Action Plan Meeting Sample Agenda – Initial Meeting

1. What is going well in mathematics education for the students of
   _____ School District
     a. In your class?
     b. In your building?
     c. In your district?

2. What are your concerns regarding mathematics education for the
   students of _____ School District, and what is your evidence
   that this is an issue
     a. In your class?
     b. In your building?
     c. In your district?

3. What is currently being done to address mathematics education issues
     a. In your class?
     b. In your building?
     c. In your district?

4. What are possible next steps to consider for improving mathematics
   education in the building?
     a. What issue(s) seem the most important and why?
     b. What are some possible strategies for addressing the issue, and
        what is the evidence that implementing the strategy will make a
        difference?
     c. What can members of the team individually or as a group do in the
        next month to begin to work on this issue?
     d. What resources are available to help us think about and address
        the identified issue(s)?

After this discussion, an issue (or issues) is identified, and the Action Plan guide
is completed by all. In the beginning, all team members identify and work on a
common issue and identify and try common strategies for addressing the issue.
Monthly, the team meets to review progress on the Action Plan and develop a
new one. Sometimes sufficient progress has been made on the identified issue,
and a new issue and set of strategies and actions are identified. Other times,
the identified issue is still interfering with student achievement and therefore
the issue remains in the plan and the strategies and actions are continued,
revised, or expanded.

Sample Agenda – Monthly Action Planning Meeting

1. Discuss Action Plan
   a. Review last month's plan
   b. Share progress to date (5 minutes each)
      (1) What has changed in your classroom?
      (2) How have you changed your planning and/or action?
      (3) How have your students changed?
      (4) Additional strategies/actions that you used that were not identified in this months plan.
   c. Tell what you learned in your review of additional resources
   d. State if you still believe that the identified issue needs to be part of next month's plan, and if the identified strategies/actions need to continue, be deleted, be added to, or changed

2. Develop new Team Action Plan for next month

Eventually, for many teams, Action Plans focus more on individual issues and specific strategies and actions that individual teachers need to address in their classrooms in the ongoing effort to improve student achievement through improving teaching and learning.

Action Plan Guide

Purpose

To help focus the work of improving teaching and learning in the mathematics classrooms in the building in the on going effort to increase student achievement in mathematics. Each person on the team makes a record of the Issues and Actions on the Issues.

Name _____   Date _____

Mathematics classes taught _____

Issues

The teaching and learning issues in the mathematics classrooms within the building, as identified by the teachers and/or administrators, are:

(List teaching and learning issues that are impeding student understanding and achievement in mathematics)

The issue(s) that the planning team will work on this month is:

(List one or more issues {suggest keeping to one or a couple related issues} that will be the focus of efforts)

Action on Issue(s)

What I will do to work on this issue is:

(List teaching strategies/moves that will be implemented in the classroom in the effort to address the identified issue(s))

Resources that I will use to increase my understanding of this issue are:

(List any materials, experiences, or other recourses that you will investigate to help you in your understanding and ability to address the identify issue(s))

I (we) know I am doing something about this issue(s) when I:

(State identifiable changes that would take place if the issue were eliminated or its negative impact on teaching and/or learning is decreased)