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| **Area Addressed: MAP NUMERACY Student Growth** | | | | | |
| **Goal** | 67.7% of all students (grades 1-4) will meet their MAP growth target (increase of 2%)  69.9% of all SWD students will meet their MAP growth target (increase of 2%) | | | | |
| **ACTION STEPS** | | | **IMPLEMENTATION PLAN** | | |
| Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.* | | | For each of the Action Steps you list, give proposed timeline, person(s) responsible, and projected cost(s)/required resources. | | |
| Timeline | Person(s) Responsible | Projected Cost(s) & Resource(s) |
| Action Step 1.1 | | K-4 Fact Fluency Games/Technology 3x per week using Cards & Dice to support all learners as well as Math Facts Technology through Imagine Math | Starting in Sept. | Coach,Teachers | 3-4 decks of cards per class (approx $140) |
| Action Step 1.2 | | Consistent implementation of Number Sense Routines | 3x per week at BOY and daily by Quarter 2 | Teachers | 0 |
| Action Step 1.3 | | Ensuring that tasks are accessible to ELL students by using familiar contexts or contexts of interest, videos, pictures, and vocabulary front loading. Also, unpacking the task thoroughly in the Launch Phase to ensure access to mathematics for all. | Weekly check in at grade level planning | Teachers | 0 |
| Action Step 1.4 | | Focus on Standard of Mathematical Practice # 3 “Construct Viable Arguments (or explanations) and critique the reasoning others.” | Feedback to teachers during walkthroughs | Coach, Teachers | 0 |
| Action Step 1.5 | | 1x/mo each grade level will look at formal or informal data (check points, student work samples, MAP) to discuss strengths & identify unfinished learning in order to determine next steps. | 1 x per month | Coach, Teachers, Admin | 0 |
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