

Wenatchee School District Action Plan

Focus Area: Mathematics

Goal 1: *Implement the revised state math standards and strengthen instruction at all grade levels through Professional Learning Commies.*

Strategy: **Train staff on revised math standards**

| Activities | Professional Development | Timeline | Resources | Person/Group Responsible | Evidence of Implementation | Evidence of Impact |
|--|---|---|--|--|--|--|
| Learn, align, and implement the revised math standards through collaborative teams of teachers | State (OSPI)/ Regional (MLA)/ District trainings on standards revision. | Train: Summer/ Fall 2008 Implement: Ongoing | Subs, time sheets MLA (State \$) | Math cadre and district/regional teams/District Math Coach | District curriculum guide Pacing charts Common pre/post assessments Student evidence of each child making progress toward meeting the standards | Increase in scores from common pre/post assessments Student evidence of each child making progress toward meeting the standards |

Strategy: **Align core math programs with revised math standards**

| Activities | Professional Development | Timeline | Resources | Person/Group Responsible | Evidence of Implementation | Evidence of Impact |
|--|---|--|--|---|--|---|
| Alignment training | State/MLA/WSD - Alignment of standards with programs | Fall 2008 - Summer 2009 Ongoing | Subs, time sheets MLA (State \$) | Math Cadre Articulation team, District Math Coach | District curriculum guide Pacing charts Common Pre/Post Assessments Collaboration Notes | Student evidence of each child making progress toward meeting the standards |
| Refine pre/post assessments to align with revised standards and WSD purposes | Progress monitoring Formative assessments | | | | | |
| Content training on new standards | Math content training | As needed | Consultants, Math Coach | | Quality of student discourse | |
| Ongoing training for new teachers | As needed | | MLA | | | |

Strategy: Provide strong, equitable learning opporities for all students

| Activities | Professional Development | Timeline | Resources | Person/Group Responsible | Evidence of Implementation | Evidence of Impact |
|---|---|--|--|--|---|------------------------------|
| Identify effective instructional strategies that are observable in district math classrooms | RTI model, Differentiated Instruction trainings | Fall Articulation and Job-Alike meetings | Trainers, Subs, time sheets (State \$) | District PD planning committee MLA, math cadre, team leaders, dept. chairs, consultants | Comprehensive district training plan Observation data Collaboration notes | Student evidence of learning |

Strategy: Respond in a timely manner to students who have difficulty learning and to students who do learn

| Activities | Professional Development | Timeline | Resources | Person/Group Responsible | Evidence of Implementation | Evidence of Impact |
|---|---|-----------|--|--|---|--|
| Train teachers on the variety of instructional strategies they can use to support struggling students in their classroom (Tier 1 interventions) | RTI model, Differentiated Instruction trainings | 2008-2010 | Trainers, Subs, time sheets (State \$) | District PD planning committee MLA, math cadre, team leaders, dept. chairs, consultants | Comprehensive district training plan Observation data Collaboration notes | Teachers implement wider variety of intervention strategies Student evidence of each child making progress toward meeting the standards |

Strategy: Give all district staff an operational understanding of PLCs

| Activities | Professional Development | Timeline | Resources | Person/Group Responsible | Evidence of Implementation | Evidence of Impact |
|---|--------------------------------|----------------------------|------------------------------------|--|--|---|
| Building Level MLA Math Cadres and team leaders, dept. chairs, math coach, principals, and district office staff attend PLC trainings | Regional PLC trainings w/Eaker | March 08-May 09 | Subs, time sheets (State \$) | Math Cadres and team leaders, dept. chairs, Math Coach, principals | Fully functional PLCs at all grade levels in all buildings in the area of math | Teachers collaborate around student results to inform instruction |
| Staff (school leaders) attend PLC summit in Seattle | PLC Summit | November 2008 | Registration, Rooms, Meals Subs | 80 District staff Steve Cole, Jodi Smith | Fully functional PLCs at all grade levels in all buildings | Teachers collaborate around student results to inform instruction |
| Superintendent delivers State-of-the-Union Address to Staff | Outline of PLC components | October District Day (LID) | N/A | Brian Fiones | Collaboration notes | Power standards desired across content and grade levels |

