

Elementary School Name: Belle Ryan Elementary MATH

District Intended Summative Outcome:

Increase the number of elementary students identified as “On Track” and “College and Career Ready”

School Math Goals:

1. MAP Interim Assessment Goals

- a. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 3%. Winter 2020 rate 54%; Goal rate for Spring 2021 57%
- b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 3%. Winter 2020 rate 39%; Goal rate for Spring 2021 42%

Strategy(ies) (add AQUESTT Tenets after each strategy):

All students will receive mathematics instruction utilizing targeted high probability strategies specific to mathematics:

- 1. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career Ready, Educator Effectiveness)
- 2. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career Ready, Educator Effectiveness)
- 3. Utilize Common Assessments along with other data sources such as MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment)
- 4. Strategically and effectively utilize digital resources to engage and support differentiation and demonstration of learning.

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career, and Civic Ready)	<ul style="list-style-type: none"> a. Teachers utilize the Five Practices (anticipate, monitor, select, sequence, connect) in lesson plans b. Structured Number Talks (Math Talk Norms, Academic Conversation Stems, Equitable Participation, Student Lead Discussion & Conversations) c. Various Approaches to solving a problem are honored and connections are made between multiple methods for problem solving 	<ul style="list-style-type: none"> a. Team and staff meetings and Learning Labs to include the planning, implementation, and reflection of the Five Practices b. Math Talk norms and academic conversation stems are posted in 100% of classrooms. Lesson plans and instruction includes reverse gradual release c. Student artifacts are reviewed and sorted collaboratively at team and staff meetings 	<ul style="list-style-type: none"> a. Monthly Meetings and Learning Labs (TBD) b. September norms review and First Semester Coaching Visits c. Monthly Meetings and Learning Labs (TBD) d. Minimum Monthly Team or Staff Meetings 	Quarter 1: a. b. c. d. Quarter 2: a. Remove for 2020-2021 b. c. d. Quarter 3: a. b. c. d. Quarter 4: a. b. c.

	d. Oral and written justifications and reasonings	d. Teacher anecdotal notes and video recordings of student discussions with team review.		d.
2. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career, and Civic Ready)	<p>a. Carefully selected problems (H.O.T Problems, 3 ACT tasks, Habits of Mind problems)</p> <p>b. Use of worksheets is minimal, instead manipulatives, pictures, and whiteboards are used to communicate understanding</p> <p>c. Multiple representations such as models, drawings, diagrams, number lines, tables, and graphs are used to support the visualization and deeper understanding of skills and concepts</p>	<p>a. Collaborative lesson plan and lesson plan review</p> <p>b. Lessons observed show evidence of substantial use of whiteboards, writing, and manipulative in place of worksheets</p> <p>c. Lessons observed show multiple representations as well as the review of student artifacts</p>	<p>a. Monthly Meetings (Team and Staff)</p> <p>b. Coaching Visits & Lesson Plan Checks. Minimum-Quarterly</p> <p>c. Coaching Visits, Monthly Team or Staff Meetings Learning Labs (TBD)</p>	<p>Quarter 1:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Quarter 2:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Quarter 3:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Quarter 4:</p> <p>a.</p> <p>b.</p> <p>c.</p>
3. Utilize Common Assessments as a part of the instructional process	<p>a. Grade level or faculty meetings to analyze student performance on common assessments, MAP, and other formative assessments to adjust and implement skill recovery groups</p> <p>b. Small group long range plans</p>	<p>a. Staff and grade level meeting agendas reflect time for staff to analyze assessment data</p> <p>b. Collecting long range plans, coaching visits, lesson plans</p>	<p>a. 1x per month or as determined by timing of assessments</p> <p>b. quarterly or as needed</p>	<p>Quarter 1:</p> <p>a.</p> <p>Quarter 2:</p> <p>a. Semester 2 focus</p> <p>Quarter 3:</p> <p>a.</p> <p>Quarter 4:</p> <p>a.</p>
4. Strategically and effectively utilize digital resources to engage and support differentiation and demonstration of learning.	<p>a. Teacher lesson plans include use digital tools like Microsoft Teams, One Note, Cleaver, and IXL.</p> <p>c. Students utilize digital resources to demonstrate understanding and support collaboration in conjunction with digital citizenship.</p> <p>d. Be actively responsive to achievement data in identifying and reteaching</p>	<p>a. Coaching visits show evidence of fidelity 100% of the time</p> <p>b. Observed during coaching visits, lesson plan checks and team or staff meetings.</p> <p>c. Team meetings with the use of data to determine necessary remedial skills for the whole group and small group setting</p>	<p>a. Minimum- Quarterly</p> <p>b. Monthly</p> <p>c. Semester 2</p>	<p>Quarter 1:</p> <p>a.</p> <p>b.</p> <p>Quarter 2:</p> <p>a. Professional development embedded throughout each quarter</p> <p>b. Daily student use (Teams, Nearpod, Raz+, Flipgrid, Seesaw, IXL, Outlook)</p> <p>c. Next semester to focus on targeted small groups</p> <p>Quarter 3:</p> <p>a.</p> <p>b.</p>

**OPS School Improvement Plan
2020-2021**



	recovery standards and skills			Quarter 4: a.
<p>Monitor and Adjust –</p> <p>Quarterly SIP Review meetings – Review SIP goals, strategies and PD plan</p> <ol style="list-style-type: none"> 1. Review progress monitoring measures and fidelity checks 2. Identify which progress monitoring measures were completed and achieved (provide evidence of success) 3. Identify which progress monitoring measures were not achieved (provide evidence of effort) 4. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan 5. Conduct building walk identifying evidence of growth from previous quarter 6. Discuss adjustments needed to the plan <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> 1. Adjust SIP plan based after receiving input from staff 2. Upload adjusted plan to Instructional Leadership SharePoint 3. Send notes of SIP Review meeting to CIS leadership 			<p>Budget/Resource Alignment (Title I schools)–</p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>	