

**SCHOOL BOARD WORK STUDY SESSION  
SUN PRAIRIE AREA SCHOOL DISTRICT  
SEPTEMBER 29, 2010**

**ADDENDUM TO 2009-2010  
MONITORING REPORTS, CHAPTER 2  
MATH ACTION PLANS**

**STUDENT ACHIEVEMENT GOALS:**

**#2** IMPROVE MATHEMATICS ACHIEVEMENT FOR ALL STUDENTS.

**MATH ACTION PLAN LEADERS:**

ASSISTANT DISTRICT ADMINISTRATOR OF INSTRUCTIONAL PROGRAMS  
EXECUTIVE DIRECTOR OF STUDENT SERVICES  
PRINCIPALS  
INSTRUCTIONAL PROGRAM MANAGERS  
STUDENT SERVICES PROGRAM MANAGERS  
CURRICULUM LEADERSHIP COUNCIL: MATH  
RESPONSE TO INTERVENTION TEAMS

**SUN PRAIRIE AREA SCHOOL DISTRICT  
Improvement of Mathematics Instruction  
ACTION PLAN**

<b>Grades 9 - 12</b>	
<b>ACTIONS TAKEN 2009-2010</b>	<b>ACTIONS PLANNED 2010-2011</b>
<p>A. Complete a study of 9-12 math to research best practice and to identify strengths and weaknesses of the present program.</p> <p>Evaluate current instructional materials and student performance data to determine if a recommendation is needed for a new math program.</p> <p><i>At the completion of the math study, College Preparatory Mathematics (CPM) was adopted.</i></p>	<p>A. Provide ongoing professional development for the successful implementation of <i>College Preparatory Mathematics (CPM): Algebra Connections</i>.</p> <p>Provide introductory professional development in <i>CPM: Geometry Connection</i>, which will be implemented in fall 2011.</p> <p><i>CPM: Algebra II</i> will be implemented in 2012-2013.</p>
<p>B. Review the Mathematics Competency course to determine if <i>Academy of Math</i> is the appropriate curriculum.</p> <p><i>Academy of Math will no longer be used in Mathematics Competency. The mathematics teachers will review DesCartes data in most recent MAP test to isolate gaps in understanding and design instruction to help students achieve proficiency in those areas. Current math curricula in algebra and geometry will be used for instruction.</i></p>	<p>B. The mathematics department will begin to determine if there is a need for identifying cross curricular math equivalency options for all students and submit proposals in 2011.</p> <p>New math courses may need to be created as well.</p>

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<p>C. Within the context of the high school math review, focus on the delivery of the core instruction, as well as ensure adequate interventions for struggling and accelerated math students.</p> <p>Consider whether there should be an additional math credit required for graduation.</p> <p><i>The math study team recommended CPM for use with all math learners.</i></p> <p><i>The School Board approved the proposal for an additional math credit for graduation to be implemented in 2012.</i></p>	<p>C. Focus on revising Algebra IA and IB to align with <i>CPM: Algebra Connections</i>. Plan for implementation in fall 2011.</p>
<p>D. The professional development half days will be dedicated to assessment literacy, specifically articulating proficiency statements and developing common assessments.</p> <p><i>Teachers identified and addressed assessment needs (i.e. proficiency statements, common assessments) specific to their content areas.</i></p>	<p>D. An assessment literacy team will develop an action plan for the high school, including timelines for the completion of proficiency statements and common assessments.</p>
<p>E. Develop curriculum for students with disabilities.</p> <ol style="list-style-type: none"> <li>1. Integrated Math II</li> <li>2. Explore curriculum for Proficiency Programs using <i>Academy of Math</i> or <i>Voyager Math</i>.</li> </ol> <p><i>Curriculum was developed and refined for Integrated Math II. The Math Committee reviewed several curriculums with progress monitoring tools as a component and selected Transmath through Voyager.</i></p>	<p>E. Develop curriculum for students with disabilities.</p> <ol style="list-style-type: none"> <li>1. Implement <i>Transmath</i> curriculum and progress monitoring.</li> <li>2. Monitor the implementation of Odysseyware for self-contained programs.</li> <li>3. Develop a geometry component in the special education course sequence in order to meet the new graduation requirements.</li> <li>4. Refine the scope and sequence for math to include a 6-12 focus.</li> </ol>

**Professional Development Plan  
K-12 Mathematics  
2010-2011**

**GOAL #2: IMPROVE MATHEMATICS ACHIEVEMENT FOR ALL STUDENTS.**

9/17/2010

<b>Outcome</b>	<b>Activity</b>	<b>Audience</b>	<b>Date</b>	<b>Time</b>
Teachers provide differentiated math instruction so all students meet high standards.	Collaborative sessions to learn how to use <i>Everyday Math Exemplars</i> to differentiate instruction	K-5 Gifted & Talented teachers	Once each quarter	12 hours
Teachers use data to plan and implement math instruction.	Grade level, site-based sessions focused on the analysis of end-of-year and mid-year assessments to plan instruction	K-5 teachers	Once each semester	4 hours
Teachers understand and implement the district's math curriculum to ensure all students meet high standards.	Ongoing induction workshops	K-5 new teachers	Once each quarter	14 hours
Teachers learn strategies to meet the needs of struggling learners to ensure all students become proficient.	SRA Corrective Math: Supplemental Math workshop	K-8 Special Education teachers	Biannually	8 hours
Teachers understand and implement the district's math curriculum to ensure all students meet high standards.	Ongoing professional development and coaching in <i>Connected Math Project 2</i>	6-8 Math teachers, Special Education teachers, and Title I teachers	August-April	60 hours
Teachers understand and implement the district's math curriculum to ensure all students meet high standards.	Ongoing professional development and coaching in <i>College Preparatory Mathematics: Algebra Connections</i>	8-9 Math teachers and Special Education teachers	August-April	60 hours
Teachers learn strategies to meet the needs of struggling learners to ensure all students become proficient.	Transmath workshop	8-12 Special Education teachers	Once each semester	16 hours
Teachers learn strategies to meet the needs of struggling learners to ensure all students meet high standards.	Response to Intervention conference	K-12 staff	Once each semester	24 hours