

Math Action Plan - PROGRESS MONITORING

The following Action Plan has been established to support a robust mathematical program for RUSD by leveraging the District’s strengths, addressing identified areas of weakness, engaging in opportunities for growth while being mindful of hurdles that may threaten the mathematical program’s success. This Action Plan captures the intent of the District’s Math Task Force. The District must acknowledge that this plan may change as new information, ideas, resources and priorities may present that necessitate precedence and adaptation of the content of this Plan. This Action Plan assumes that all individuals are willing and active participants working together for the implementation of this Plan.

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
Curriculum							
Explore and potentially pilot PK-8th Grade curriculum that includes increased problem-based tasks and differentiated instructional opportunities and practice resources: - Hands-on instruction examples - Digital supports - Extension/Enrichment - Re-teaching - Project-based tasks - Critical thinking/problem solving	TOSA Staff Math Task Force Group Admin Board	2023- 2024	Sample curriculum plans Pilot materials	\$50K ESSR III funds	Recommendation of new curriculum or status quo	2024/25: 2 curriculums piloted by 13 teachers (K-5) - PreK teachers involved in pilot process through product phone calls, involvement in training, usage of K materials, and participation in selection meeting - Unanimous decision to recommend Amplify Desmos Math as our PreK-5 curriculum 2023/24: - Initial evaluation of curriculum based on Ed Reports (~10) - Met with curriculum developers and	2024/25 6 grade levels piloting (K-5) - 13 teachers 3 PreK teachers involved in pilot process 15 classrooms participating in the pilot 2 curriculums being piloted 1 proposed curriculum adoption by spring 2025

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						representatives • Formed PreK-8 curriculum committee (eighth grade-level teachers, two classified math intervention aides, TOSA, Coordinator of Ed. Services) • SWOT analysis of current math curriculum • 6 curriculum presentations evaluated with rubric • Selected two curriculum for PK-5 24-25 pilot	
Analyze Special Education curriculum needs	SpEd Teachers	2022- 2024	Spreadsheet	\$5K ESSR III	Provision of list to the District	2024/25 • Math 180 used in DM Modified Math • Based on need, no DM Modified Math for next year so we will not be purchasing Math 180. Working with DM administration and SpEd team to determine need for supplemental materials and resources. 2023/24: • Met with DM Mod. Math teacher to discuss needs • Reviewed two supplementary programs • Purchased Math 180 for Mod. Math class at DM	2024/25 • 1 teacher utilizing program • 10 students using program 2023/24: • 2 supplementary programs reviewed • 1 supplementary program purchased

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						• Ongoing work with Mod. Math teacher to support implementation for 24-25 • Plan to meet with Reed and Bel Aire SpEd. teams to determine needs in 24-25	
Audit of current math materials and manipulatives • <i>Evaluate how they are used for instruction</i> • <i>Ensure availability of materials for innovative learning</i> • <i>Accessing of all elements of the program</i>	Teacher Teams/ Admin	2022- 2024	Spreadsheets	\$10K ESSR III	Provision of list to District	2024/25: • Final audit of materials and manipulatives will occur before adoption of new curriculum 2023/24: • Developed action steps for curriculum audit • Initial audit for pilot manipulatives in spring 2024	2024/25: • 100% of teachers piloting were satisfied with math materials / manipulatives • If needed, new materials will be ordered with new adoption 2023/24: • 100% of teachers satisfied with math materials / manipulatives for Eureka Math, OpenUp, Big Ideas
Identify topics and develop lessons to incorporate grade-level appropriate project-based opportunities PreK-8th	Teacher Teams	2022- 2024	Data Scores	0	Provision of projects and professional development	2023/24 & 2024/25: • Utilized AI to develop initial PBL units to try with grade levels • Curriculum evaluation rubric included PBL/ real-world task review • PBL/ real-world tasks • integrated into the two pilot programs • PBL training planned for summer • PBL template for	# of lessons developed per grade level that include project-based opportunities to be addressed 2025-26 school year

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						integrated lessons	
Instruction							
Incorporate project-based opportunities	Teacher Teams	2022- 2024	Professional Development	0	Implementation of Professional Learning and Evaluations	2024/25 - PBL/real-world task instruction through pilot curriculum in 2024-25 (PK-5) - Group of teachers trained in PBL instruction summer 2024; beginning to implement lessons 2024-25 school year (15 teachers)	< 10 teachers implementing PBL lessons (24-25)
Analyze need to Grow Tier 2 math intervention services - Credentialed teacher for mathematics intervention - Focus on elevation - Roll out through 5th grade (fundamental skills)	District/Admin /Teacher Teams	2023- 2025	Updated practices and Adopted Curriculum	\$80K ELO Grant	Data monitoring, Feedback, Evaluations	2024/25: - Curriculum evaluation rubric included Tier 2 support review - Assessment, progress monitoring, and intervention resources integrated into PK-5 Curriculum recommendation - Coordinator of Educational Services and School Site Administrators reviewing data and discussing needs around tier 2 staffing 2023/24:	Number of students receiving intervention (numbers adjust throughout year based on student need and progress monitoring): - Reed: 49 - Bel Aire: 51 - Del Mar: 43 (Strategies) *Trimester 3 Data Intervention opportunities per grade level PreK-5th: 3-5 times per week at 20-minute sessions 1 FTE needed to reach the goal. Currently: 2 classified staff part-time

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						- Developed action steps to evaluate T2 math intervention - Observed Tier 2 math intervention (Reed/Bel Aire) - Met and debriefed with math intervention aides - need to reassess how students qualify for T2 services - Math intervention instructional aides participated in curriculum review process	running Tier 2 math intervention at Reed and Bel Aire 0 FTE to support math intervention
Analyze need to hire math teacher(s) on special assignment to build collective capacity of teachers through observations, coaching, collegial discussions	District/Admin /Teacher Teams	2023- 2025	Updated practices and Adopted Curriculum	About \$100K per year	Implementation of Professional Learning and Evaluations	2024/25 - Math TOSA position not filled for the 2024/25 school year - Based on Strategic Plan and larger district needs, Board approved change from Math TOSA to Instructional TOSA for the 2025/26 school year - one key responsibility of this person will be to support the completion of the actions laid out in this plan 2023/24: - Math TOSA hired for 2023-24 school year	Approx. 40 tasks to accomplish to justify need and leadership (30+ from Math Action Plan and additional tasks)

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Analyze the frequency and provide training of low floor / high ceiling problem integration	District/Admin /Teacher Teams	2022- 2024	Professional Development	\$500 hourly costs	Implementation of Professional Learning and Evaluations	2023/24 & 2024/25: • Cognitively Guided Instruction (CGI) methodology utilized PK-5 • Curriculum evaluation rubric includes low floor - high ceiling review • Low floor - high ceiling problems integrated into the two pilot programs • Current Del Mar curriculum, Open-Up, integrates low floor - high ceiling problem instruction	33 certificated staff trained in CGI (100% at Reed and Bel Aire) 1 full-day CGI training per grade level per year • Reed: 7 years • Bel Aire: 3 years 33 certificated staff will be trained in new curriculum 4 DM math teachers using current Open-Up (6-8) curriculum 1 teacher using Big Ideas for Algebra
Unify homework practices (Bel Aire and Del Mar) per grade level	District/Admin /Teacher Teams/Math Task Force	2023- 2025	Updated practices and Adopted Curriculum	TBD	District Homework Policy (potential revision)	2024/25 • Bel Aire staff began discussion around homework during November 1st staff PD Day. Additional conversations took place in grade level team meetings to align homework practices. Cross school collaboration will be addressed in the 2025-26 school year. Initial conversations have occurred at both Bel Aire and Del Mar.	Clear guidelines and articulation to be addressed during the 2025/26 school year

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Continue to implement strong differentiated problem solving methodology (i.e. Cognitively Guided Instruction CGI)	Teacher Teams	2022- 2025	Professional Development	0	Implementation of Professional Learning and Evaluations	2023/24 & 2024/25: • Cognitively Guided Instruction (CGI) methodology utilized PK-5 • Curriculum evaluation rubric includes low floor - high ceiling review • Current Del Mar curriculum, Open-Up, integrates low floor - high ceiling problem instruction	33 certificated staff trained in CGI (100% at Reed and Bel Aire) 1 full-day CGI training per grade level per year • Reed = 7 years • Bel Aire = 3 years 4 DM math teachers using current Open-Up (6-8) curriculum 1 teacher using Big Ideas for Algebra
Assessment							
Review current assessments to ensure alignment and variety	Teacher Teams/Admin	2022- 2024	TBD	0	Potential update to assessments (site level)	2024/25: • Assessments (formative, summative, adaptive) were considered and evaluated during curriculum review process and pilot evaluation • Further evaluation will occur after adoption At Del Mar, assessments (MAP, IXL, MDTP unit assessments) are aligned and utilized to determine math placement and	MAP assessment administered 3 times per year for Reed and Bel Aire; 2 times per year at Del Mar 4 assessments types utilized at the 6-8 level (MAP, IXL, MDTP unit assessments)

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						Algebra readiness MAP data utilized K-8 to inform instruction	
Develop / find more authentic assessments including projects - Engaging real world problems/projects - Time for teachers to develop / find - Provide resources to use	Teacher Teams/Admin	2022- 2024	Professional Development	\$500 hourly costs	Implementation of Professional Learning and Evaluations	To be addressed 2025-26 school year with adoption of new curriculum	< 10 teachers utilizing authentic PBL assessments
Incorporate a variety of assessments and forms of administering <i>Various ways for students to demonstrate mastery of standards (e.g., written, oral)</i>	Teachers Teams	2022- 2024	Professional Development	0	Implementation of Professional Learning and Evaluations	2024/25: - Assessments (formative, summative, adaptive) were considered and evaluated during curriculum review process and pilot evaluation - Further evaluation will occur after adoption	MAP assessment administered 3 times per year for Reed and Bel Aire; 2 times per year at Del Mar 4 assessments types utilized at the 6-8 level (MAP, IXL, MDTP unit assessments)
Analyze best opportunities for parent communication - Share assessment results and additional learning opportunities with families - Create a system for sharing MAPS family letters	District/Admin /Teacher Teams	2022- 2024	Communication with Math Task Force	0	Communication regarding any changes	Alma is utilized for 6-8 parent communication regarding assessment For Reed and Bel Aire, parent communication regarding assessment varies 2024/25: - Math Family Guides and at-home support documents are in development - Currently gathering feedback on draft	Report cards shared 3 times per year PK-8 Parent-teacher conferences 1 time per year PK-5 YouthTruth survey data demonstrates that parents report positively on knowledge of student progress At PK-5 level, weekly parent newsletters or emails sent by classroom teacher

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						from grade level teams, departments, PTA leadership - Decided to create an ELA Family Guide as well - Goal to send beginning of 2025/26 school year - Both pilot curriculums have strong family connection components (family letters, resources, etc ...)	6-8 Alma gradebook access for families
Update report card to reflect classroom mathematical practices <i>How do we report on mathematical practices?</i> <i>Rethink mathematical criteria</i> <i>Consider mapping skills to MAP testing or other standardized testing</i>	Staff Math Task Force/Admin/District/Teacher Teams/Report Card Committee	2024- 2025	TBD	0	Adoption of new curriculum, incorporation of Professional learning and MTSS	2024/25: - Time dedicated for Reed and Bel Aire staff to begin discussions around report cards on the January 6th and March 17th staff PD days - feedback gathered, other report card formats reviewed, and next steps identified - Report card committee will be formed 2025/26 2023/24: - Initial report card review to take place Fall of 2024 - We are moving away from grading mathematical practices on the report card.	Report card committee will be formed 2025/26 1 report card (Bel Aire) includes mathematical practices

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						These practices are embedded into daily instruction.	
In-Class Support							
Evaluate system for small group instructional support - Evaluate instructional aide program - Ensure consistency - Teach and follow best practices	District/Admin /Teacher Teams	2023- 2024	TBD	0	Multi-tiered system of support (MTSS)	2024/25: MTSS - Coordinator or Educational Services and Director of Student Services held meetings with school leaders to begin evaluating MTSS programming and practices at each site (3 meetings + 2 Principals Meetings) - Analysis of data and drafting of MTSS framework, including evaluation of small group and tier 2 services and supports - Goal to formalize MTSS framework 2025/26 Pilot Curriculum - Analyze small group curriculum resources - assessment, targeted mini lessons, integrated technology practice 2023/24: - Informal classroom observations completed	Classified staff that assist students in mathematics per school site - Reed = 12 - Bel Aire = 8 # of classified staff recommended could change with evaluation of Tier 2

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						by Math TOSA throughout 2023-24 school year • Draft action steps for small group instruction evaluation created • Evaluation to occur 2024-25 school year	
Analyze need for instructional coaches/aides • Consider mimicking reading fluency program in math	District/Admin /Teacher Teams	2023- 2024	TBD	\$20K	Evaluations and Professional development	2024/25: MTSS • Coordinator or Educational Services and Director of Student Services held meetings with school leaders to begin evaluating MTSS programming and practices at each site (3 meetings) • Analysis of data and drafting of MTSS framework, including evaluation of small group and tier 2 services and supports • Goal to formalize MTSS framework 2025/26 Pilot Curriculum • Analyze small group curriculum resources - assessment, targeted mini lessons, integrated technology practice	Number of students receiving intervention (numbers adjust throughout year based on student need and progress monitoring): • Reed: 49 • Bel Aire: 51 • Del Mar: 43 (Strategies) *Trimester 3 Data At Reed, reading intervention is run by 1 certificated staff member and 2 classified aides (5 days a week, pulling groups / individual students throughout day) In order to mimic the reading program at Reed (5 days per week) the following position is recommended • 1 FTE Currently: • 2 classified staff part-time running Tier 2 math intervention at Reed and

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							Bel Aire 0 certificated FTE to support math intervention
Analyze need for (and perhaps increase) instructional aides to support small group instruction	District/Admin /Teacher Teams	2023- 2024	TBD	TBD	Multi-tiered system of support	2024/25: MTSS - Coordinator or Educational Services and Director of Student Services held meetings with school leaders to begin evaluating MTSS programming and practices at each site (3 meetings) - Analysis of data and drafting of MTSS framework, including evaluation of small group and tier 2 services and supports - Goal to formalize MTSS framework 2025/26 Pilot Curriculum - Analyze small group curriculum resources - assessment, targeted mini lessons, integrated technology practice	Number of students receiving intervention (numbers adjust throughout year based on student need and progress monitoring): - Reed: 49 - Bel Aire: 51 - Del Mar: 43 (Strategies) *Trimester 3 Data At Reed, reading intervention is run by 1 certificated staff member and 2 classified aides (5 days a week, pulling groups / individual students throughout day) In order to mimic the reading program at Reed (5 days per week) the following position is recommended 1 FTE Currently: 2 classified staff part-time running Tier 2 math intervention at Reed and Bel Aire 0 certificated FTE to support math intervention
Provide support for low achieving, low growth	Teacher	2022- 2024	Curricular and	0	Evaluations for	2024/25:	2024/25:

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students and all students who need their individual needs met Explore creative options to support students at their skill levels and not just age level	Teams		Professional learning		implementation of professional development	- Math 180 supplementary program for modified math at Del Mar - Pilot process - analyze small group curriculum resources - assessment, targeted mini lessons, integrated technology practice - Exploring solutions to support students all students at their individualized level, accelerating learning Existing Solutions: - Low floor - high ceiling math tasks - Math intervention across all schools - De-tracking of math in 7th grade - 7C offered to all 7th grade students - Math clubs at Del Mar	4 existing solutions 1 new solution - Math 180 for Middle School Modified Math (Tier 3 students) 2 Pilot Curriculums at K-5 - included embedded technology solutions to support all students
Out-of-Class Support							
Create a system for students needing reteaching and extensions - Summer school - After school tutoring - Strategies classes - Small group instruction for kids at their levels - DM Students, HS, or Community College students tutoring	District/Admin /Teacher Teams	2023- 2026	TBD	\$20K Licenses and hourly costs ELO and ESSR III Learning loss funding	Provide developed system of support tiers and systems for tier support qualifications	ESY opportunities for students who qualify based on IEP team determination After-school tutoring offered two days a week at Reed and Bel Aire and three days a week at Del Mar	Approx. 20-25 SED students receive tutoring Approx. 30 paid students to receive tutoring Number of students receiving intervention (numbers adjust throughout year based on

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- Math Rockets with credentialed teacher support - Support at-home learning with websites, videos, and curated resources						Strategies classes at Del Mar are offered for students identified as needing additional support Tier 2 small group instruction offered to students at Reed and Bel Aire (see instruction section) Summer enrichment opportunities identified and flyer shared with families Del Mar creates and provides summer math packets to all students for self-directed learning Summer Learning Plans for Reed & Bel Aire sent to families to access online learning and community opportunities	student need and progress monitoring): - Reed: 49 - Bel Aire: 51 - Del Mar: 43 (Strategies) *Trimester 3 Data All students have access to summer enrichment resources and programming. Targeted outreach to priority families to support students with access (fees, transportation, etc.) 2023/24: 15 students eligible for ESY 1 priority student enrolled in summer learning opportunity via RUSD support.
Explore Math / STEM Summer Camp opportunities with entry payments included for SED students	District/Admin	2022- 2025	Research	\$10K ELO Grant and ESSR III Learning loss funding	Provide information to the community with summer offerings	2023/24: - Summer enrichment opportunities identified and flyer shared with families - Goal to fund summer learning opportunity of choice with 1-3 students summer 2024	2023/24: - Approx. 49 priority students (SED) - All students have access to summer enrichment resources and programming. Targeted outreach to priority families to support students with access (fees, transportation, etc.)

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Build increased excitement in Mathematics: Math Club, Mathletes, Problem of the Week, competitions, challenges, Intervention Clubs, and cross-curricular opportunities. Analyze the expansion of before/after school math clubs	District/Admin /Teacher Teams	2022- 2024	TBD	\$2K Travel and hourly costs	Inclusion on 2023-2024 offerings	2024/25: • Unable to work on this action without dedicated Math TOSA • To be further addressed 2025-26 school year 2023/24: • Math clubs / Mathletes at Del Mar • Bel Aire math club to be addressed in 2024-25 school year	Math Club at Del Mar 2x per week Mathletes competition at Del Mar
Explore band and music before/after school offerings and integration in math lessons to emphasize applied mathematical concepts, such as fractional and decimal understanding	Admin/Math Teachers/Music Teachers	2022-2024	Lesson planning time; Instrument purchases; Facilities; Possible outside of school day pay	\$15K Art and Music Block Grant	Lesson development; Teacher feedback	2024/25: • Music is Math Pilot with 3rd grade • BA Music Teacher, Principal, Intervention Teacher, Math Instructional Coach, and Coordinator of Educational Services met twice to discuss program, check progress, and make adjustments • Exploration of expanding into other grades 2025/26 2023/24: • New music teacher at Bel Aire for 2024-25 school year • Coordinator or Ed Services, Math TOSA, and Admin to support	2024/25: • 29 3rd Grade Students participating in Music is Math

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						math integration in music (initial focus on priority students and music opportunities) • Music teacher onboarding in early June and will identify initial steps to take and format of school offerings	
Professional Learning							
Analyze time for fully credentialed teachers and support staff to work with consultants (e.g. Fawn Nguyen, Barb Blanke, Rachel Matteson)	District/Admin /Teacher Teams	2022-2025	Time	0	Professional Development Calendar	2024/25: • Focus on curriculum pilot process so did not engage with outside consultants • Plan to focus on curriculum adoption for 2025/26 with goal of analyzing how supplemental tools and trainings will enhance core curriculum 2023/24: • Rachel Matteson & Stephanie Sullins - CGI Training and Ongoing Support • Leo Kostelnik - contracted support for Math TOSA	2023/24: • 33 certificated staff trained in CGI (100% at Reed and Bel Aire) • 1 full-day CGI training per grade level per year • Reed = 7 years • Bel Aire = 3 years • 6 out of 6 middle school math teachers attended Fawn's inst. Coaching session on April 5, 2023
Utilize embedded time with consultants for professional learning on differentiation and best	District/Admin /Teacher	2022-2025	Time	\$40K Educator	Professional Development	2024/25: • Focus on curriculum	2023/24: • 6 full days with Rachel at

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instructional practices (e.g. Fawn Nguyen, Barb Blanke, Rachel Matteson)	Teams			Effect Grant	Calendar	pilot process so did not engage with outside consultants - Plan to focus on curriculum adoption for 2025/26 with goal of analyzing how supplemental tools and trainings will enhance core curriculum 2023/24: - Rachel Matteson & Stephanie Sullins - CGI Training and Ongoing Support - Leo Kostelnik - contracted support for Math TOSA	Reed Elementary 3 full days with Stephanie at Bel Aire 33 certificated staff trained in CGI (100% at Reed and Bel Aire) 687 impacted students PK-5
Explore engaging in additional professional development time with county-wide math teachers	District/Admin /Teacher Teams	2023-2024	District Office Communication	Sub cost	Professional Development Calendar	2024/25: - Focus on curriculum pilot process - MCOE opportunities shared with staff; participation voluntary and not tracked 2023/24: - MCOE Teaching and Learning Mathematics Series (PK-5) with Leo Kostelnik - MCOE Summer Math Institute (August 1-2) - Math TOSA attended MCOE Coaching	2023/24: 33 staff members with access to the opportunity 5 of involved staff members - All PK-5 and middle school math teachers informed of summer institute. 3 total opportunities

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						Consortium once a month during 2023-24 school year Math TOSA attended SDSU Virtual CGI training once a month during 2023-24 school year	
Explore participation in math professional development around helpful apps (e.g. IXL Training in Walnut Creek)	Staff Math Task Force/ Admin/ District/Teacher Teams	2022- 2024	Research	\$5K Travel and conference	Present list in curriculum adoption recommendations	2024/25: - Review and evaluation of current apps and technology tools - Coordinator of Educational Services holding informational meetings with all applications to better understand services, resources, and district implementation - Monthly meetings with Coordinator of Educational Services, Director of Technology, and CBO - App alignment and effectiveness with curriculum adoption to be explored 2025/26, and app PD to be determined	# of staff members with access to the opportunity # of involved staff members # of opportunities
Secure ongoing opportunities with mathematical practices, instructional models, differentiation, innovation, and vertical articulation between schools	Staff Math Task Force/ Admin/ Teacher Teams	2022- 2024	Site and District- based experts	0	Professional Development Calendar	2024/25: Curriculum Pilot - 2 curriculums piloted by 13 teachers (K-5) with built in professional	2024/25: - Curriculum Pilot PD: - Amplify = Initial PD (3 hours) + 3 additional touchpoints

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						learning opportunities to discuss mathematical practices, instructional models, and differentiation 2023/24: • PK-8 curriculum review committee formed to review current needs and plan out curriculum adoption process	/ check-ins (1 hour each = 3 hours) ○ iReady = Initial PD (3 hours) + 2 additional touchpoints / check-ins (6 hours each = 12 hours) 2023/24: • 4 planned meeting opportunities • 14 staff involved
Incorporate collegial observation time for ongoing learning	District/Admin /Teacher Teams	2022- 2024	Professional Development	0	Implementation of Professional Learning and Evaluations	2024/25: • Capitalized on existing peer observation practices at school sites • Unable to directly work on this action without dedicated Math TOSA • To be further addressed 2025-26 school year 2023/24: • Math TOSA implemented math collaboration sign-up at Reed and Bel Aire for co-teaching, observation, planning, and demo lessons • Math TOSA conducted informal math observations at Del Mar and collaborated with math department based on needs	2023/24: • 33 staff offered opportunity • Approx. 30 opportunities to collaborate with staff • 13 teachers utilized the sign-up system

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Engage in district-wide conversations around most effective instructional practices	Teacher Teams/ Admin	2022- 2024	Professional Development	0	Implementation of Professional Learning and Evaluations	2024/25: - Curriculum Pilot - 2 curriculums piloted by 13 teachers (K-5) with built in professional learning opportunities to discuss mathematical practices, instructional models, and differentiation - Coordinator of Educational Services has weekly to bi-weekly meetings with all site administrators to discuss updates around curriculum and instruction 2023/24: - PK-8 curriculum review committee formed to review current needs and plan out curriculum adoption process - Regular meetings between Math TOSA, Coordinator of Ed Services, and Superintendent - Ongoing check-ins with site administrators - Math TOSA meets with GLCs, departments, and grade levels	2024/25: - Curriculum Pilot PD: - Amplify = Initial PD (3 hours) + 3 additional touchpoints / check-ins (1 hour each = 3 hours) - iReady = Initial PD (3 hours) + 2 additional touchpoints / check-ins (6 hours each = 12 hours) - Weekly leadership check ins 2023/24: - Curriculum Review Committee 5 meetings 12 staff - Math TOSA + Superintendent met weekly. - Math TOSA + Coordinator or Ed Services met weekly starting in April. - Bi-weekly site administrator check ins - Math TOSA met with site GLCs, departments, and grade level teams as needed throughout the year
Provide Professional Learning for Classified staff to	District/Admin	2023-	Professional	\$5K	Professional	2024/25:	2023/24:

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support math instruction	/Teacher Teams/Classified Staff	2025	Development	Hourly and travel cost	Development Calendar	- Invited targeted classified staff (Math Coaches) to participate in pilot PD - Focus on training classified staff in new curriculum 2025/26 2023/24: - Math TOSA led instructional aide professional development at Reed and Bel Aire - Math TOSA led certificated staff PD around MAP growth data	5 opportunities for instructional aides (one at Reed and four at Bel Aire) - All instructional aides involved 3 opportunities for certificated staff (two at Reed and one at Bel Aire)