

Brooke Grove SIP Math Action Plan

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development).

School: Brooke Grove Elementary School

Date: 9-26-10

SIP Goal/Objective (Annual Measurable Objective (AMO) 2010): Increase proficiency performance (proficient + advanced) on MSA Math Assessments for all students, including at risk students, with an emphasis on the following subgroups: FARM Students, Special Education, and African American students.

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Process # 1 Identify at risk students and provide specific, focused instruction along with strategic intervention programs.	Special Educators ESOL Speech Reading Specialists SDT Classroom Teachers Academic Intervention	MSA Data, MAP-R, mClass Data Report Card IEP's	Targeted Student Monitoring Tool Predicted vs Actual Data	Quarterly by Administration, Specialists, and Teams	
Update student data on student's diagnostic analysis chart	Classroom Teachers Special Educators	myMCPS Data Predicted Vs. Actual	Monthly Team Kid Talk Meeting Quarterly Data Chats	Quarterly by Administration, Specialists, and Teams	
Creating Math Centers for various topics that need to be reviewed throughout year such as fractions, money, place value, etc.	Teachers Identify Areas Parent Volunteers Create Centers	Math Resources and Materials	Assessment Results	On-Going	
Learning Center Teachers collaborated with Jennifer Hallmark to create a math assessment tool that can be	Learning Center Teachers Jennifer Hallmark	Math Assessment	Progress from pre to post test and from year to year	Observations by Administration Data Chats	

used each year to measure growth over time. Assessment will be given as a baseline pre-assessment and a summative assessment	SDT				
Learning Center Teachers utilizing the instructional level formatives to measure progress and growth	Learning Center Teachers SDT	Formatives matched to grade level indicators	Formative Data Monitoring	Learning Center Coordinator Administration Academic Intervention	
Focus on Assessment Limits for Targeted Students	All Teachers	MSA Assessment Limits matched to curriculum indicators	Monitor Assessment Limits by Unit Staff Development	Observations Administration	

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Process # 2 Strategically use resources to support targeted students	Administra tion Specialists Academic Support Teacher SDT Paraeducat ors	List of Targeted Students and Needs	School Schedule	Administration	
Academic Support Teacher working with targeted students in grade 4 and kindergarten	Academic Support Teacher	Student Math Data Curriculum	Formative and Unit Assessments	AI Teacher Administration	
Assigning paraeducator support to math classes with targeted students	Specialists Special Educators Admin SDT	Schedules		Special Educators Specialists Administration	
Utilizing SHS Interns to support math classes	Admin	6 SHS Interns Schedules		Administration Classroom Teachers	
SDT will provide intervention support to small groups of children	SDT	Formatives Student Work	Schedule Teacher Feedback	Administration Classroom Teachers	

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Process # 3 Provide extra interventions for identified students with specific needs	Administrati on Specialists Academic Support Teacher SDT Paraeducato rs	List of Targeted Students and Needs	Targeted Students Data Lists		
Use the morning 15 minutes before school starts to run a Basic Fact Workshop in the computer lab	Classroom Teachers who volunteered	Computer Lab FASST Math Program Math Fact Web Sites	Basic Fact Progress		
Math Lunch Bunch by Grade Level	Classroom Teachers who volunteered	Math Assignments for needed topics	Formative and Unit Assessments		
Morning Check In with students who eat breakfast at school	Specialists on Breakfast Duty FARM Students	Check on Homework Mentor Support	Observation Data Chats	Duty People and Administration	
Utilize the FASST Math Research based intervention with special needs students and with students who qualify for the MOD-MSA.	Special Education Teachers Learning Center Teachers	FASST math Program Licenses	Fact Computer Assessments and Data Charts	Daily math data feedback Weekly or Monthly Report	
Parent Supported Basic Math Fact Group during recess	Parents	List of Students by need Math Fact Resources on Computer and Games	Basic Math Fact Assessments	Administration Every 6 Weeks	11/15/2010

