

# SSD Math Action Plan

Updated June 2013

Math Audit Recommendation	2011-2012	2012-2013	2013-2014	2014-2015
Curriculum Alignment	<ul style="list-style-type: none"> <li>• Development of K-12 alignment document</li> <li>• Development of grade level/course curriculum guides with 21<sup>st</sup> Century resources &amp; instructional materials</li> <li>• Adoption of Common Core (CC) Math standards K-12</li> </ul>	<ul style="list-style-type: none"> <li>• Align Curriculum Mapping work with EED testing calendar</li> <li>• Development of Maps identifying Alaska Grade Level Expectations (GLEs) used K-12</li> <li>• Used GLE Maps to identify holes, redundancy, trends K-12 (horizontal and vertical view)</li> <li>• School Board Worksessions to develop/discuss Math Audit plan and communicate w/Sitka</li> <li>• Examine the difference between GLEs, new AK Math standards, and CC Math standards</li> <li>• Draft of CC Curriculum Maps K-12 based on trimester/quarter</li> <li>• Horizontal and vertical alignment of Curriculum Maps</li> <li>• Ensure that each teacher in SSD has a copy of the existing Alaska GLEs, new Alaska Standards, and Math CC Standards</li> <li>• Ensure that each teacher who teaches Math has knowledge of and access to EED transitional tools specific to grade level that show differences between GLEs and CC Math standards</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a timeline for Common Core transition and implementation from GLEs</li> <li>• Development of a common vision for Math instruction (SSD and community of Sitka)</li> <li>• Examination of whether the CC Math standards match the current Math materials</li> <li>• Development of a Math instructional materials adoption process (e.g., criteria)</li> <li>• Development of a budget for CC Math implementation</li> <li>• Hold CC Math parent meetings at each school facilitated by Math PD teachers and admin</li> <li>• Development of CC Math Curriculum Map pacing guides</li> <li>• Implementation of district-wide online resource to host Curriculum Maps and instructional resources</li> <li>• Development of online Math resources and links for parents</li> <li>• Development of Implementation Toolkit for teachers in CC Math</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that CC Math instructional materials and supplemental resources are available K-12</li> <li>• Continue to populate district-wide online resource with CC Math instructional resources</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Survey analysis of current assessments</li> <li>• Prioritized common assessments aligned with standards that are included on report cards</li> <li>• Examined teacher access and use of data to inform Math instruction</li> <li>• Use of online collaboration tool</li> </ul>	<ul style="list-style-type: none"> <li>• Math PD Committee members trained in using DIASA data</li> <li>• Use 2012-13 SBA/HSGQE data to inform curriculum and instructional decisions for the 2013-14 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation on Math RTI</li> <li>• Development of K-12 formative assessment plan (e.g., MAPS, Smarter Balanced) that match CC Math Curriculum Maps</li> <li>• Begin development of new report card aligned with CC standards</li> </ul>	<ul style="list-style-type: none"> <li>• Continued implementation of Math RTI</li> <li>• Development of scoring guides/rubrics to accompany prioritized common assessments</li> <li>• Finish new report card aligned with CC standards</li> <li>• Implementation of K-12 formative assessment plan</li> </ul>

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Professional Development	<ul style="list-style-type: none"> <li>• Knowledge of new Alaska/CC Math standards with all teachers who teach Math in SSD</li> <li>• Development of vertical and horizontal alignment of current prioritized standards</li> <li>• Begin Math Professional Development (PD) Initiative with one teacher at every elementary grade level and all secondary teachers who teach Math</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Math PD Initiative</li> <li>• Offer Engaged Learning Conference sessions</li> <li>• Grade band/team collaboration</li> <li>• PD to deepen teacher conceptual understandings of concept progressions</li> <li>• Use PD Fridays as needed</li> <li>• PD to understand and apply Standards for Mathematical Practice (SMP) “the how”</li> <li>• PD to understand and apply Standards for Mathematical Content “the what”</li> <li>• Development of Communication Plan (school/grade level)</li> <li>• Exploration of EED resources for new Alaska/CC Math standards</li> <li>• PD to understand the shift between current GLEs and CC Math Standards and SMP</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Math PD Initiative</li> <li>• Continue to offer Engaged Learning Conference sessions</li> <li>• Continue to foster Grade band/team collaboration</li> <li>• Continue to use PD Fridays as needed for PD and collaboration</li> <li>• Identification of video resource to have efficient access to PD</li> <li>• Development of model lessons/peer observations to deepen/improve efficacy of instructional practice</li> <li>• Ensure that all teachers of Math understand and practice SMP</li> <li>• Ensure that all new teachers who teach Math participate in PD activities regarding CC Math and Curriculum Maps</li> <li>• Integration of SMP into lessons and classroom activities</li> <li>• Explore integration of SMP and Math Content Standards as applied to lesson planning</li> <li>• Increase awareness of the shift from GLEs to CC Math standards regarding effect on classroom activities and lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer Engaged Learning Conference sessions</li> <li>• Continue to foster Grade band/team collaboration</li> <li>• Continue to use PD Fridays as needed for PD and collaboration</li> <li>• Use of video resource to have more efficient access to PD</li> <li>• Engage teachers in systemic PD around any new CC Math instructional materials and supplemental resources</li> </ul>
Gaps		<ul style="list-style-type: none"> <li>• Restructure of Blatchley schedule to offer Math daily</li> <li>• Examination of data regarding low income students during School Board Worksession</li> <li>• Analysis of Kindergarten (K) Developmental Learning Profile to better meet K student needs</li> <li>• Use of supplemental resources: <ul style="list-style-type: none"> <li>○ Waterford (K-1)</li> <li>○ Math Whizz (2-5)</li> <li>○ Carnegie Math (6-8)</li> <li>○ ALEKS (9-12)</li> </ul> </li> <li>• Analysis of reasons for the existence of different gaps</li> <li>• SSD Strategic Plan focus area</li> </ul>	<ul style="list-style-type: none"> <li>• Increase options/opportunity for students including those that directly address absences</li> <li>• Explore district graduation requirement for math</li> <li>• Explore SHS schedule changes</li> <li>• Communication of the relevance of course options to families</li> <li>• Use Math Audit data as baseline to begin addressing achievement gaps among groups</li> <li>• Development of procedures to use Response to Instruction (RTI) data K-12</li> <li>• Continued use of supplemental resources</li> <li>• SSD Strategic Plan focus area</li> </ul>	<ul style="list-style-type: none"> <li>• Continue implementation of RTI K-12 and use of data to provide differentiated instruction targeted at remediation</li> <li>• Continue use of supplemental resources</li> </ul>