

Charlotte Central School Action Plan

Fall 2011 – June 2014

Focus Area: Math

Overarching Goal:

The goal of the CCS Math Instructional Program is to provide all students with robust, current, research based math instruction and to develop engaged fluent math thinkers.

Needs Assessment:

- Successful implementation of Grades K-5 Bridges in Mathematics Program.
- To provide quality, embedded professional development opportunities in best practices in Mathematics instruction for all teachers of Math
- To help increase Math proficiency of students who are in the low Socio Economic Status category and are also on IEPs

Goal:

All CCS students, with a focus on students in the low SES category and on IEPs, will increase their proficiency and fluency in mathematics as measured by the grades 3 through 8 NECAP, the CSSU Common Math Assessments (CMA's) for grades 1 through 8 and the fact-fluency benchmark assessments.

Broad Action Step 1:

All Teachers of grades K-5 will implement the Bridges in Math program with fidelity. Teachers will receive the support and professional development needed for successful and consistent implementation.

	Year 1 (2011-12)	Year 2 (2012-13)	Year 3 (2013-14)
Action Step / Strategies:	<ul style="list-style-type: none"> • Teachers of grades 3,4,5 will receive professional development before the Fall of 2011 with a Math Learning Center instructor • Teachers of grades K-5 will be provided time to meet regularly to collaborate about 	<ul style="list-style-type: none"> • New teachers will receive professional development in Bridges before the Fall of 2012 • New teachers will receive instructional coaching from the Math Coordinator 	<ul style="list-style-type: none"> • New teachers will receive professional development in Bridges before the Fall of 2013 • New teachers will receive instructional coaching from the Math

	<p>math instruction</p> <ul style="list-style-type: none"> • Math Coordinator will focus support and coaching with grade 3-5 teachers in classroom instruction, collaboration meetings, professional development. • Classroom support person will be provided to large Math classes in grade 4 (25-26). 	<ul style="list-style-type: none"> • Teachers of grades K-5 be provided time to meet regularly to collaborate about instruction 	<p>Coordinator</p> <ul style="list-style-type: none"> • Teachers of grades K-5 will be provided time to meet regularly to collaborate about instruction
Measurable Objectives / success indicators:	<ul style="list-style-type: none"> • By Fall 2014, 30% of students in the low SES category and on IEPs will achieve proficiency on the math NECAP (grades 3-8 combined). • By Fall 2014, 90% of all students in grades 3-8 will achieve proficient or above on the Math NECAP. • Grade-level proficiency rates on CSSU CMA's will increase annually from Spring 2011 to Spring 2014. • Percentage of students in grades 2-8 achieving CSSU fact-fluency benchmarks will increase annually from Fall 2011 through Spring 2014. 		
	<ul style="list-style-type: none"> • All components of the Bridges Math program are implemented every day by all teachers, as observed in Principal walk-throughs. • Master schedule and meeting structures that provide necessary collaborative time. • Adequate time for math periods will be added to the master schedule. • Formative and summative assessment results. 	<ul style="list-style-type: none"> • All components of the Bridges Math program are implemented every day by all teachers, as observed in Principal walk-throughs. • Master schedule and meeting structures that provide necessary collaborative time. • Formative and summative assessment results 	<ul style="list-style-type: none"> • All components of the Bridges Math program are implemented every day by all teachers, as observed in Principal walk-throughs. • Master schedule and meeting structures that provide necessary collaborative time. • Formative and summative assessment results
Resources Required:	<ul style="list-style-type: none"> • Collaborative team time with Math Coordinator • Regular Principal walk-throughs • All appropriate Bridges materials 	<ul style="list-style-type: none"> • Collaborative team time with Math Coordinator • Regular Principal walk-throughs • All appropriate Bridges materials 	<ul style="list-style-type: none"> • Collaborative team time with Math Coordinator • Regular Principal walk-throughs • All appropriate Bridges materials
Person(s) required	<ul style="list-style-type: none"> • Teachers • Principals • Math Coordinator • Math Learning Center Trainer • Classroom support person 	<ul style="list-style-type: none"> • Teachers • Principals • Math Coordinator 	<ul style="list-style-type: none"> • Teachers • Principals • Math Coordinator

Broad Action Step 2: Teachers will receive quality, embedded professional development opportunities in best practices in Mathematics instruction to increase Mathematics achievement for all students, including students in target subgroups.			
Action Step / Strategy:	<ul style="list-style-type: none"> Teachers of Grades K,1, 2, 6,7, 8, Co-principals, and Math Coordinator will take the Best Practices in Mathematics course through the Teacher Development Group in the Spring 2012 Grade 6-8 Math teachers will be provided time to meet regularly to collaborate about math instruction Grade 6-7 Math teachers will identify and accentuate pre-algebra components of CMP in order to prepare as many students as possible for Algebra 1 in 8th grade 	<ul style="list-style-type: none"> Teachers of Grades 3,4,5 will take the Best Practices in Mathematics course through the Teacher Development Group in the Spring 2013 Teachers of Grades K,1,2, 6,7, 8 will participate in year one of studio classroom professional development through the Teacher Development Group throughout 2012-2013 Grade 6-8 Math teachers will be provided time to meet regularly to collaborate about instruction 	<ul style="list-style-type: none"> All remaining (and new) teachers of Math will take the Best Practices in Mathematics course through the Teacher Development Group in the Spring 2014 Teachers of Grades 3,4,5 will participate in year one of studio classroom professional development through the Teacher Development Group throughout 2012-2013 Teachers of Grades K,1,2, 6,7, 8 will participate in year two of studio classroom professional development through the Teacher Development Group throughout 2012-2013 Grade 6-8 Math teachers will be provided time to meet regularly to collaborate about instruction
Measureable Objectives / Success Indicators	<ul style="list-style-type: none"> By Fall 2014, 30% of students in the low SES category and on IEPs will achieve proficiency on the math NECAP (grades 3-8 combined). By Fall 2014, 90% of all students in grades 3-8 will achieve proficient or above on the Math NECAP. Grade-level proficiency rates on CSSU CMA's will increase annually from Spring 2011 to Spring 2014 Percentage of students in grades 2-8 achieving CSSU fact-fluency benchmarks will increase annually from Fall 2011 through Spring 2014. 		
	<ul style="list-style-type: none"> Staff's successful completion of Best Practices Course Key components of the CMP Math program are implemented every day by all teachers, as observed in Principal walk-throughs. 	<ul style="list-style-type: none"> Staff's successful completion of Best Practices Course and CMP professional development Key components of the CMP Math program are implemented every day by all teachers, as observed in 	<ul style="list-style-type: none"> Staff's successful completion of Best Practices Course and CMP professional development Key components of the CMP Math program are implemented every day by all teachers

	<ul style="list-style-type: none"> • Number of 8th graders successfully completing Algebra 1 in 8th grade • Master schedule and meeting structures that provide necessary collaborative time. • Formative and summative Math assessment results (local, common CSSU, and NECAP). 	<p>Principal walk-throughs.</p> <ul style="list-style-type: none"> • Number of 8th graders successfully completing Algebra 1 in 8th grade • Master schedule and meeting structures that provide necessary collaborative time. • Formative and summative Math assessment results (local, common CSSU, and NECAP). 	<ul style="list-style-type: none"> • Master schedule and meeting structures that provide necessary collaborative time. • Number of 8th graders successfully completing Algebra 1 in 8th grade • Formative and summative Math assessment results. (local, common CSSU, and NECAP).
Resources Required:	<ul style="list-style-type: none"> • Collaborative team time with Math Coordinator and course instructor • Master schedule and meeting structures that provide necessary collaborative time. • Regular Principal walk-throughs • Substitute teachers for classrooms when teachers are taking the course 	<ul style="list-style-type: none"> • Collaborative team time with Math Coordinator and course instructor • Master schedule and meeting structures that provide necessary collaborative time. • Regular Principal walk-throughs • Substitute teachers for classrooms when teachers are taking the course • Teachers' Development Group Instructor 	<ul style="list-style-type: none"> • Collaborative team time with Math Coordinator and course instructor • Master schedule and meeting structures that provide necessary collaborative time. • Regular principal walk-throughs • Substitute teachers for classrooms when teachers are taking the course • Teachers' Development Group Instructor
Person(s) Required:	<ul style="list-style-type: none"> • Teachers • Principals • Math Coordinator • Teacher Development Group Trainer 	<ul style="list-style-type: none"> • Teachers • Principals • Math Coordinator • Teacher Development Group Trainer 	<ul style="list-style-type: none"> • Teachers • Principals • Math Coordinator • Teacher Development Group Trainer