

ACTION PLAN 2011-12 School Board Approved 10/19/11

Name of School: Cambridge Elementary

Reporting cluster or focus area: Mathematics

Needs Identified by Assessment Data	Targets for Increased Student Performance	Action Steps	Completion Date
<p><u>Needs Statement or Hypothesis</u> Based on the analysis of our data and mathematics programs, we need to provide instruction and adequate opportunities to support the following beliefs:</p> <ul style="list-style-type: none"> • Mathematical literacy is essential to becoming an informed and competent citizen. • All students can (and should) become mathematically literate, not just those students who have traditionally performed well in mathematics classes. • Literacy involves understanding mathematical principles (such as change, function, and quantitative relationships), developing mathematical ways of thinking, and developing fluency with number, geometry, and data. • Students develop this literacy by actively doing mathematics- using their skills and knowledge to solve problems and investigate mathematical ideas. • Instruction and adequate opportunities to learn which support higher knowledge, understanding, and skills expected by the following Fields of Knowledge and Vital Results standards: 2.5 Students produce solutions to mathematical problems requiring decisions about approach and presentation, so that final drafts are appropriate. 7.7 Students use geometric and measurement concepts. 7.8 Students use function and algebra concepts. 7.9 Students use statistics and probability concepts. 7.10 Students use concrete, formal, and informal strategies to solve mathematical problems, apply the process of mathematical modeling, and extend and generalize mathematical concepts. Students apply mathematics as they solve scientific and technological problems or work with technological systems. • Professional development for staff is essential. The focus being incorporating the Common Core Expectations and LNSU non-negotiable benchmark skills with daily instruction and assessment. <p><u>2010 New England Common Assessment- Grade 3 through 6</u> Third Grade— 78 % proficient or proficient with distinction Fourth Grade— 45 % proficient or proficient with distinction Fifth Grade— 66 % proficient or proficient with distinction Sixth Grade— 68 % proficient or proficient with distinction Seventh Grade— 54 % proficient or proficient with distinction</p> <p><u>2009 New England Common Assessment- Grade 3 through 6</u> Third Grade— 57% proficient or proficient with distinction Fourth Grade— 65 % proficient or proficient with distinction Fifth Grade— 63 % proficient or proficient with distinction Sixth Grade—74 % proficient or proficient with distinction</p>	<p>NECAP Grades 3-6</p> <ul style="list-style-type: none"> • <u>Grade 3</u>: 80% proficient or proficient with distinction • <u>Grade 4</u>: 85% proficient or proficient with distinction • <u>Grade 5</u>: 80% proficient or proficient with distinction • <u>Grade 6</u>: 80% proficient or proficient with distinction 	<ol style="list-style-type: none"> 1. Students will complete the problem solving task chosen for their grade level. This one piece will be scored and placed in each child's math portfolio. 2. Administer K-6 Aims Web Benchmarks Probes at 3 designated times through the year. 3. Use a diagnostic assessment on all first graders who have been identified through Aims Web benchmarks. (PNOA) 4. Support the needs of students in grades K-6 who require tier two interventions. 5. Distribute grade level math expectations to parents. 6. Purchase and utilize math picture books to increase interdisciplinary learning opportunities. 	<p>Ongoing 2011-2012</p> <p>Ongoing 2011-2012</p> <p>Fall 2011</p> <p>Ongoing 2011-2012</p> <p>Ongoing 2011-2012</p> <p>Ongoing 2011- 2012</p>

<p><u>2008 New England Common Assessment- Grade 3 through 6</u> Third Grade—59% proficient or proficient with distinction Fourth Grade—69% proficient or proficient with distinction Fifth Grade—85 % proficient or proficient with distinction Sixth Grade—73% proficient or proficient with distinction</p> <p><u>2007 New England Common Assessment- Grade 3 through 6</u> Third Grade—64% proficient or proficient with distinction Fourth Grade—63% proficient or proficient with distinction Fifth Grade—62% proficient or proficient with distinction Sixth Grade—37% proficient or proficient with distinction</p> <p><u>2006 New England Common Assessment – Grades 3 through 6</u> Third Grade– 69% proficient or proficient with distinction Fourth Grade – 54 % proficient or proficient with distinction Fifth Grade – 77% proficient or proficient with distinction Sixth Grade – 77% proficient or proficient with distinction</p> <p><u>2005 New England Common Assessment – Grades 3 through 6</u> Third Grade– 52 % proficient or proficient with distinction Fourth Grade – 67 % proficient or proficient with distinction Fifth Grade – 72 % proficient or proficient with distinction Sixth Grade – 37 % proficient or proficient with distinction</p>		<p>7. Continue to integrate new Bridges materials with the current Bridges program.</p> <p>8. Teachers will be given one meeting time per benchmark period to score and enter data into Aims Web.</p> <p>9. Begin integrating LNSU non-negotiable benchmark skills with Bridges program.</p> <p>10. All K-6 teachers will participate in a “math lesson study” with Jeanne Sequirra.</p> <p>11. District Math Committee members, Pat Rogers and Noreen Jessiman, will serve as liaisons between the work of the math committee and the SU, school and staff.</p> <p>12. Classroom teachers will meet monthly with tier two intervention, special educators, and gifted and talented teachers to jointly plan instruction for students requiring math intervention or acceleration.</p>	<p>Ongoing 2011- 2012</p> <p>September 2011 January 2012 May 2012</p> <p>Ongoing 2011-2012</p> <p>June 2011</p> <p>On-going 2011-2012</p> <p>Monthly 2011-2012</p>
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