## SIP Math Action Plan 2017-2018

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Evidence of Implementation</th>
<th>Monitoring: When and by whom</th>
<th>Expected Results</th>
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</thead>
<tbody>
<tr>
<td>1. Build staff’s capacity and knowledge based on planning and implementing</td>
<td>Grades PreK-5 grade level teachers</td>
<td>Weekly collaborative planning, dialogue, and PD</td>
<td>Observation notes</td>
<td>Daily/Weekly during CTP</td>
<td>Improved algebraic thinking and reasoning skills marked by an increase in student achievement, more students performing at or above math grade level benchmark</td>
</tr>
<tr>
<td>enrichment instruction for all students focusing on equity and rigor.</td>
<td>Jen Grey, SDT, TLR</td>
<td>Grade level curriculum resources</td>
<td>Collection tools</td>
<td>Grade level teachers with the support of specialists’ and administrators:</td>
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<tr>
<td></td>
<td>Kristy Delikat, RS, TLR</td>
<td>Common assessments, expectations, and rubrics</td>
<td>Assessments (including EMAT tasks &amp; Progress Checks)</td>
<td>Jen Grey, SDT</td>
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<td></td>
<td>Melissa Brunson, Prin.</td>
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<td>Kristy Delikat, RS</td>
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<td></td>
<td>Steffi Jost, Resource</td>
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</table>
2. Increase effective questioning in math to build student-centered, inquiry-oriented communities of learners.

*Increase opportunities for students to demonstrate and develop skills through:*

- **Math Discourse** (Provide explicit instruction and opportunity for students to communicate their thinking)
- **Math Inquiry** (Ignite student curiosity by posing a problem to solve)

<table>
<thead>
<tr>
<th>Grades K-5 classroom teachers</th>
<th>Curriculum 2.0</th>
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</thead>
<tbody>
<tr>
<td>Jen Grey, SDT, TLR</td>
<td>Math Discourse</td>
</tr>
<tr>
<td>Kristy Delikat, RS, TLR</td>
<td>Talk Moves</td>
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<tr>
<td>Melissa Brunson, Prin.</td>
<td>Math Language</td>
</tr>
<tr>
<td>Rachel Sifri, Assist. Prin.</td>
<td>Frames (Discussions Cards)</td>
</tr>
<tr>
<td>Karen Spezio, ESOL</td>
<td>Math Inquiry</td>
</tr>
<tr>
<td>Steffi Jost, Resource</td>
<td>Problem Solving</td>
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<td></td>
<td>Frameworks</td>
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<tr>
<th>Anecdotal notes Collection tools</th>
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<tr>
<td>Math Journals Observations</td>
</tr>
<tr>
<td>Teacher to Teacher Observations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily/Weekly/Monthly by Marking Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level teachers with the help of the specialists and administrators:</td>
</tr>
<tr>
<td>Jen Grey, SDT</td>
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<td>Kristy Delikat, RS</td>
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<td>Melissa Brunson, Prin.</td>
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<tr>
<td>Rachel Sifri, Assist. Prin.</td>
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</tbody>
</table>

| Improved student discourse and mathematical reasoning resulting in increased student achievement, more students performing at or above math grade level benchmark |
3. Understand instructional moves for all students that result from weekly data analysis.

*Plan differentiated math instruction for all students.*

<table>
<thead>
<tr>
<th>Grades PreK-5 classroom teachers</th>
<th>MAP-P, MAP-M Math data</th>
<th>MAP-P &amp; MAP-M Math data</th>
<th>Daily/Weekly during CPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jen Grey, SDT, TLR</td>
<td>Performance Matters data</td>
<td>CPS, IEP, and SLO Interventions in place</td>
<td>Grade level teachers with the support of specialists’ and administrators:</td>
</tr>
<tr>
<td>Kristy Delikat, RS, TLR</td>
<td>PARCC data</td>
<td>Accelerations in place</td>
<td>Jen Grey, SDT</td>
</tr>
<tr>
<td>Melissa Brunson, Prin.</td>
<td>IEPs &amp; 504s</td>
<td></td>
<td>Kristy Delikat, RS</td>
</tr>
<tr>
<td>Steffi Jost, Resource</td>
<td>EMAT and grade level assessments</td>
<td></td>
<td>Increased student achievement, with more students performing at or above math grade level benchmark</td>
</tr>
</tbody>
</table>
| 4. Evaluate the effectiveness of the school-wide math program by conducting a building level walk through. **Engage in peer coaching to observe one another with the goal of providing mutual feedback and opportunities for reflection upon individual teaching practices.** | Grade PK-5 classroom teachers  
Jen Grey, SDT, TLR  
Kristy Delikat, RS, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin.  
Karen Spezio, ESOL  
Steffi Jost, Resource | Curriculum 2.0  
Evaluation tools and results  
Student, teacher, and parent voice data  
Walkthrough analysis | 1st Marking Period – Sneak a Peek (baseline)  
2nd Semester  
Grade level teachers with the help of the specialists and administrators:  
Jen Grey, SDT, TLR  
Kristy Delikat, SDT, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin. | Increased student performance; all students performing at or above math benchmarks  
Responses that demonstrate confirmation of an effective math program at Cloverly ES |
| 5. Engage in Professional Learning focused on the administration and analysis of Elementary Mathematical Assessment Tasks (EMAT) & Progress Checks | Grade K-5 classroom teachers  
Jen Grey, SDT, TLR  
Kristy Delikat, RS, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin.  
Karen Spezio, ESOL  
Steffi Jost, Resource | Curriculum 2.0  
EMAT Grade Level Tasks and Rubrics  
Progress Check Data | Anecdotal Notes  
Data Collection Tools  
Performance Matters Data | Marking Period  
Grade level teachers with the help of the specialists and administrators:  
Jen Grey, SDT, TLR  
Kristy Delikat, RS, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin.  
Karen Spezio, ESOL  
Steffi Jost, Resource | Increased student achievement, with more students performing at or above math grade level benchmark |
|---|---|---|---|---|---|
| 6. Increase students’ number sense through daily number routine practices in order to build their complex mathematical thinking. | Grade K-5 classroom teachers  
Jen Grey, SDT, TLR  
Kristy Delikat, RS, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin.  
Karen Spezio, ESOL  
Steffi Jost, Resource | Number Talks resource book  
Number Sense Routines resource book  
Primary and Intermediate Number Routines overview  
PD | Observations  
Increased student performance | Daily/Weekly during CTP  
Grade level teachers with the support of specialists’ and administrators:  
Jen Grey, SDT, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin. | Increase students’ fluidity and flexibility with numbers resulting in an increase in overall achievement seen through an improvement in mathematical reasoning and problem solving. |
| 7. Implement the use of student Math Journals across all grade levels to improve students’ justification of their conclusions, while explaining their thinking and making connections between models and equations. | Grade K-5 classroom teachers  
Jen Grey, SDT, TLR  
Kristy Delikat, RS, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin.  
Karen Spezio, ESOL  
Steffi Jost, Resource | Math Journals  
Language Frames  
PD  
Manipulatives | Observations  
Increased student performance | Daily/Weekly during CTP  
Grade level teachers with the support of specialists’ and administrators:  
Jen Grey, SDT, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin. | Improve students’ ability to model and explain their mathematical thinking using pictures, words and/or models. |
|---|---|---|---|---|---|
| 8. Build a math website of online resources, documents and videos to support instruction for both students and parents. | Jen Grey, SDT, TLR  
Kristy Delikat, RS, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin.  
Karen Spezio, ESOL  
Steffi Jost, Resource | Wix Site  
Online resources  
Curriculum resources | Development of website  
Grade level teachers with the support of specialists’ and administrators:  
Jen Grey, SDT, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin. | Increased student performance; all students performing at or above math benchmarks | Increased communication for families regarding math instruction and ways in which they can support their children at home |
| 9. Conduct a family math night to enhance understanding of the math curriculum and instructional strategies | Jen Grey, SDT, TLR  
Kristy Delikat, RS, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin.  
Karen Spezio, ESOL  
Steffi Jost, Resource  
Grade K-5 classroom teachers | Curriculum 2.0 | Invitation Letter  
Teacher planned and led activities  
Parent feedback | Grade level teachers with the support of specialists’ and administrators:  
Jen Grey, SDT, TLR  
Melissa Brunson, Prin.  
Rachel Sifri, Assist. Prin. | Increased student performance; all students performing at or above math benchmarks  
Increased communication for families regarding math instruction and ways in which they can support their children at home |

*Alignment in messaging and focus on major content in PARCC, CCSS, and the learning progressions*