

**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>Kindergarten – Grade 5</b>	
<b>ACTIONS TAKEN 2009-2010</b>	<b>ACTIONS PLANNED 2010-2011</b>
<p>A. K-5 Math Curriculum Leadership Council (CLC) will meet quarterly to:</p> <ol style="list-style-type: none"> <li>1. Analyze end-of-year assessment data to determine strengths and weaknesses in instructional practices.</li> <li>2. Explore ways technology can be utilized to support teaching and learning.</li> <li>3. Identify ways to monitor student progress.</li> </ol> <p><i>CLC leaders supported teachers during their second year of implementation. They continued to learn about the assessment system with Everyday Math (EM), explored ways to progress monitor, and began discussions about how Infinite Campus can be used to track student progress. The end-of-year assessment data entered in Infinite Campus was used to guide instruction in summer school.</i></p>	<p>A. Continue to work with the CLC+ to improve core curriculum and increase math achievement as indicated on the Everyday Math (EM) end-of-year assessment, WKCE, and MAP.</p> <ol style="list-style-type: none"> <li>1. Implement the core curriculum with fidelity.</li> <li>2. Analyze EM end-of-year assessment data to determine strengths and weaknesses in instructional practices.</li> <li>3. Analyze alignment between EM, WKCE, and MAP assessments.</li> <li>4. Align proficiency statements with EM, WKCE, MAP, and the Wisconsin Core Standards.</li> </ol>
<p>B. Provide ongoing professional development for teachers, principals and support staff that focuses on:</p> <ol style="list-style-type: none"> <li>1. Building a deeper understanding of the mathematic concepts within EM.</li> <li>2. Using the assessment system within EM to guide instruction.</li> <li>3. Learning ways to differentiate instruction within the curriculum to meet the needs of all students.</li> <li>4. Pacing instruction within the program.</li> </ol> <p><i>Two of the K-2 Professional Development Thursdays were utilized during the course of the school year to address the issues listed above, while the grade 3-5 teachers participated in site-based grade level sessions.</i></p>	<p>B. Provide ongoing professional development for teachers, principals and support staff that focuses on:</p> <ol style="list-style-type: none"> <li>1. Using the assessment system within EM to guide instruction.</li> <li>2. Implementing the EM exemplars to provide differentiation for highly able learners.</li> <li>3. Providing interventions within the classroom.</li> </ol>

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<b>ACTIONS TAKEN 2009-2010</b>	<b>ACTIONS PLANNED 2010-2011</b>
<p>C. Develop effective assessment and reporting practices that:</p> <ol style="list-style-type: none"> <li>1. Align EM goal statements with the Infinite Campus student information system.</li> <li>2. Utilize the assessment within EM, including Open Response Assessments.</li> <li>3. Establish consistent reporting procedures.</li> <li>4. Monitor student progress.</li> </ol> <p><i>During professional development, teachers began to learn how to implement the Open Response Assessments. CLC members utilized the assessment management system within EM to track student progress. The information gathered from this process will be used to help develop online progress monitoring tools.</i></p>	<p>C. Develop effective assessment and reporting practices with Infinite Campus that:</p> <ol style="list-style-type: none"> <li>1. Establish consistent reporting procedures.</li> <li>2. Monitor student progress.</li> <li>3. Enhance access to data for teachers who are providing interventions throughout the school year and in summer school.</li> </ol>
<p>D. Continue to utilize communication within EM and provide Parent Nights to ensure that parents and families understand and participate in the mathematics learning experiences of the students.</p> <p><i>Some buildings continue to have Parent Nights, while others incorporate information on EM into their Open House. In addition, many teachers send home parent letters on an ongoing basis.</i></p>	<p>D. Continue to utilize communication within EM and provide Parent Nights to ensure that parents and families understand and participate in the mathematics learning experiences of the students.</p>

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<p>E. Provide curriculum and supplementary materials for incremental math instruction beyond regular education math series.</p> <ol style="list-style-type: none"> <li>1. Stay aligned to EM with differentiation as a primary intervention.</li> <li>2. Continue staff development and additional planning/curriculum time for implementation of EM to address issues of modifications for students with disabilities in inclusive settings.</li> <li>3. Implement booster math sessions for struggling students at each school before pulling them for separate instruction.</li> </ol> <p><i>Teachers participated in staff development for EM and attended additional sessions related to differentiation.</i></p>	<p>E. Provide curriculum and supplementary materials for incremental math instruction beyond regular education math series.</p> <ol style="list-style-type: none"> <li>1. Support teacher interventions within EM with differentiation as primary intervention.</li> <li>2. Screen students for remedial intervention/tutoring at K-2 level.</li> <li>3. Continue booster math sessions for struggling students in addition to EM before considering replacement curriculum.</li> <li>4. Review data for speech/language only students in math.</li> <li>5. Support students with low incidence disabilities through facilitated discussions with staff.</li> </ol>
<p>F. Monitor student progress.</p> <ol style="list-style-type: none"> <li>1. Use a standards based checklist to indicate progress for individual students.</li> <li>2. Use curriculum based measures for assessment.</li> </ol> <p><i>The staff continues to use curriculum based measures and to search for a better ongoing progress monitoring tool. The standards based checklist was inadequate across levels.</i></p>	<p>F. Monitor student progress.</p> <ol style="list-style-type: none"> <li>1. Use curriculum based measures for assessment.</li> <li>2. Explore use of AIMSWEB as a progress monitoring tool for math.</li> </ol>

Professional Development Plan  
K-12 Mathematics  
2010-2011

GOAL #2: IMPROVE MATHEMATICS ACHIEVEMENT FOR ALL STUDENTS.

9/17/2010

Outcome	Activity	Audience	Date	Time
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