

Amherst Elementary Schools Kindergarten through 5th grade Math Plan for 2008 – 2009

Curriculum:

- All K-5 teachers of mathematics will fully implement the 2nd edition of Investigations according to the scope and sequence provided by the curriculum. Updated curriculum maps will be posted on the district website. District pacing guides will also be provided for the teachers.
- The 2nd edition of Investigations includes Ten Minute Math Routines and Homework. In grades 1-5, use of these materials requires at least 70 minutes of mathematics instruction daily (this increases in the upper grades), 60 minutes for the math lesson and 10 minutes for the routines. Kindergarten instruction requires students engage in 40 minutes of mathematics daily.

Assessment:

- Boston Public School end of unit, mid-year and end of year assessments will be given to all students and collected and examined for student achievement.
- In September 2008, to establish a baseline of student data, all grade 1-6 students will take the end of year test for the grade below them.
- There will be a database to record students' scores. For 2008-2009, all scores will be recorded for the, beginning of year, mid-year and end of year tests. There will be pilots in several areas of the district for recording and analyzing end of unit assessments.
- End of unit assessments will be used as formative assessments to identify students who need more support and students who are ready for enrichment.
- Along with the end of unit assessments, the analysis of daily student work will be used to inform both daily teaching practice and long-range mathematical goals.
- Students' end of year and mid year assessments will be kept in their math assessment folders. Copies of end of unit assessments will be included for students who don't meet the unit's benchmarks. Folders will move on with students.

Professional Development:

- Grade 2-5 teachers received 2 days of the Linda Dodge training on Investigations 2nd Edition. In the fall, K-1 teachers and new teachers will receive the same training.
- Coaches will provide ongoing professional development to support teachers fully implementing the 2nd edition of Investigations. They will provide professional development in mathematics content, using formative assessments, and in practical ways to differentiate instruction to meet the needs of a broad range of learners.
 - Coaches will meet with teachers at a minimum of once a month, either one on one or during grade level meetings. The intention of these meetings will be to deepen understanding of elementary mathematics, the curriculum, students' learning, and teaching practice.
 - Two hours will be spent on each of the curriculum days to meet in grade-level, cross school meetings led by coaches.
 - Coaches and principals will work together to commit time at the building level for faculty math conversations.
 - Additional workshops will be offered through the Professional Development Catalog.
- Math coaches will meet bi-weekly with principals. The purpose of these meetings is to examine

the teaching and learning of mathematics in the school and district. Coaches and principals will work together to create schedules for math coaching. This calendar will include time for both classroom-based work with individual teachers and time to plan and debrief together.

- Principals, coaches, and district supervisors will work together to support each others leadership and continue to improve the plan.
- Math coaches have been trained in coaching. Additionally, they will meet together bi-weekly with the coach coordinator for their own on-going professional development and district coordination. They will also meet with the MS curriculum leader, HS department head, and district math coordinator quarterly.

Home-School Communication:

- An on-going plan will be created to promote and support productive parent learning and involvement in the mathematics learning of their children. This will be a building level responsibility with the coaches providing district coordination.