

Grand Ridge Elementary Action Plan

School: Grand Ridge Elementary Grade/Department: Elementary Content Area: Math 09-10

CIP Goal:

- In 2010, 85% of fifth grade students will meet standard on the math section of the WASL.

What are the Research-Identified Strategies?	What are the Desired Student Products and Behaviors?	How Will You Accomplish This?	How Often?	What Evidence Will You Be Gathering Relative to the Desired Student Products and Behaviors?
<p>1. <i>A viable and guaranteed curriculum has the greatest impact on student achievement.</i> ~Marzano: <i>What Works in Schools</i></p> <p><i>Chicago School Mathematics Project</i> examined successful curricula from around the world, researched how children learn mathematics, and studied the actual use of mathematics by people in their everyday lives. The results of this research was used to establish the scope and sequence for the mathematical content of the EDM program. ~EDM: <i>Lesson Excerpt</i></p>	<p>Students will develop increased awareness of their daily mathematical progress. This will happen with all teachers using EDM.</p> <p>Students will be actively engaged in the learning process using EDM. Supplemental materials will not be used. Student engagement will be demonstrated through:</p> <ul style="list-style-type: none"> • Student discussion • Homework completion • Self-reflection & assessment • Skill Links <p>Students will increase their ability to explain mathematical reasoning and problem solving strategies through writing in math.</p>	<p>Grade level teams will use the EDM formative assessments throughout the 08-09 school years.</p> <p>Teachers meet in grade level teams to develop a shared vision and understanding of math literacy using EDM.</p> <p>Jerry Miller, Director of Instructional Support, will work with staff focusing on writing in mathematics. Teachers will then try out the strategies in their classrooms and come back, a week later, to debrief how the strategies worked and what they are seeing in their students.</p> <p>Staff will continue their focus on instructional strategies by participating in a book study</p>	<p>Frequency</p> <p>Timeline</p> <p>During 2008-09, teachers will attend district training for EDM. There will be grade level time to review the curriculum, discuss pacing, challenges, and plan for the upcoming units.</p> <p>Teachers will use their Wednesday MDSO time to discuss challenges and support their teammates with the EDM pacing guide.</p> <p>Once a month, Jerry Miller will lead a staff meeting focusing on professional learning involving writing in math. A follow-up staff meeting will focus on sharing students' writing in math.</p> <p>Once a month staff will learn about an instructional strategy. A take-away task/activity will be given, and shared at a follow-up</p>	<p>Formative</p> <p>Summative</p> <p>Common grade-level data will be collected regarding students' knowledge using the assessments provided by the ISD Teaching & Learning Services.</p> <p>Student performance on common grade level assessments administered after the baseline in the winter and spring. Scoring will take place before report cards are written.</p> <p>Teachers will assess student writing in mathematics for the purposes of understanding attitudes, solving problems, exploring ideas, and general math communication.</p> <p>Reflections concerning students' math ability will occur in grade level team meetings.</p>

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		<p>focused on Marzano's <i>Classroom Instruction that Works</i>. Developing solid strategies will apply directly to math and lend itself to strengthening other curriculum areas.</p>	<p>session the following week.</p>	<p>Summative Assessment: ° WASL, grades 3-5</p>
<p>2. <i>Opportunities to learn have the strongest relationship to student achievement.</i> ~Marzano: <i>What Works In Schools</i> ~Grouws & Cabella: <i>Improving Student Achievement in Mathematics</i></p>	<p>Students will learn math for at least 75-90 minutes daily. Half day kindergarten will follow EDM standards.</p>	<p>Teachers will schedule math instruction daily for 75-90 minutes (not necessarily a "block"). This may include EDM-Minute Math, Skill Links, Math Project, and daily calendar activities.</p> <p>Connections to other content areas will deepen mathematical understanding. For example:</p> <ul style="list-style-type: none"> • Math in PE –math relevant to fitness goals • Math in music – fractions relevant to calculating beats per measure of music • Math in library – books purchased with district money to support EDM. • SAGE works to compliment and utilize EDM strategies • Writing will take on an additional focus in math. • Marzano's instructional strategies will be utilized and embedded into math instruction, as well as other curriculum areas. 	<p>September 09 through June 10.</p> <p>Teachers will learn how to organize and keep up with the pacing guide embedded within EDM.</p> <p>Discussion and instruction will take place regarding mathematical writing at monthly staff meetings.</p> <p>Teachers will reflect on, plan for, teach and share their use of Marzano's instructional strategies at monthly staff meetings.</p>	<p>On-going assessments of students' math ability will occur in grade level team meetings.</p> <p>Summative Assessment: ° WASL, grades 3-5</p>

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<p>3. Differentiation is a philosophy that enables teachers to plan strategically in order to reach the needs of diverse learners in classrooms today. ~EDM: Gregory, 2003</p> <p><i>EDM</i> intends to meet the needs of all learners-learners who need support in developing concepts, learners needing support in developing language proficiency, and learners ready to extend their mathematical knowledge and skills. ~EDM: Differentiation Handbook</p>	<p>Students will work in a variety of groupings to learn from one another and explore each others' thinking through discussion.</p> <p>Students will demonstrate mathematical knowledge through differentiated math experiences.</p> <ul style="list-style-type: none"> ◦ Math Word Banks ◦ Museums ◦ Child/teacher-Made Posters ◦ Math Boxes (modified or self created) ◦ Games ◦ Use/create visual references ◦ Using Exit Slips ◦ Visual References ◦ Writing/talking about math ◦ Etc. 	<p>Teachers will use the <i>EDM Differentiation Handbook</i> focusing on the <i>Key Concepts and Skills</i> section of the lessons. Focusing here allows teachers to plan learning for students by supporting, emphasizing, or enhancing key concepts. Useful strategies include:</p> <ul style="list-style-type: none"> ◦ Framing the Lesson ◦ Providing Wait Time ◦ Making Connections to Real Life ◦ Modeling concretely, Visually, and Physically ◦ Providing Organizational Tools ◦ Engaging students in math conversations & mathematical writing ◦ Summarizing <p>Teachers may use GLAD strategies to build mathematical vocabulary.</p> <ul style="list-style-type: none"> ◦ Cognitive content Dictionary ◦ Big Books ◦ Pictorals <p>SAGE may use EDM extended activities to differentiate to meet the specific needs of the highly capable students' in-program.</p> <p>Specific strategies will be taught to develop mathematical communication through writing.</p>	<p>Sept. 08- June 09</p> <p>2008-2009 District Grade level Training and Professional Development.</p> <p>Monthly training and group work involving writing in math.</p> <p>Book study discussions will include ways to use instructional strategies as a means to meet various learners' needs.</p>	<p>Informal Data collection on:</p> <ul style="list-style-type: none"> ◦ Paced lessons based on EDM ◦ Multiple strategies and approaches modeled ◦ Real world connections ◦ Differentiated lessons put into practice <p>Targeting the process of struggling learners and students identified with special needs.</p> <p>On-going assessments of students' math ability will occur in grade level team meetings.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> ◦ WASL, grades 3-5
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		Specific strategies from the book study will be identified and used to improve math instruction.		
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