Planning

What do we want the students to learn?

Instruction

How will we teach them?

Assessment

How will we know they learned?

Differentiation

How will we respond if they have already learned or don't achieve the learning?

Woodland Public Schools

K-12 STUDENT SUCCESS

MATH

	Guiding Questions	Supporting Systems and Structures	Current Steps Being Taken	Next Steps
CURRICULUM	**What do we want students to learn?**	**Curriculum Maps** Alignment of lessons to standards. A Map that connects learning from grade level to grade level and across buildings.	K-6 – Adjustment of curriculum maps to reflect explicit alignment with the standards. 7-12 – Introduction of curriculum maps that explicity address the standards	K-12 –Communication of these maps across the system, and adjustment of these maps in response to student performance in particular math strands.
INSTRUCTION	**How will we teach them?**	**Instructional Framework-** An integrated picture of effective instruction	K-12 - Monthly meetings with lead teachers from each building to develop a common understanding of best instructional practices. K-12 Admin team meetings to do learning walks and deepen our understanding of the components in our instructional framework.	K-12 Develop a common picture of effective instruction through collaboration around our instructional framework.
ASESSMENT	**How will we know they learned?**	**Assessment System** that includes both formative and summative assessments. Student data system that informs progress across grades and buildings (SIPS)	K-12 Implemenation of Common Math Assessments across our system, including guided analysis and planning conversations for kids who are not demonstrating mastery of lessons taught.	K-12 Maintaining a data driven system with analysis of student results (kept in SIPS) by teachers on a regular basis to help us make strategic plans to improve math performance of all students.
DIFFERENTIATION	**How will we respond if they have already learned or don't achieve the learning?**	**Differentiated Supports** that prevents academic failure for students who are having difficulty learning by working together to provide "scientific research-based interventions"	K-6 All teachers participated in a one day workshop on what differentiated instruction is and some tips on how to 7-12 Lead teachers from each building will participate in a workshop by ESD 112 on Differentiated Instruction	K-12 Instructional coaches, myself, and teachers will collaborate with each to incorporated instructional practices that promote differentiated instruction. K-12 Develop a RTI math model similar to the one we have in reading.

Finals Data Reflection

Standards Analysis

1. Attached you will find the item specifications for standards that will be measured on the Integrated One End of Course Exam. Please take a moment to predict how your students would perform on these standards.

Individual Class Analysis

1. Which learning targets did your students perform well on?

2. Which learning targets did your students struggle with?

3. What trends can you identify among students who achieved standards (green)?

4. What trends can you identify among students who almost achieve standards (yellow)?

5. What trends can you identify among students who are not achieving standards (red)?

Group Reflection

1. What trends did you see in the whole group data?

2. Did any class stand out as unique in their performance on a particular learning target?

3. How will this data influence your instruction for the second half of the year?

District Math Assessments - 1st Grade

Section	1	2	3	4	5	6	7, 8	9	10	11	12	13	14
Stacia Aschoff (1)	2.8	2.2	2.1	1.0	1.8	2.4	2.0	1.6	1.3	1.8	2.0	1.6	2.2
Kim York (1)	2.1	2.0	1.8	1.8	1.8	2.4	1.9	1.6	1.5	1.9	2.0	2.1	2.4
Sandi George	2.0	2.1	1.5	1.0	1.3	2.3	2.1	1.5	1.4	1.6	2.4	1.7	2.1
M. Lewellen	2.5	2.7	2.2	1.5	2.2	2.5	2.6	2.1	2.4	2.5	2.6	2.2	2.8
S. Pitt-Garland	2.5	2.4	2.5	1.1	1.8	2.5	2.3	1.8	2.1	1.9	2.1	1.4	2.7
Mary Gronseth	1.5	1.6	2.0	1.3	1.3	2.3	1.8	1.8	1.5	1.6	1.6	1.4	1.6
Andrea Edwards	1.8	2.5	2.0	1.2	1.9	2.1	2.1	1.6	1.5	2.0	2.3	1.7	2.4
Karena Block													
Grade Averages	2.2	2.2	2.0	1.3	1.7	2.4	2.1	1.7	1.7	1.9	2.2	1.7	2.3

MATH

	Guiding Questions	Supporting Systems and Structures	Current Steps Being Taken	Next Steps
CURRICULUM	**What do we want students to learn?**	**Curriculum Maps** Alignment of lessons to standards. A Map that connects learning from grade level to grade level and across buildings.	K-6 – Adjustment of curriculum maps to reflect explicit alignment with the standards. 7-12 – Introduction of curriculum maps that explicity address the standards	K-12 –Communication of these maps across the system, and adjustment of these maps in response to student performance in particular math strands.
INSTRUCTION	**How will we teach them?**	**Instructional Framework-** An integrated picture of effective instruction	K-12 - Monthly meetings with lead teachers from each building to develop a common understanding of best instructional practices. K-12 Admin team meetings to do learning walks and deepen our understanding of the components in our instructional framework.	K-12 Develop a common picture of effective instruction through collaboration around our instructional framework.
ASESSMENT	**How will we know they learned?**	**Assessment System** that includes both formative and summative assessments. Student data system that informs progress across grades and buildings (SIPS)	K-12 Implemenation of Common Math Assessments across our system, including guided analysis and planning conversations for kids who are not demonstrating mastery of lessons taught.	K-12 Maintaining a data driven system with analysis of student results (kept in SIPS) by teachers on a regular basis to help us make strategic plans to improve math performance of all students.
DIFFERENTIATION	**How will we respond if they have already learned or don't achieve the learning?**	**Differentiated Supports** that prevents academic failure for students who are having difficulty learning by working together to provide "scientific research-based interventions"	K-6 All teachers participated in a one day workshop on what differentiated instruction is and some tips on how to 7-12 Lead teachers from each building will participate in a workshop by ESD 112 on Differentiated Instruction	K-12 Instructional coaches, myself, and teachers will collaborate with each to incorporated instructional practices that promote differentiated instruction. K-12 Develop a RTI math model similar to the one we have in reading.

Finals Data Reflection

Standards Analysis

1. Attached you will find the item specifications for standards that will be measured on the Integrated One End of Course Exam. Please take a moment to predict how your students would perform on these standards.

Individual Class Analysis

1. Which learning targets did your students perform well on?

2. Which learning targets did your students struggle with?

3. What trends can you identify among students who achieved standards (green)?

4. What trends can you identify among students who almost achieve standards (yellow)?

5. What trends can you identify among students who are not achieving standards (red)?

Group Reflection

1. What trends did you see in the whole group data?

2. Did any class stand out as unique in their performance on a particular learning target?

3. How will this data influence your instruction for the second half of the year?

District Math Assessments - 1st Grade

Section	1	2	3	4	5	6	7, 8	9	10	11	12	13	14
Stacia Aschoff (1)	2.8	2.2	2.1	1.0	1.8	2.4	2.0	1.6	1.3	1.8	2.0	1.6	2.2
Kim York (1)	2.1	2.0	1.8	1.8	1.8	2.4	1.9	1.6	1.5	1.9	2.0	2.1	2.4
Sandi George	2.0	2.1	1.5	1.0	1.3	2.3	2.1	1.5	1.4	1.6	2.4	1.7	2.1
M. Lewellen	2.5	2.7	2.2	1.5	2.2	2.5	2.6	2.1	2.4	2.5	2.6	2.2	2.8
S. Pitt-Garland	2.5	2.4	2.5	1.1	1.8	2.5	2.3	1.8	2.1	1.9	2.1	1.4	2.7
Mary Gronseth	1.5	1.6	2.0	1.3	1.3	2.3	1.8	1.8	1.5	1.6	1.6	1.4	1.6
Andrea Edwards	1.8	2.5	2.0	1.2	1.9	2.1	2.1	1.6	1.5	2.0	2.3	1.7	2.4
Karena Block													
Grade Averages	2.2	2.2	2.0	1.3	1.7	2.4	2.1	1.7	1.7	1.9	2.2	1.7	2.3

Problems we expected students to solve correctly		Evidence of Student Thinking	Performance Expectation GRADE 1	Which students didn't learn?		How will we ensure they achieve this standard?
14	9 train cars (labeled or unlabeled)	As part of the standard, students are expected to connect situations to representations, so they are scored on their use of pictures, numbers, or words on this item. Consider: *What strategy did the student use? How did the student organize their thinking? What methods of communication did the student select?*	1.2.H Solve and create word problems that match addition or subtraction equations	**Level 1**	**Level 2**	
7	7. 30 40 50 60	Consider: *Can students extend the pattern? Do they use the number cues or do they understand the vocabulary in the task of count by 10s and count by 2s?* By adding the first two numbers, we have given students additional support beyond the verbal directions for this task.	1.1.A Count by ones *forward* and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.	**Level 1**	**Level 2**	
11	Addition 9, 15,	Consider: *What strategies did the student employ to solve these equations? Did the student use the space below to help solve, or did they use the space to communicate how they solved?* Roving to observe students during this assessment will offer further insight.	1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.	**Level 1**	**Level 2**	

Problems we expect students to solve correctly next time.		Evidence of Student Thinking	Performance Expectation GRADE 1	Looking at the student work, what misconceptions or flawed strategies are evident?		How might you adjust instruction based on this information?
11 subtraction	Subtraction 3, 12	Consider: *What strategies did the student employ to solve these equations? Did the student use the space below to help solve, or did they use the space to communicate how they solved?*	1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.	<u>Level 1</u>	<u>Level 2</u>	
7 Counting By Twos	10,12,14,16	Consider: *Can students extend the pattern? Do they use the number cues or do they understand the vocabulary in the task of count by 10s and count by 2s?* *For students who achieved level 3, could they extend counting by two's if the sequence began with an odd number?*	1.1.A Count by ones *forward* and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.	<u>Level 1</u>	<u>Level 2</u>	
2	17 and 12	The vocabulary of "greater" may be a barrier in this task. Following up with a conference to ask, *"What do you know about these numbers?"* might reveal further student understandings.	1.1.E **Write, compare,** and order numbers to 120.	<u>Level 1</u>	<u>Level 2</u>	

T1 Solving Equations with One Variable				2 Solving Absolute Value Equation			T3 Solve Inequalities in one Variable				T4 Multiple Representations					T5 12Functions						T6 Graphing Linear Functions			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
2.76	1.72	2.04	2.92	1.60	1.84	1.56	2.28	2.84	1.24	2.04	2.88	1.80	1.92	1.32	1.76	2.88	2.16	1.96	2.64	1.96	1.32	2.48	1.88	1.48	
2.81	2.04	1.50	2.68	0.86	2.18	1.13	2.59	2.81	2.31	2.00	2.86	1.09	1.77	1.63	1.63	2.86	1.90	1.77	2.22	1.77	1.59		1.95	1.45	
2.27	2.45	2.41	2.18	1.77	1.68	2.00	2.00	2.64	1.73	1.36	2.77	0.68	1.32	1.36	1.68	2.73	1.09	1.55	2.18	2.09	0.81	1.64	2.00	1.55	
2.72	2.37	2.05	2.55	1.48	1.89	2.16	2.29	2.21	2.12	1.75	2.73	1.02	0.91	1.37	1.86	2.02	2.07	1.60	1.88	1.65	0.80	2.25	2.13	2.08	
2.67	2.50	2.11	2.39	2.00	2.06	2.28	2.78	2.56	2.00	1.67	2.83	1.33	1.22	2.33	2.06	3.00	1.83	2.00	2.22	1.44	1.06	2.78	2.22	1.89	
0.88	0.25	0.54	0.83	0.46	0.42	0.21	0.50	0.83	0.46	0.17	0.88	0.63	0.54	0.54	0.33	0.67	0.71	0.42	0.67	0.46	0.21	0.38	0.63	0.54	

T1 Solving Equations with One Variable				2 Solving Absolute Value Equation			T3 Solve Inequalities in one Variable				T4 Multiple Representations					T5 12Functions						T6 Graphing Linear Functions			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
2.76	1.72	2.04	2.92	1.60	1.84	1.56	2.28	2.84	1.24	2.04	2.88	1.80	1.92	1.33	1.76	2.88	2.16	1.96	2.64	1.96	1.3	2.48	1.88	1.40	
2.81	2.04	1.50	2.68	0.86	2.18	1.13	2.59	2.81	2.31	2.00	2.86	1.09	1.77	1.63	1.65	2.86	1.90	1.77	2.22	1.77	1.59		1.95	1.45	
2.27	2.45	2.41	2.18	1.77	1.68	2.00	2.00	2.64	1.73	1.38	2.77	0.68	1.32	1.36	1.68	2.73	1.09	1.55	2.18	2.09	0.81	1.64	2.00	1.55	
2.72	2.37	2.05	2.55	1.48	1.89	2.16	2.29	2.21	2.12	1.75	2.73	1.02	0.91	1.37	1.86	2.02	2.07	1.66	1.88	1.65	0.80	2.25	2.13	2.08	
2.67	2.50	2.11	2.39	2.00	2.06	2.28	2.78	2.56	2.00	1.67	2.83	1.33	1.7	2.33	2.06	3.00	1.83	2.00	2.22	1.44	1.06	2.78	2.22	1.89	
0.88	0.25	0.54	0.83	0.46	0.42	0.21	0.50	0.83	0.46	0.17	0.88	0.63	0.54	0.54	0.33	0.67	0.71	0.47	0.67	0.46	0.71	0.39	0.63	0.54	