

Objectives	Action	Person(s) Responsible	Timeline
<b>Instructional Materials</b>			
<p>1.1 Adopt a content rich curriculum aligned to Math Performance Expectations with materials common to each grade level.</p> <p>1.2 Adopt supplemental materials and manipulatives that fill in the gaps in the core curriculum to cover 100% of the PEs.</p>	<p>Elementary teachers, on a voluntary basis, will pilot math curriculum recommended by Curriculum council. Create curriculum maps outlining PEs, monthly concepts/skills, assessments, resources.</p> <p>Curriculum council will evaluate the supplemental materials recommended by OSPI to be able to fill in the gaps in the core curriculum. All teachers will use the same supplemental materials.</p>	<p>Pilot teachers</p> <p>Teachers, Curric. Dept.</p> <p>Curriculum Council</p>	<p>Jan-Jun 2009</p> <p>June 2009</p>
<p>1.3 Adopt district-wide intervention materials and manipulatives (both remedial and enrichment) that support the core curriculum and meet the instructional needs of students. [Title, LAP, ELL, SPED, Cougar Academy, enrichment, BOOST]</p>	<p>Special populations teachers will pilot intervention materials.</p>	<p>Special populations teachers Joyce</p>	
<b>Materials Support</b>			
<p>2.1 Inventory existing district purchased manipulatives and support materials to facilitate equitable distribution.</p>	<p>Each building develops a plan to inventory and distribute materials.</p>	<p>Principal and grade level reps</p>	<p>4/1/09</p>
<p>2.2 Purchase required manipulatives and support materials for newly adopted math program.</p>	<p>Upon approval of recommended math program, curriculum department purchases ALL required materials to support program.</p>	<p>Cathy</p>	<p>7/1/09</p>
<p>2.3 Each building inventories newly adopted materials (bar code scanner) upon receipt.</p> <p>2.4 Each building inventories materials and at end of year to determine replenishment needs.</p>	<p>Develop plan to inventory, unpack and distribute all materials at each building.</p> <p>Develop a plan to complete yearly inventory at each building</p>	<p>Curriculum Dept.</p> <p>Principal and grade level reps</p>	<p>6/1/2009</p> <p>4/2010</p>

<b>Technology</b>			
3.1 Integrate technology into math content area	Gather/distribute resources appropriate to each grade level;	Curriculum, teachers, principals, Dennis, Megan et al.	9/1/2009 and ongoing
3.2 Apply technology to demonstrate math concepts in a contextual problem solving manner.	Mine resources (LWSD teachers, Web, other) to develop Lesson Banks, support resources, etc.;	Tech specialists, curriculum dept., teachers, principals, students, parents et.al	Ongoing
3.3 Demonstrate knowledge of math concepts through technological applications	Identifying student tech competencies aligned with math PEs.	Teachers, tech specialists, curriculum dept.	2009 and ongoing
<b>Literacy</b>			
4.1 Adhere to a common math language/vocabulary at each grade level and across the district.	Articulate performance expectations and appropriate math terminology (e.g., OSPI glossary terms) during instruction to introduce and reinforce math concepts.	Principals, teachers, observers	Ongoing
4.2 Create a classroom culture emphasizing thinking, speaking, and writing in mathematics.	Engage students in literacy activities (e.g., journals, word walls, discussions, digital storytelling) during daily math instruction.	Teachers, students, principals, et. Al	Ongoing
<b>Administration &amp; Community Support</b>			
5.1 Provide non-threatening atmosphere to encourage community participation.	Embed curriculum focused activities during family participation nights; Provide training for parents to act as active teachers/learners; Provide parent classes in curriculum taught to students.	Principals, teachers, Curr. Dept.	Ongoing
5.2 Provide time for focused and intentional collaboration within and across grade levels.	Examine existing schedules and structures to determine effective means to collaborate.	District, LEA	2009
5.3 Maintain planning and collaboration opportunities.	Continue planning and collaboration opportunities (particularly the PCW) that include reps from all grades and schools .	District, Curriculum Dept.	

<b>Assessment</b>			
6.1 Provide formative, interim, and summative assessment materials and strategies to guide, modify, and evaluate instruction.	Use assessment materials and strategies provided by newly adopted math program; deliver MAP twice a year; bank formative assessment strategies for teacher use	Teachers, Curr. Dept.	Ongoing
6.2 Involve students in the assessment of their own learning progress.	Provide clear expectations, purposeful guidance to reach learning goals, and meaningful feedback linked to performance expectations.	Teachers	Ongoing
6.3 Engage students in the evaluation of their own work product.	Provide opportunity for students to correct their own work, evaluate strengths and weaknesses, and articulate next steps.	Teachers	Ongoing
<b>Professional Development</b>			
7.1 Provide professional development for teachers and EAs for newly adopted materials (include assessment and technology components) prior to start of school year (2009-2010). Provide collaborative time for grade level groups to agree on sequence of instruction.	Schedule training for week before teacher start day. Request permission to videotape.	Curr. Dept.	Pre-schedule in March. Deadline July 1 2009
7.1a Followup professional development for new math materials. Lesson Labs; lesson study.	Schedule training after January 1. Six days/(2) 1/2 day session for each grade level.	Curr. Dept. Megan	Sept. 2009 November 2008
7.2 Provide parent interactive information/"experience the materials" night for newly adopted math program, PEs.	Schedule information night.	Principals, teachers	Apr-2009
7.3 Provide "Mining the PEs" professional development sessions.	Schedule 4-2.5 hour sessions [alternating Thurs. afternoons] (a primary session and an intermediate session) Starting January or February?	Cathy	Nov. 2008
7.4 Accurate accounting of math program as it is taught.	Complete diary mapping (provide for collaborative commenting (Web 2.0), including month, unit taught, supplemental materials used, assessments, resources, and comments for the school year. (Electronic template provided)	Teachers, principals, curr. Dept.	2009-2010
7.5 Dedicated collaboration time.	Explore possibilities to provided dedicated collaboration time.	Collaboration Task Force	2009-2010?
7.6 Meagan as math coach	Explore possibilities for next year.	Cathy	Nov. 2008
7.7 Ensure training includes technology-driven components of the newly adopted materials as well as other sources to integrate content in all curriculum.	Schedule training as needed	Cathy	Ongoing
7.8 Continuing to increase teacher skill in using MAP Data.	Explore extended training in MAP as directed by teacher needs.	Cathy	Spring 2009
7.9 Continuing to increase teacher knowledge in managing differentiated instruction.	Using math coach to assist with reality of management; using collaboration time to plan strategies;	Teachers	2010