

Elementary School Name: Kellom Elementary Mathematics

District Intended Summative Outcome:

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments Math will increase compared to the previous year. *Spring 2019 rate 24.4%; Goal rate for Spring 2020 32%*

School Math Goals:

1. NSCAS Summative Goal

For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 9%. *Spring 2019 rate 14.7%; Goal rate for Spring 2020 23.3%*

2. 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 8%. *Spring 2019 rate 24.4%; Goal rate for Spring 2020 32%*
- b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 7%. *Spring 2019 rate 33.8%; Goal rate for Spring 2020 40.5%*

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

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

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

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle	<ul style="list-style-type: none"> a. Students engage in high-quality tasks b. Teacher self-assessment c. High-quality tasks in lesson plans d. Inquiry Based problem solving 	<ul style="list-style-type: none"> a. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons b. Teacher self-assessments show implementation in at least 75-90% of lessons c. 90% of lesson plans checked and observed show evidence of high-quality task implementation d. Gather evidence and make instructional decisions based on the evidence. 	<ul style="list-style-type: none"> a. September, October, February March, and April coaching visits b. October and March grade level meetings c. October and March lesson plan checks and coaching visits 	Quarter 1: a. b. c. Quarter 2: a. b. c. Quarter 3: a. b. c. Quarter 4: a. b.

		e. Check list of skills to track student's progress.		c.
2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations	<ul style="list-style-type: none"> a. Students engage in discourse b. Implementation of math discourse c. Discourse opportunities evident in lesson plans d. Teacher self-assessment 	<ul style="list-style-type: none"> a. Student artifacts show evidence of discourse in at least 75% of lessons b. 75% of lessons observed show evidence of mathematical discourse c. Lesson plans show evidence of mathematical discourse in at least 75% of lessons d. Teacher self-assessment 	<ul style="list-style-type: none"> a. October and March coaching visits b. October and March grade level or faculty meetings c. October lesson plan checks 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a. b. c. d. Quarter 2: <ul style="list-style-type: none"> a. b. c. d. Quarter 3: <ul style="list-style-type: none"> a. b. c. d. Quarter 4: <ul style="list-style-type: none"> a. b. c. d.
3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process	<ul style="list-style-type: none"> a. Students progress toward standards on district common assessments b. MAP data shows growth in number of students meeting growth goals and scoring "at" or "above" the grade level norm c. Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed 	<ul style="list-style-type: none"> a. 80% of students score basic, proficient, or advanced b. 5% increase in number meeting growth goals and grade level norms from each test administration c. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data 	<ul style="list-style-type: none"> a. As determined by A+ Curriculum Guides for each grade level b. Fall, Winter, and Spring MAP assessments c. 1x per month or as determined by timing of assessments 	<ul style="list-style-type: none"> Quarter 1: <ul style="list-style-type: none"> a. b. c. Quarter 2: <ul style="list-style-type: none"> a. b. c. Quarter 3: <ul style="list-style-type: none"> a. b. c. Quarter 4: <ul style="list-style-type: none"> a. b. c.
<p>Monitor and Adjust –</p> <p>Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]</p> <ol style="list-style-type: none"> 1. Review SIP goals, strategies and PD plan 2. Review progress monitoring measures and fidelity checks 3. Identify which progress monitoring measures were completed and achieved (provide evidence of success) 4. Identify which progress monitoring measures were not achieved (provide evidence of effort) 5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan 6. Conduct building walk identifying evidence of growth from previous quarter 7. 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 				