Exhibit D – Math
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Responsive Strategies and Planning for Powerful Instruction

Instructional Goal(s):

Math: For all students to be able to demonstrate mastery of operations and algebraic thinking.

Analyzing Data to Inform Instruction

Department	Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
Arts	- PLC Data chats - SLO Data - Teacher observation/rubrics - Peer observations/Critique - Exit Cards - Student Discourse - Performance/Demonstrations	- Student Data - Technology PB, chromebooks - Curriculum	- Department PLC planning - Meet with Math and English RT's - Staff Development	- Grades - SLO's
English				
Math	- Analysis of MAP-M dataData chats in department meeting - PLC discussion on assessment data - Multiple opportunities to demonstrate mastery	- Baseball card - Gradebook extracts - NWEA MAP reports	- NWEA reports - Supporting operations and algebraic thinking	MONITORING - August analysis of Spring MAP-MData - October analysis of Fall MAP-M data - February analysis of 6th grade MAP-M Data RESULTS - Students proficient with operations and algebraic thinking on MAP-M
PE	- PLC Data chats - SLO Data - Teacher observation/rubrics - Peer observations/Critique - Exit Cards - Student Discourse - Performance/Demonstrations	- Student Data - Technology PB, chromebooks - Curriculum	- Department PLC planning - Meet with Math and English RT's - Staff Development	- Grades - SLO's

Science	• Data chats around common tasks within PLC • Data chats around implementation of strategies • Discussions around identification of SLO students and progress • Analysis of skills missed and re-assessment/re-teaching needs	• Access to PM Unify • PLC and Department time for data chats	• Further support from admin and Staff Development for PM Unify practice and access	• Grades • SLO results • Informal Observations • Formal Observations • State of the Department Meeting template and discussion with admin • Department meeting discussions/data chats around the math goal
Social Studies				
Special Education	• Content Department Meetings-Clarify questions on the curriculum and learning goals • Weekly Collaborative Planning- SPED teachers will meet with their general education co-teachers (English) and resource teachers (English and RTSE) • Review data/common tasks and assessments (range grading) • Discuss differentiated instruction • Discuss reteach/reassess opportunities and providing feedback • Criterion for success • Consider accommodations, and supplementary aids and services	• Support from IEP team members (administration, counseling, school psychologist, speech language pathologist, etc.) English RT, RTSE, and Paraeducators • SDT: curriculum resources that address multiple perspectives and learning strategies • Identify culturally responsive strategies, challenging resources, and equitable practices • -Data Collection • -Performance Matters (EOL) • -Gradebook	• Trainings for new programs in Math (FASTT Math) • Explanation of these programs for articulation and IEP meetings • Baldridge- document and display data, class goals, and achievement • Discuss students' strengths and needs in order to plan next steps • Monthly Special Education department updates	• "Present Levels of Academic Achievement and Functional Performance" (PLAAFP) provides a holistic view of the student through a variety of means. This includes, but is not limited to: • current classroom-based assessments, • district and/or state assessments, • classroom-based observations, and • parent/guardian, student, and general education teacher input in all relevant areas. • Data chats within Department PLCs, independently, SLOs

World Languages	● PLC Data chats ● SLO Data ● Teacher observation/rubrics ● Peer observations/Critique ● Exit Cards ● Student Discourse ● Performance/Demonstrations	● Student Data ● Technology PB, Chromebooks ● Curriculum	● Department PLC planning ● Meet with Math and English RT's ● Staff Development	● Grades ● SLO's

Content Knowledge

Department	Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
Arts	● **PE, Arts, WL-**analyze curriculum to determine what standards apply to math SIP goal.	● Curriculum ● Department PLC time allocated ● Technology-Chromebooks/Computer	● Department PLC ● Staff Development/admin	● Monthly check-ins for strategy development and adjustments if needed
English				
Math	● PLC weekly planning analyzing document in curriculum google drive. ● Department Meeting discussion	● MCPS curriculum ● Resources to support grade level indicators ● Department PLC'	● Department PLC's	MONITORING ● Informal classroom observation ● Formal Classroom Observation
PE	● **PE, Arts, WL-**analyze curriculum to determine what standards apply to math SIP goal.	● Curriculum ● Department PLC time allocated ● Technology-chromebooks/Computer	● Department PLC ● Staff Development/admin	● Monthly check-ins for strategy development and adjustments if needed
Science	● Analyze the curriculum to identify strategies to reinforce operations and algebraic thinking in the science class ● Analyze curriculum to identify where in the unit science can support the math goal	● PLC and Department time to identify strategies ● Meet with Math RT to identify strategies to incorporate operations and algebraic thinking support in the science classroom	● Meet with Math RT to further understand what set of skills all fall under Operations and Algebraic Thinking ● Meet with Math RT to identify strategies to incorporate operations and algebraic thinking support in the science classroom	● Department meeting discussions/data chats around the math goal

Social Studies				
Special Education	• Creating IEP goals based on the curriculum	• Content, Department Meetings	• Content PLCs	• IEP data points • Teacher reports • IEP Goals based on Curriculum standards
World Languages	• **PE, Arts, WL-**analyze curriculum to determine what standards apply to math SIP goal.	• Curriculum • Department PLC time allocated • Technology-Chromebooks/Computer	• Department PLC • Staff Development/admin	• Monthly check-ins for strategy development and adjustments if needed

Strategies that Provide the Opportunities to Learn

Department	Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
Arts	• Measuring grids (Art)	• Data • Fitness tracking sheets • Technology • Materials for performance/demonstrations • Supplies	• Department PLC • Staff Development/admin	• Monthly check-ins for strategy evaluation • Informal observations • PLC data • Best Practice Sharing
English				
Math	• Flexible grouping • Choice activities • Enrichment activities • Opportunities to make thinking visible • Student discourse	• Differentiation	• Strategies to support students with disabilities • Enrichment strategies	RESULTS - Students are engaged in rigorous instruction.
PE	• Analyzing statistical data (Health) • Fitness testing data comparisons (PE) • Keeping track of scores during PE activities (PE)	• Data • Fitness tracking sheets • Technology • Materials for performance/demonstrations • Supplies	• Department PLC • Staff Development/admin	• Monthly check-ins for strategy evaluation • Informal observations • PLC data • Best Practice Sharing

Science	• Students calculating grades • Trend discussions • Analyzing and Creating Graphs • Finding averages • Rounding numbers/decimals • Reading and interpreting Data Tables • Calculating using formulas • Measuring • Conversions	• Bounce ideas/strategies off of Math RT	• Meet with Math RT to identify strategies to incorporate operations and algebraic thinking support in the science classroom	• Continuous discussions at department meetings around the math goal- assessing and reflecting on strategies used to help support the math goal
Social Studies				
Special Education	• Small group instruction, re-teaching and re-assessment opportunities, support classes, accommodations and supplementary aids and services	• Assistive technology • Calculation Devices • Staffing (read to accommodations)	• PD on accommodations and SAS	Strengths of the student; • Concerns of the parents/guardians for enhancing the education of their student; • Results of the initial evaluation or most recent evaluation of the student; and • Academic, developmental, and functional needs of the student.
World Languages		• Data • Fitness tracking sheets • Technology • Materials for performance/demonstrations • Supplies	• Department PLC • Staff Development/admin	• Monthly check-ins for strategy evaluation • Informal observations • PLC data • Best Practice Sharing

Equity/Cultural Awareness & Proficiency

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
• Utilizing Universal Design for Learning (UDL) strategies to access strength-based learning • Student centered discourse Implementation • Using materials with diverse cultural perspectives • Providing opportunities for students to share their diverse perspectives • Students leading for equity with peers and staff • Student Diversity Leadership Team (SDLT) • School focused lessons on culture diversity and respect	• Professional Learning • Materials with Diverse Perspectives • Technology (Promethean Board, Chromebook, Interactive Engagement) • Interactive Lessons • Student Data • Student Voice Data	• Monthly Race and Equity training • Department PLC Planning • Department Specific training related to culturally responsive instruction • Optional MCPS training • Supporting LBGTQ students	• Feedback from trainings are monitored monthly • Informal/formal classroom observations • Lesson plans **RESULTS:** • Development of Student Leaders • Culturally Proficient Lessons • School-wide lessons and learning • Decrease in number of culturally or racially charged referrals or student issues

Programming/Scheduling

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results
• Co-taught classes for special education and ESOL • All departments off for instructional planning • Support classes are aligned with electives to allow for fluid transition • Team teaching amongst PLCs (opening the wall) • Collaboration and team teaching with the media specialists • Built in time for professional development	• Schedule that allows for teams and departments to meet within the instructional day • Space to allow for team teaching and collaboration • Enough class sections to allow for a smaller teacher to student ratio • Student Data	• Training for implementation of the instructional foci within department meetings and/or designated professional development days	• Informal observations • Weekly team meetings • Bi-weekly professional development **RESULTS:** • Strong instructional programming

Intervention Match/Methods

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results

• Providing instructional support with the following classes and/or programs:
  ○ Related Studies
  ○ TAP Organization
  ○ TAP
  ○ Read 180
  ○ Resource
  ○ Digital Literacy 2/3
  ○ Math TAP
  ○ Reading TAP
  ○ Lunch Help
  ○ HW Club
  ○ Read Naturally
  ○ Extended Learning Opportunities
  ○ After school STEM club
  ○ Optional Science Fair Project
  ○ ZAP
  ○ Extended Year Program
	• A master schedule that allows for smooth transitioning in and out of support classes and programs
	• Student Data
	• Ongoing articulation meetings both internally and with feeder ES and HS schools to examine data and determine appropriate interventions
		• How to use data to inform instruction and determine if students need to exit or enter interventions
		• How to utilize UDL and culturally responsive strategies to support student needs
		• Training for new math and social studies courses
		• Training on providing enrichment (differentiation)
			• Student EOL data (monitored quarterly)
			RESULTS:
			• Meeting EOL measures
			• Making sure that all students are appropriately challenged
			• Articulation meetings both internally and with feeder schools to monitor student response to interventions

Physical, Social and Psychological Well-Being

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results

• Implementing quarterly school-wide Wellness Days
• Daily PE (opportunity for movement)
• Interscholastic after school sports
• After school clubs
• Free breakfast
• Facilitating suicide prevention lessons (Signs of Suicide)
• Red Flags instruction (Health)
	• Assemblies
	• Town Halls
	• Small Group Lessons
	• Counselor Lessons
	• Student Led Sessions/Workshops
	• PTA Workshops
	• School sponsored parent workshops
	• Student data
	• PPW involvement
	• Psychologist involvement
		• Training on:
		  ○ Suicide prevention
		  ○ Child Abuse/Neglect
		  ○ Supporting LBGTQ students
		  ○ Diabetes
		  ○ Religious diversity
		  ○ Bullying and harassment/sexual harassment
			• Student engagement
			• Student data (qualitative and quantitative)
			• Referral and Suspension Data
			• Crisis Referral Data
			RESULTS:
			• Engaged and successful students

		o Anaphylaxis training	

• Providing students with resources and/or lessons for the following:
    • Handling social media (instruction in Health)
    • Reporting bullying & harassment
    • Maintaining academic success			

Other

Powerful Instruction Approach	Support and Resources Needed	Professional Learning	Monitoring/Results

• College and Career Readiness
    o Counselor led Naviance Lessons
    o Student visits to Edison and Finance Park
    o Students Visits to feeder HS to explore Career Pathway offering
    o Meeting with students regarding HS magnet opportunities
	• Naviance Scope and Sequence
	• Access to Edison
	• Access to feeder HS
	• Information on HS magnet options
		• Naviance training
		• Meetings regarding opportunities available at Edison and feeder HS
			• Naviance completion data