Black = Completed

Blue = Work being done only by math coordinators

Green = Future goal

Math K-12: Five Year Plan

Topic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Standards CCSS and Assessment	K-4 -Complete the roll out of the newly unpacked CCSS and process barriers to all K-4 teachers and staff.	K-4 -Identify and begin to develop key assessments and rubrics to go with power standards focusing on what meeting the standard looks like. -Continue to identify instructional strategies to best support standards. -Collaborate with teachers around what meeting the standard looks like.	K-4 -Provide professional development around power standards, assessment and assessment rubrics. -Begin to implement key assessments and rubrics and use to report progress toward grade level power standards.	K-4 -Continue to provide professional development around power standards, assessment and assessment rubrics. - Implement key assessments and rubrics and use to report progress toward grade level power standards.	
	5-12 -Complete unpacking and prepare roll out of the newly unpacked CCSS and process barriers for teachers and staff.	5-8 -Identify power standards. -Begin to develop key assessments and rubrics. Continue to identify instructional strategies to best support standards. -Collaborate with teachers around what meeting the standard looks like.	5-8 -Begin to implement key assessments and rubrics and use to report progress toward grade level power standards.	5-8 -Implement key assessments and rubrics and use to report progress toward grade level power standards.	
	9-12 -Complete unpacking and connections between competencies and standards, identifying process barriers with teachers and staff for Pre-calculus, Algebra 1 and Geometry.	9-12 -For Algebra 2, complete unpacking and connections between competencies and standards, identifying process barriers with teachers and staff. -Continue to identify instructional strategies to best support standards. -Focus on what meeting standard/competency looks like. -Develop key assessments and rubrics as needed (beginning stages).	9-12 -For all other mathematics courses, complete unpacking and connections between competencies and standards, identifying process barriers with teachers and staff. -Continue to identify instructional strategies to best support standards. -Focus on what meeting standard/competency looks like. -Develop key assessments and rubrics as needed.	9-12 -NEASC visit	

Standards **CCSS and Assessment (con't)**	**K – 12** **-Make decisions about district assessments – what to keep-what we need** **-Continue to link all current assessments to standards/competencies**	**K – 12** **-Make decisions about district assessments – what to keep-what we need** **-Continue to link all current assessments to standards/competencies**	**K – 12** **-Make decisions about district assessments – what to keep-what we need** **-Continue to link all current assessments to standards/competencies**		

Topic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Subject Area Vision and Mission to guide work moving forward	K – 12 -Create mission and vision statements for math and share with administration and all staff (see attached).	K – 12 - PD around mission and vision – What does this look like in your classroom? - PD around standards based instruction	K – 12 -PD around mission and vision – What does this look like in your classroom? -PD around standards based instruction	K – 12 -Use the mission and vision statement to encourage vertical K-12 collaboration.	
Analyze the impact/results of current curriculum.	K – 12 -Analyze student data and student work -Define what data is "the right data" to collect -Identify data that is redundant or missing	K – 12 -Find a meaningful-workable system for organizing data (tech committee?) -Use student work in addition to CCSS to begin to develop scoring rubrics.	K – 12 -Implement and report out data using the workable system. -Develop a model for consistently looking at student work.	K – 12 -Regularly analyze student work to gain insight to teaching/learning.	
	K – 12 -Familiarize staff and students with Smarter Balanced assessment, as well as with a first look at the cognitive demands (subject and technology) needed to perform.	K – 12 -Analyze Smarter Balanced results and develop a plan to address areas of need. -Administer SAT	K – 12 -Analyze Smarter Balanced and SAT results and develop a plan to address areas of need.		
	9-12 -Analyze strengths and weakness of mathematics curricula in preparation for 2017 NEASC visit	9-12 -Analyze strengths and weakness of mathematics curricula in preparation for 2018 NEASC visit.	9-12 -Analyze strengths and weakness of mathematics curricula in preparation for 2018 NEASC visit.	9-12 -NEASC visit	
	K-8 -Begin to identify and develop performance task assessment and scoring rubrics	K-8 -Begin to develop performance tasks and scoring rubrics.	K-8 -Continue to develop performance tasks and scoring rubrics. -Provide PD around performance tasks and scoring rubrics.	K – 8 -Full implementation of performance tasks and scoring rubrics.	
	9-12 -Continue work on identifying and building competency based assessments (to include mid-terms and finals) to include FEI lesson structures	9-12 -Continue work on competency based assessments.	9-12 -Refine competency based assessments.		

Topic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Analyze the impact/results of current curriculum (continued)	K-8 -Identify strengths of curriculum	K-12 -Build on strengths within curriculum and provide PD to ensure teacher understanding.			
	K-8 -Identify weaknesses of curriculum	K-12 -Communicate weaknesses and provide support materials. -Provide PD to build knowledge.			
	K – 8 -Continue work with intervention structure, materials and instructional strategies. -Identify intervention strengths and weaknesses as related to student growth, programs, staffing resources, etc. (see attached)	K – 8 -Continue to explore intervention constructs so that all students who need math intervention can receive it (scheduling, program monies, and staffing resources). -Continue to identify intervention strengths and weaknesses and plan accordingly.			
	K – 8 -Continue to develop a scope and sequence as connected to standards.				
	9-12 -Begin to develop common syllabi for all courses (to include grading weights). Begin to identify 21st Century skills in all math courses	9-12 -Continue to develop common syllabi, including identifying 21st Century skills in all math courses	9 – 12 -Complete common syllabi, including 21st Century skills in all math courses		

Topic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Recommend necessary revisions, modifications, and if necessary staffing changes.	K – 8 -Create curriculum maps including competencies standards, units, activities, materials, assessments etc. -Full implementation of MIF in grades K – 8.	K – 8 -Identify necessary curriculum resources for interventions. - Provide money place holders in budget for 2016-2017 purchases.	K – 8 -Identify necessary curriculum resources for possible purchases. -Provide money place holders in budget for 2017-2018 purchases		
Budget Needs	Budget Items: -Grade 4 MIF 2015 Teacher Editions and Resources to add in missing units and lessons -Algebra 2 textbooks and 24 – 30 hours (summer) to align CCSS and competencies with new pacing guides and new textbooks and new syllabi	Budget Items: -Grade 3 MIF 2015 Teacher Editions and Resources to add in missing units and lessons -Grade 5 MIF 2015 edition adds in missing lessons and additional chapters for enrichment K – 12 -Increase staffing for intervention -Course resources -PD monies set aside for ongoing staff training K – 8 -Think Central will need to be continued and/or updated 9-12 Smart Notebook Software	Budget Items: K – 12 -Increase staffing for intervention -PD monies for ongoing staff training -Intervention resources K-8 -Think Central will need to be continued and/or updated K – 4 -Monies to replace Everyday Counts Calendar programs (wear and tear) K -12 -Look to purchase program updates and fill in areas that are weak and/or missing	Budget Items: 9-12 -electronic textbook resources	
Design assessment tools	K – 12 -Performance Tasks – create/identify performance task and scoring rubric	K – 12 -Limited work with identifying key assessments and developing rubrics for power standards/competencies.	K – 12 -Continue work with identifying key assessments and developing rubrics for power standards/competencies.		
Report Card	K – 8 -Report Card Work -Identify K – 4 power standards for K-4 report card -Identify 5-8 power standards (competencies) and look at options	K – 8 -Limited report card work (power standards and assessment work done by math coordinators).	K – 12 -Provide PD around using report card. -Align assessment info and data to report cards.	K – 12 -Fully implement new standards based report card.	

	for reporting progress/growth				

Topic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Questions and Issues to Focus on	K – 12 -Identify issues and questions regarding student learning and standards (see attached)	K – 12 -Prioritize issues/questions and begin to address and identify possible solutions. -Create a focused and coherent PD plan for mathematics.	K – 12 -Continue to prioritize issues/questions and begin to address and identify possible solutions.		
Professional Development	K-12 -Roll out CCSS unpacked document including process barriers to all staff	K – 12 -Jo Boaler and Mindset course (money provided by SEED) - PD around Big Ideas within the CCSS and Mathematical Practices. - PD around using technology to best support student learning and achievement.	K – 12 -How to differentiate instruction (homework, etc) -Using math mission/vision statement, what do best practices look like -Standards based grading -Assessments and rubrics for power standards -How to differentiate instruction -How to ask good questions -Communicating about math (writing, speaking, modeling…)	K-12 -Continued, ongoing PD	
Presentations	K – 12 -Progress Report to CPC and School Board -Present Smarter Balanced assessment to school board? K – 4 -Begin to develop parent video series for numeracy and fact fluency K – 8 -Develop a plan to be sure parents have access to tutorial videos on Think Central.	K – 8 -Parent Series * Numeracy and Fact Development K - 5 * 6 – 8 Math Night * Bar Modeling -Put Parent Series videos up on District site			