  - **During RTI Meetings**
  - **During the district PD days**

- **Math Coach and Math Interventionist**
- **Technology**
- **PD opportunities**
- **Peer visits to classrooms**
- **Necessary tools for effective instruction (i.e. curriculum materials, manipulatives)**
- **RTI Team**
- **Progress Reports and Report cards**
- **Parent teacher conferences**
- **Displays of student work**
- **School Committee reports**
- **Updates through the Principal newsletter and Blog, and Eureka Newsletters.**
- **Results of assessments such as end of module**
- Use reasoning, applying strategies, communicating thinking clearly and accurately.
- Use mathematical vocabulary to explain their thinking orally or in writing (e.g., word walls, glossaries, vocab centers, and taxonomies)

| Use reasoning, applying strategies, communicating thinking clearly and accurately. | Incorporate blended learning techniques. | Ongoing, formal and/or informal teacher observations of students at work including formative assessments.
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<td>Administering AddVantage assessments to diagnose students having difficulty and document student progress using graphs</td>
<td>Keep parents informed by parent conferences, student work coming home, progress reports, report cards, and possible workshops</td>
<td>Assessments, MAP, and PARCC</td>
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