



Republic of the Philippines  
**Department of Education**  
 Caraga Administrative Region  
**SCHOOLS DIVISION OF AGUSAN DEL SUR**  
 Trento District 1  
**TRENTO CENTRAL ELEMENTARY SCHOOL**



**SCHOOL MATHEMATICS ACTION PLAN**  
**S.Y. 2021-2022**

OBJECTIVES	ACTIVITIES	PERFORMANCE INDICATORS	TIME FRAME	BUDGET	PERSONS INVOLVED	SUCCESS INDICATORS
1. To increase pupils performance level in Mathematics	Conduct diagnostic test before the start of classes. Conduct quarter/summative tests	Testing materials are made available and provided to the pupils on time	Whole year round	Php3,000	School Principal, teachers, parents and pupils	All pupils have successfully taken the test.
2. To enhance the knowledge and skills of the pupils in Mathematics.	Use appropriate teaching techniques in teaching	Teaching techniques/materials are made available for the pupils.	Year round	Php6,000	Teachers, Parents and pupils	Pupils achieved at least 80% of the skills reflected on the MELC.
3. Improve teachers competence	Attend trainings, seminars, LAC Sessions, Enroll short courses.	Teachers used their knowledge to suit teaching in this trying time.	Year round	Php5,000	School Heads and teachers	Teachers applied their learnings in their teachings.
4. Develop teaching devices to enhance teaching- learning process.	Craft WHLP, RBI, TVBI etc.	Teachers are eager and willing to do their job.	Whole year round	Php 6,000	School Head, teachers	Teachers made devices/TM's are submitted and utilized.

# Sample Of Action Plan In Mathematics

**Christian G. Meyer**



## **Sample Of Action Plan In Mathematics:**

**Maths Action Plans** David Clemson, Nelson, 2003-06 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills Roll Call: 2012 Clarence Johnson, 2012-10-08 After teaching junior high school mathematics for 10 years and serving as a high school principal for 14 years Dr Clarence Johnson conducted research as a doctoral student on improving the mathematics failure rates of African American students You can read about his findings in Roll Call 2012 **Driven by Data 2.0** Paul Bambrick-Santoyo, 2019-04-16 The bestselling guide for school leaders updated in a new edition Data driven instruction is the philosophy that schools should focus on two simple questions how do you know if are students learning And when they are not what do you do about it Driven by Data 2 0 is a practical guide that answers these questions to empower schools to achieve significant gains in student achievement Rooted in a proven framework that has been implemented in thousands of schools the book presents what makes schools successful along with tools to put the framework into place to make data work for your schools Assess set the roadmap for learning Analyze identify why students struggle Act teach more effectively what students need Build the culture train and develop your staff so that data driven instruction can thrive If you re a K 12 leader coach or teacher looking to implement data driven instruction in your school district Driven by Data 2 0 has the tools to train your staff PD materials videos of exemplar practice and all the resources you need to achieve remarkable results The Leader's Guide to Standards Douglas B. Reeves, 2003-02-17 In today s school environment educational leaders are mandated to use academic standards to measure the progress of their school s teachers and students Despite the wealth of material that addresses the topic of academic standards there is little written for those who must lead the effort to put in place an effective standards system The Leader s Guide to Standards is a landmark book written by Douglas Reeves an expert in academic standards performance assessment and accountability that shows school principals assistant principals teachers and district level administrators how to build a comprehensive accountability system for standards based reform that focuses on leadership skills Reeves offers practical recommendations for assessing and nurturing teacher performance setting up balanced assessment and accountability policies and making the case for standards to the public In addition the book addresses the vital role that policymakers from the local school board to state and national leaders play in the successful implementation of educational standards **Implementing Guided Math: Tools for Educational Leaders** Sammons, Laney, 2017-03-01 Support the implementation of the Guided Math framework with this user friendly professional guide

written by Guided Math author Laney Sammons This resource provides school leaders coaches principals curriculum directors teacher leaders etc with user friendly strategies for supporting teachers as they embark on teaching components of the Guided Math framework in their classrooms Highlights include how to use the professional learning community model effectively when implementing Guided Math tips for creating a strategic plan for improving students mathematics achievement sample implementation models sample assessments and planning and implementation tools

**The Math Pact, Middle School** Sarah B. Bush, Karen S. Karp, Barbara J. Dougherty, 2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddled their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to dos and try it outs Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics

**The Math Pact, Elementary** Karen S. Karp, Barbara J. Dougherty, Sarah B. Bush, 2020-09-19 A school wide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddled their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier

busting tips to dos and try it outs Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics      **Solving Problems and Handling Data** David Clemson,Wendy Clemson,2002 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills      *The Math Pact, High School* Barbara J. Dougherty,Sarah B. Bush,Karen S. Karp,2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddied their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to dos and try it outs Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics      *Productive Math Struggle* John J. SanGiovanni,Susie Katt,Kevin J. Dykema,2020-03-09 All students face struggle and they should it is how they learn and grow The teacher s job is not to remove struggle but rather to value and harness it helping students develop good habits of productive struggle But what s missing for many educators is an action plan for how to achieve this especially when it comes to math This book guides teachers through six specific actions including valuing fostering building planning supporting and reflecting on struggle to create a game plan for overcoming obstacles by sharing Actionable steps activities and tools for implementation Instructional tasks representative of each grade level Real world examples showcasing classroom photos and student work      **Mathematics for Life and Work A Comparative Perspective on Mathematics**

**to Inform Upper Secondary Reform in England** OECD,2024-11-05 Engagement and performance in mathematics at the upper secondary level have been the concern of successive governments in England This report was commissioned as part of the country s policy reflections for transforming how maths is viewed and experienced in England The report explores outcomes such as the share of students studying maths and performance across countries and how education systems internationally deliver mathematics in upper secondary It also examines factors shaping maths education including the expectations set by curricula student pathways cultural perceptions and the needs of the labour market and higher education

Measures, Shape and Space David Clemson,Wendy Clemson,2002 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills

**Second Handbook of Research on Mathematics Teaching and Learning** Frank K. Lester,2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research fi ndings might be for those outside their immediate community

*A Mind for Mathematics* Nanci N. Smith,2016-10-25 What does it take to be a good mathematics teacher who actively engages students and addresses learning differences Gain a mental picture of an effective mathematics learning environment and why it must be founded on growth mindset principles This easy to read text breaks down the complex components of mathematics teaching and divides them into practical strategies Combining mathematics research useful tactics and examples from K 6 classrooms the book includes reflection questions action tasks and activities to inspire and engage mathematical minds Benefits LEARN HOW TO USE DIFFERENT TYPES OF ASSESSMENTS to advance student learning and inform mathematics instruction OBSERVE SPECIFIC CLASSROOM EXAMPLES and vignettes that illustrate the mathematical concepts covered in

each chapter LEARN THE CHARACTERISTICS OF HIGH QUALITY RIGOROUS TASKS that engage students in learning mathematics GET ADVICE ON BALANCING TEACHING RESPONSIBILITIES and making sound plans for teaching mathematics including communicating with students families INFLUENCE STUDENTS TO WORK HARD grapple with challenging problems and ultimately value mathematics Contents About the Author Introduction Creating the Mathematical Environment Engaging Mathematical Minds Reaching Different Mathematical Minds Challenging Student Mathematicians Monitoring Mathematical Assessment Balancing It All References and Resources Index [Resources in Education](#) ,2000-04

*Register of Educational Research in the United Kingdom* National Foundation For Educational Research,2005-11-30 First published in 1998 Routledge is an imprint of Taylor Francis an informa company **Start Seeing and Serving**

**Underserved Gifted Students** Jennifer Ritchotte,Chin-Wen Lee,Amy Graefe,2020-10-21 2020 TAGT Legacy Book Award for Educators Winner Flexible tools help teachers see understand teach challenge and advocate for underserved gifted students The underrepresentation of students from historically marginalized populations including English language learners twice exceptional students culturally and linguistically diverse students and economically disadvantaged students in our gifted programs and services continues to be a critical issue in education The importance of a caring and committed teacher who sees and supports the potential in all learners and who respects linguistic diversity and students cultural identity cannot be overstated yet teachers need the knowledge and training to do so This reader friendly guide meets that need promoting equity in gifted education by providing teachers with a variety of flexible tools to nurture the academic and affective growth of their gifted students from traditionally underserved populations Over fifty strategies are outlined within five chapters addressing how teachers can see understand teach challenge and advocate for their underserved gifted learners in all content areas The authors share numerous student quotes teacher anecdotes and spotlights on successful school efforts Digital downloads include all forms from the book and a PDF presentation A free PLC Book Study Guide for use in professional development is also available **Educational Coaching** Cathy A. Toll,2018-03-22 Educational coaches

whether math literacy instructional or curriculum coaches vary in the content of the work they do and in the grade range of the teachers with whom they work But good coaching is good coaching as coaching expert Cathy A Toll affirms in this her newest book All coaches seek to help solve problems and increase teacher success and they all depend on effective collaboration to do so This practical guide shows readers how to get the most out of educational coaching It details Models of coaching that enhance teachers thinking help them overcome obstacles to success and lead to lasting change Three phases of the problem solving cycle Characteristics of effective coaching conversations Components of CAT connectedness acceptance and trustworthiness that are essential to the partnership Practices that support teamwork Toll also tackles the obstacles that hinder a coach s success administrators who don t understand coaching and teachers who don t want to engage Full of insights and answers Educational Coaching is for all coaches and those who lead them *Making the Link* Ronald Davis

Owston,1998 Ron Owston will help you discover what a powerful tool the Internet can be for developing a continuous collegial professional development experience      **The Data Coach's Guide to Improving Learning for All Students**

Nancy Love,2008-02-27 Use data as an effective tool for school change and improvement This resource helps data team facilitators move schools away from unproductive data practices and toward examining data for systematic and continuous improvement in instruction and learning The book which includes a CD ROM with slides and reproducibles illustrates how the authors model has proven successful in Narrowing achievement gaps in all content areas and grade levels Achieving strong continuous gains in local and state assessments in mathematics science and reading Initiating powerful conversations about race ethnicity class educational status gender and language differences Developing a vision for a high performing data informed school culture



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