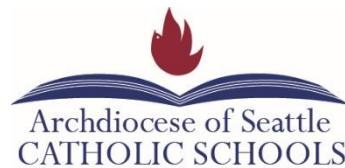


School Name:

School Year:

PLANNING GUIDE FOR MATHEMATICS TOOL-KIT

DIRECTIONS: *Using this Planning Guide and the resources provided in the **Mathematics Tool-Kit**, design, implement and document a yearly in-depth study with your staff. You will notice that all discussion questions directly align to those in the WCEA In-Depth protocol. For each section, identify your school level in relationship to implementing the Math CCSS (beginning to implement, implementing or fully aligned,) and consider the actions and associated resources below the appropriate column as guidelines. Space is provided for notes and records in each section. (This form can be used as evidence in your Accreditation In-Depth Study.)*



Month	<p>STANDARDS</p> <p>Discussion Questions:</p> <p>Task 1: Analyzing curriculum assessment data that leads to high achievement by all students</p> <ul style="list-style-type: none"> What national, norm-referenced, criteria-referenced, and/or standards based assessment data is being collected? What are some examples of assessments? <p>Task 2: Using curriculum standards – high achievement by all students toward clearly defined SLEs and curriculum standards</p> <ul style="list-style-type: none"> How are curriculum standards being used as a foundation for instruction? What process is being used by the school to ensure comprehensiveness of the curriculum, i.e., that all important standards are being covered without unnecessary repetition? 		
	Beginning to Implement CCSS	Implementing CCSS	Fully Aligned with CCSS
	<ul style="list-style-type: none"> Provide overview of the CCSS math standards and math practice standards. Resource: 21,22,23 Visual Overview of the Standards – appreciation for the scope of the CCSS and the importance of each grade level. Resource: 37, 38 Create math curriculum map. Resources: 29, 30, 32 Review learning targets. Resource: 28 Identify types and purposes of formative and summative assessment types. Resources: 39, 40 	<ul style="list-style-type: none"> Review math curriculum maps at each grade level. Resource: 33 Identify gaps between the grade levels in the curriculum maps. Resource: 35 Consider adding assessments, or options to current assessments. Resources: 1,2,3,4 Create Unit Plan. Resources: 32, 35 Visual Overview of the Standards – appreciation for the scope of the CCSS. Resource: 37,38 	<ul style="list-style-type: none"> Review curriculum map at each grade level. Resource: 29, 30, 31, 32 Identify formative and summative assessment types. Consider adding assessments, or options to current assessments. Resources: 39,40 1,2,3,4 PLC groups develop formative assessments. Consider new strategies and student tasks. Resources: 36 Review of Unit Plans. Resources: 28,29,30, 11, 34 Visual Overview of the Standards – appreciation for the scope of the CCSS. Resource: 37, 38 Review of student placement data: 17
NOTES AND RECORDS			

Month	<p>CREATE A CULTURE OF DATA USE</p> <p>Discussion Questions:</p> <p>Task 1: Analyzing curriculum assessment data that leads to high achievement by all students</p> <ul style="list-style-type: none"> • How is the data disaggregated and analyzed? • What trends exist in the data over the past 3-5 years? What are the possible causes? <p>Task 2: Using Curriculum Standards – High achievement by all students toward clearly defined SLEs and curriculum standards</p> <ul style="list-style-type: none"> • How are curriculum standards being used as a foundation for instruction? • What process is being used by the school to ensure comprehensiveness of the curriculum, i.e., that all important standards are being covered without unnecessary repetition? 		
	Beginning to Implement CCSS	Implementing CCSS	Fully Aligned w/ CCSS
	<ul style="list-style-type: none"> • Form a data team. Begin to collect all relevant data. Resource: 5,6 • Reflect on the data. Resource: 7 • Review types of data-driven curricular decisions that can be made. Resource: 10 • Set goals based on the data. Resource: 13,14 	<ul style="list-style-type: none"> • Data team collects relevant data and organizes staff review, reflection and initial analysis. Resource: 5,6 • Set goals based on the data. Resource: 10,13,14 • Create a culture of data use with students. Resources: 8,9 	<ul style="list-style-type: none"> • Data team continues to collect relevant data, organize for staff review, reflection and analysis. Resources: 5.6, 7 • Set goals based on the data. Resource: Resource 13,14 • Create a culture of data use with students. Resources: 8, 9
NOTES AND RECORDS			

Month	<p>DATA-INFORMED DECISIONS Discussion Questions: Task 1: Analyzing curriculum assessment data that leads to high achievement by all students</p> <ul style="list-style-type: none"> • What curricular decisions have been made from the assessment data? • What process is in place to assess changes in assessment data caused by curricular changes? • What staff development activities, driven by assessment, are planned to enhance student learning? <p>Task 2: Using curriculum standards – high achievement by all students toward clearly defined SLEs and curriculum standards</p> <ul style="list-style-type: none"> • How does the school define and measure acceptable progress for all students in achieving curriculum standards? What is being done/can be done to help all disaggregate groups of students make acceptable progress? <p>Task 3: Instructional Methodology to Support High Achievement of All Students</p> <ul style="list-style-type: none"> • How does the teaching staff use a variety of instructional techniques to meet the needs of all learners? • How effective is the school’s supervision and evaluation procedures in order to promote professional growth of staff? 		
	Beginning to Implement CCSS	Implementing CCSS	Fully Aligned w/ CCSS
	<ul style="list-style-type: none"> • As a staff or in PLC groups, read and discuss the article, Data-Based Decisions. Resource: 12, 14, 18 • Identify textbook criteria that is met and missing in the current text. Consider this criteria as the test data is reviewed in October. Resource: 18, 19, 20 • Review of the math classroom look-fors. Resource: 45,46,47 	<ul style="list-style-type: none"> • As a staff or in PLC groups, read and discuss the article, Data-Based Decisions. Resource: 12, 14, 18 • Identify textbook criteria that is met and missing in the current text. Consider this criteria as the test data is reviewed in October. Resource: 18,19,20 • Review of the math classroom look-fors. Resource: 45 46,47 	<ul style="list-style-type: none"> • As a staff or in PLC groups, read and discuss the article, Data-Based Decisions. Resource: 12, 14, 18 • Identify textbook criteria that is met and missing in the current text. Consider this criteria as the test data is reviewed in October. Resource: 18,19,20 • Review of the math classroom look-fors. Resource: 45,46,47
NOTES AND RECORDS			

Month	<p>DATA, DIFFERENTIATION, INSTRUCTIONAL METHODS</p> <p>Discussion Questions:</p> <p>Task 1: Analyzing curriculum assessment data that leads to high achievement by all students</p> <ul style="list-style-type: none"> • How is the data disaggregated and analyzed? • What trends exist in the data over the past 3 – 5 years? <p>Task 2: Using Curriculum Standards – High achievement by all students toward clearly defined SLEs and curriculum standards</p> <ul style="list-style-type: none"> • How are curriculum standards being used as a foundation for instruction? • What process is being used by the school to ensure comprehensiveness of the curriculum, i.e., that all important standards are being covered without unnecessary repetition? 		
	Beginning to Implement	Implementing	Advanced – Fully Aligned
	<ul style="list-style-type: none"> • Whole group determine the standards that need focused attention school-wide. Resource: 12 • Calendar teaching videos on the standards. Determine the intervention needed based on the data. Resource: 23,27 • Review of research-based instructional methods Resources: 41,42,43 • Continued development of formative assessments. Resources: 1,2 	<ul style="list-style-type: none"> • Data team and/or PLC groups determine the standards that need focused attention. Calendar teaching videos on the standards. Determine the intervention needed based on the data. Resource: 12 • Review of research-based instructional methods. Resources: 41,42,43 • Continued development of formative assessments. Resources: 1,2 	<ul style="list-style-type: none"> • Data team and/or PLC groups determine the standards that need focused attention. Calendar teaching videos on the standards. Determine the intervention needed based on the data. Resource: 21-25 • Review of research-based instructional methods Resources: 41,42,43,46,47 • Continued development of formative assessments. Resources: 1,2
NOTES AND RECORDS			

Month	<p>DATA AND MAPPING</p> <p>Discussion Questions:</p> <p>Task 2: Using Curriculum Standards – High achievement by all students toward clearly defined SLEs and curriculum standards</p> <ul style="list-style-type: none"> • What process is being used by the school to ensure comprehensiveness of the curriculum, i.e., that all important standards are being covered without unnecessary repetition? <p>Task 3: Instructional Methodology to Support High Achievement of All Students</p> <ul style="list-style-type: none"> • What has the staff done to increase their knowledge of current research about teaching and learning strategies? What new teaching techniques have been implemented in the school as a result of this research? 		
	Beginning to Implement	Implementing	Advanced – Fully Aligned
	<ul style="list-style-type: none"> • Focus effort on Curriculum Mapping. 29 • Continued development of formative assessments. Resources: 1,2 	<ul style="list-style-type: none"> • Focus effort on Curriculum Mapping. 29 • Continued development of formative assessments. Resources: 1,2 • Analyze curriculum maps and assessment data to determine impact. Resources: 31,32 	<ul style="list-style-type: none"> • Focus effort on Curriculum Mapping. 31,32 • Continued development of formative assessments. 1,2
NOTES AND RECORDS			

Month	INSTRUCTIONAL METHODOLOGY Discussion Questions: Task 1: Analyzing curriculum assessment data that leads to high achievement by all students <ul style="list-style-type: none"> • How is the data disaggregated and analyzed? • What trends exist in the data over the past 3 – 5 years? (If IOWA/ITBS see ISL Appendix B for gathering/analysis forms. If new MAP user, review current testing available.) Task 2: Using Curriculum Standards – High achievement by all students toward clearly defined SLEs and curriculum standards <ul style="list-style-type: none"> • How are curriculum standards being used as a foundation for instruction? • What process is being used by the school to ensure comprehensiveness of the curriculum, i.e., that all important standards are being covered without unnecessary repetition? 		
	Beginning to Implement	Implementing	Advanced – Fully Aligned
	Prior to purchasing texts, begin by reviewing the standards.	<ul style="list-style-type: none"> • Review textbook needs based on the alignment of CCSS curriculum maps. 16,17.18 	<ul style="list-style-type: none"> • Review textbook criteria as necessary for purchase of new textbook- based on the alignment of CCSS curriculum maps. 16,17.18
NOTES AND RECORDS			

