

NUMERACY ACTION PLAN

Target: Students will meet their AYP target on the Mathematics subtest of the New England Common Assessment.

Result Statement: Students will be able to apply numeracy skills and strategies that are relevant within mathematics and across content areas to demonstrate connections between numeracy and their various subject areas and the real-world.

<p>Changes in student learning behavior: What will students do to reach the identified results? What new things will they do to learn? What things will they do more of?</p>	<p>Changing Instruction: What will teachers do to ensure students learn and develop the learning behaviors identified in the first column? (Be sure that the instructional practices you identify will address every student learning behavior.)</p>	<p>Monitoring Progress with Timelines and Adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents, and SIT informed and involved?</p>	<p>Collaboration and Support: When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making?</p>	<p>School and District Support and Resources: What support and resources will the school and district provide in order to achieve the results of this action plan? (List the support and resources below and then use the attached template to finalize this column.)</p>	<p>Evaluating Results/Reporting to Families and Community: How will the school know if their students reach the intended results? In light of what we have learned, how will we revise the plan for next year? Reporting to families and the Community: How will we share results of this plan with the entire school community?</p>
<p>Students will:</p> <ul style="list-style-type: none"> • Work on specified concepts at specified times consistent for all learners • Learn a common scope of content • Take common assessments across a grade level • Continue to reflect on and revise their work. 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Develop a viable, guaranteed curriculum • Develop common assessments • Review student work / common assessments • Complete a review of alignment of curriculum to GLEs • Conduct classroom observations to assess program/instruction implementation (Learning Walks) • Review internal (common 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Collaborate with other mathematics teachers to ensure consistent content delivery with respect to scope and time. • Design, implement, and evaluate effectiveness of common assessments. <p>Teacher leaders will:</p> <ul style="list-style-type: none"> • Meet regularly with grade level math teachers to evaluate pacing and instructional practice. • The numeracy action team will conduct two observation walks and write up a report regarding 	<p>When we will collaborate:</p> <ul style="list-style-type: none"> • Release time for numeracy action team • Common Planning Time (during/after school) — focus on a viable, guaranteed curriculum • Department Meetings • School Improvement Team Meetings • Action Team Meetings 	<p>The school will supply the following support and resources:</p> <ul style="list-style-type: none"> • Allow the math teachers release time to identify gaps, evaluate data from common assessments, conduct learning walks. • Allow the math teachers release time to develop common assessments, and plan for learning walks. <p>The central office will supply the following support and resources:</p> <ul style="list-style-type: none"> • Funding for substitutes during release time (if necessary). 	<p>Evaluating results:</p> <ul style="list-style-type: none"> • Classroom observations • 2009 NECAP results • Data from Common Assessments <p>Reporting to the community:</p> <ul style="list-style-type: none"> • SIT meetings • School Report Night

	<p>assessments, IOWA) and external data (NECAP) to adjust instruction</p> <ul style="list-style-type: none"> • Provide students with opportunities to reflect (using department rubric) on and revise their work. • Embrace and implement research-based thinking strategies. • Model thinking (reflection) and process. (i.e. employ think aloud and quantitative literacy strategies) 	<p>alignment of instruction.</p> <p>Administrators will:</p> <ul style="list-style-type: none"> • Allocate CPT time to math specific planning at each grade level. • Provide the numeracy team with an opportunity to conduct observations as to implementation of math activities and games. 		<ul style="list-style-type: none"> • Technical support • Support for professional development activities during CPT/other related to numeracy planning • Release administrators and teachers from regular duties to attend learning walks at the school during times requested by the school administration. 	
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