

Cloverly Elementary School 2011–2012 MATH Action Plan

By June 2012, students at Cloverly Elementary School, **with a focus on African American/Black, Hispanic, Special Education, and FARMS populations**, will demonstrate increased academic achievement and performance in math as measured by:

TN2: 90% or more of all students performing at the 50th percentile

MSA: 95% or more of all students performing proficient or advanced

Action Plan Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitoring: When and by whom	Expected Results	Results (include evaluation of processes for Effectiveness and efficiency)
1. Develop and administer BCRs, model strong BCR responses, and give students prompt feedback on their BCR responses	Grades 1-5 classroom teachers Theresa Long, SDT	Practice BCRs Scoring rubric Model answers	Student responses to BCRs Student performance records	Weekly/Monthly/Quarterly Grade level teachers with the help of the specialists and administrators: Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern	Increased student performance on unit test scores and MSA BCR responses that demonstrate complete understanding	
2. Use grade-level data notebooks and electronic gradebooks to monitor math student achievement data	Grade level teachers, Pre-K (individualized) through 5 Jean Keyser, IDA	Data notebooks Formative and summative data	Notebook entries: <ul style="list-style-type: none"> • Notes • Data • Data Chats with intervention documentation • Newsletters • CPS Documents 	Weekly/Monthly/Quarterly Grade level teachers with the help of the specialists and administrators: Melissa Brunson, Principal Gay Melnick, Prin. Intern	Increased performance of students in all subgroup categories	

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3. Identify students not meeting grade level criteria and/or standardized test performance scores; plan and record individual interventions (list possible interventions); monitor progress; adjust intervention as needed	Grade level teachers Diane Chupka, Resource Melissa Brunson, Principal Gay Melnick, Prin. Intern Theresa Long, SDT	Summative data: MSA, TN2, and MCPS Public Release Items IEPs Intervention Plans Strategic Data Monitoring Tool Common Core State Standards	MSA/TN2 Data Summative Assessment Data Unit Assessment Data	Ongoing Grade level teachers with help from specialists and administrators: Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern	Removal of students from target list, interventions no longer needed Increased student achievement, more students performing at or above reading grade level	
4. Identify students who are on the cusp of the next achievement level and provide interventions to accelerate to that level.	Grade level teachers Diane Chupka, Resource Cindy Tippet, SLP Audry Singh, SLP Aliza Mervis, SLP Diane Chupka, Resource Jean Keyser, IDA Theresa Long, SDT	Summative and formative assessment data Instructional plans and materials A.E.I. consultation	Targeted students in a planned intervention Differentiated instruction - small groups and scaffolded assignments	Ongoing Grade level teachers with the help from specialists and administrators: Kristen Delikat, RS Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern	Increased student performance An increase in the number of students performing proficient to advanced	
5. Provide critical thinking and problem solving opportunities through direct instruction	Grade level teachers Diane Chupka, Resource Wendy Macan, ESOL Margaret Black, ESOL	Curriculum 2.0 (Pre-K-2) MCPS Math Curriculum (3-6) Problem Solving at Drexel Hot Topics Increase student discourse	Observations, classwork, and test results	Daily/Weekly Grade level teachers with the help from specialists and administrators: Kristen Delikat, RS Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern	Increased student performance An increase in the number of students performing advanced	

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<p>6. Provide to students: -MSA/Alt-MSA practice opportunities and assessments -TN/2 practice opportunities and assessments -Direct instruction on test taking skills and testing accommodations</p>	<p>Grade level teachers (grades 2-5) Theresa Long, SDT Kristen Delikat, RS</p>	<p>MCPS Public Released Items <u>Scoring High</u> for TN2 Performance Indicators A and B</p>	<p>Test results</p>	<p>December- March Grade level teachers with the help from specialists and administrators: Kristen Delikat, RS Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern</p>	<p>Baseline scores used to determine: - focus students - skill areas needing to be taught/reinforced - increase student performance</p>	
<p>7. Communicate student achievement to parents.</p>	<p>Grade level teachers Diane Chupka, Resource</p>	<p>Grade level newsletters Progress reports</p>	<p>Progress reports sent home Documentation of parent/teacher communications Parent feedback</p>	<p>Weekly/Bimonthly/Quarterly Grade level teachers Melissa Brunson, Principal Gay Melnick, Prin. Intern</p>	<p>Improved student achievement and home-school communication</p>	
<p>8. Provide parents an opportunity to familiarize themselves with hands on learning experiences and enriched and accelerated instruction at Academic Night</p>	<p>Grade level teachers (K-2) Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern</p>	<p>Grade level activities Curriculum 2.0 List recommended math resources Problem-Solving at Drexel Hot-Topics</p>	<p>Handouts Invitations Observations</p>	<p>October 5, 2011 (Academic Night) Parent Exit Cards Grade level teachers Melissa Brunson, Principal Gay Melnick, Prin. Intern</p>	<p>Improved parent understanding to work with their children at home Increased student achievement</p>	

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9. Provide math discourse opportunities to students for comprehension development	Grade level teachers Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern	Grade level activities Curriculum 2.0 List recommended math resources Problem-Solving at Drexel Hot-Topics	Unit assessments, formative assessments Observation	Daily/Weekly Grade level teachers Theresa Long, SDT Melissa Brunson, Principal Gay Melnick, Prin. Intern	Increased student performance	