math4life Planning Document

math4life Updates and Considerations for County Superintendents and Chief Instructional Leaders

Please use the following updates and considerations to determine your county's next steps as we collectively move forward with the West Virginia *math4life* Campaign.

math4life Overview:

- Review of the documents shared during the 9/29/18 webinar and found at *https://wvde.us/math4life/administrators/county-toolkit/*
- Call for county and school data reviews

Considerations:

- What component(s) of the *math4life* documents are the most clear? Which areas need additional clarification?
- What is needed for my county to conduct data reviews at both the county and school levels?

math4life County-level Marketing Plans and Communication with Stakeholders:

- Upon request, the WVDE will work with counties to move local-level *math4life* marketing and communication plans forward.
- A common message delivered to county boards of education and other stakeholders will be critical.

Consideration:

- What is my plan for establishing a common *math4life* message with the county board of education and other local stakeholders?

math4life Website (*https://wvde.us/math4life/*):

- Components have been designed for students, families, administrators, and educators.

Considerations:

- Which areas of the *math4life* website need further clarification?
- How will we leverage the website to most effectively serve students, families, educators, and administrators?

math4life and Career Technical Education (CTE):

- Career Technical Education programs of study promote the application of mathematics through the WV College- and Career-Readiness Standards for Mathematics. Mathematics educators are housed in all West Virginia CTE centers to focus on the standards and the application of mathematics and mathematics theory addressed within the program curriculum.

Consideration:

- How might my county utilize CTE programs to incorporate principles of the *math4life* campaign?

County *math4life* Next Steps:

- Counties with signed *math4life* Memorandums of Understanding (MOUs) have or will receive funding in the coming weeks.
- In addition to the establishment of county-level *math4life* Campaigns, the following Requests for Proposals will be provided to support local efforts:
  - » Technology mini-grant competition (can potentially weave in components of *math4life*). School-level grants up to $5,000 each will be awarded (up to $100,000 available).
  - » Early & Elementary (pre-k—grade 5) Mathematics-focused Family Engagement mini-grant competition. School-level grants up to $10,000 each will be awarded (up to $150,000 available).
  - » Middle & Secondary (grades 6—12) STEM-focused mini-grant competition. School-level grants up to $10,000 each will be awarded (up to $200,000 available).
- For additional potential areas of funding, see: *https://wvde.us/wp-content/uploads/2018/10/West-Virginia's-math4life-Campaign-Funding-Sources.pdf*

Considerations:

- Who comprises the county *math4life* team?
- What three steps does my county *math4life* team need to complete for local-level roll out of the *math4life* Campaign?

Programs and Professional Learning to Support *math4life*:

- Upon request, professional learning supports and programs are available from the WVDE Division of Teaching & Learning to elevate mathematics achievement for all learners, pre-k through grade 12. Supports and programs are available to strengthen county strategic plans focused on mathematics achievement.
- Early & Elementary Areas of Focus: *https://wvde.us/wp-content/uploads/2018/10/MathforLife-Early-Elem.-Supports-Oct.-2018-1.pdf*
- Middle & Secondary Areas of Focus: *https://wvde.us/wp-content/uploads/2018/10/MathforLife-Middle-and-Secondary-Supports-Sept.-2018-v2-1.pdf*

Considerations:

- Based on all data sources, what are my early and elementary professional learning needs?
- Based all data sources, what are my middle and secondary professional learning needs?

math4life Plan submission to WVDE

Please submit ONLY pages three through five of this document to WVDE. All other information is to remain at the district planning, implementation, and monitoring of the local *math4life* initiative.

math4life Leadership Team

County Name:

Superintendent:

Math4life Team Members

County Staff

Name	Role

School Board Representation

Name	Role

Building Administrators

Name	Role

Mathematics Teachers

Name	Role
Elementary	
Middle	
High	

Community Leaders/Business Partners

Name	Role

District Liaison to WVDE for *math4life*

Name	e-mail address/phone number

Please submit a copy of this document to WVDE

Overview of *math4life* Five-Year Plan

County:

Five-Year Vision:

Year One Overview:

Year Two Overview:

Year Three Overview:

Year Four Overview:

Year Five Overview:

Additional Considerations:

Please submit a copy of this document to WVDE.

math4life County Level Planning Document – Instructions and Considerations

The purpose of the math4life County Planning Document is to provide guidance to assist with the development of a plan that addresses the components listed in the math4life Memorandum of Understanding and to complete your county's *math4life* action plan for submission to WVDE. WVDE is committed to providing any assistance needed to ensure the success of your district's math4life campaign. We hope the items in this toolkit help you determine areas of strength and weakness, determine needs for success, and chart your course for the five-year journey toward improving mathematics teaching and learning in your district.

This portion of the document contains items for you to consider as you begin to craft your math4life plan. There is space embedded within the document to record your thoughts and data. To assist with compiling the information into one location, a separate document with forms is available to print or fill out electronically.

Leadership

The superintendent convenes a group of people who understand mathematics, teaching, technology, professional learning, scheduling, assessment, data analysis, climate and culture, and the community to make sure that every aspect related to mathematics achievement is examined in depth. The superintendent or designee provides leadership, guidance, and vision to the group.

Create a Mathematics Leadership Team

To obtain a comprehensive view of your district's needs, it may be helpful to establish a mathematics leadership team that includes mathematics teachers from all programmatic levels, principals, chief instructional leaders, board members, and community stakeholders to ask questions, analyze the data and determine needs. If you have leadership teams in place, perhaps utilize those and add additional members as needed for the task.

The mathematics leadership team should establish guidelines that foster a positive group climate for asking questions to promote understanding and identification, valuing the contributions of all members, and developing a vision for moving forward.

Data Analysis/District Needs Assessment

This is where the mathematics leadership team rolls up their sleeves and gets to work. There are many components that are important to examine as you determine what are strengths and challenges in your district. Dialogue at this point is crucial to help you define your vision and *math4life* plan. The following pages contain several topics with questions that may help get the conversation started regarding what areas of mathematics need improvement in your county. You may have additional questions that you want to add to the ones presented here. The goal of the needs assessment is to take an honest look at what is working, what is not, and where the greatest needs lie based on analysis of the available data.

Certified Teachers of Mathematics

What is the percentage of fully-certified mathematics teachers in each programmatic level?

Elementary

Middle

High

Comments/Potential Action Items:

Is there an interest or need for teachers in your district to obtain some form of mathematics certification (i.e. math through Algebra I) or advanced credential (i.e. Elementary Mathematics Specialist) through traditional or alternative means?

Comments/Potential Action Items:

As you analyze the data regarding the current number of non-certified math teachers in your county, what professional learning topics are most needed to assist them in improving classroom practice, instruction and content knowledge?

Comments/Potential Action Items:

Data Analysis

Which statement(s) describe the ability of personnel at the county, school, and classroom level to analyze assessment data to plan for instruction? Examples of data sources include: state benchmark, interim, and summative assessments, local assessment tools (i.e. STAR, i-ready), climate and culture surveys, and formative assessment processes.

1. Data analysis is limited to proficiency rates and performance category reports.
2. Data analysis addresses the classroom/student level to identify areas of strength and weakness.
3. Data analysis is extensive at all levels and is applied to developing plans based on the findings to support student achievement, teaching and learning, and climate and culture.

Comments/Potential Action Items:

Available Data Sets

Determine which data sets are available in your district. Discuss what each of these provide to understanding the need of students in your district and how they could assist you in developing your *math4life* plan.

- Summative Assessment Data Sources
  Early Learning Reporting System – pre-k and k
  WVGSA 3 – 8
  SAT School Day grade 11
- Interim/Progress Monitoring Data Sources
  Early Learning Reporting System – pre-k and k
  Classroom Benchmark Assessments (CBAs) grades 3 – 8
  Classroom Interim Assessments (CIAs) grades 3 – 8
  Interim Module Assessments (IMAs) grades 3 – 8
  District Purchased Assessments
- Climate and Culture Surveys
- Formative Assessment Processes
- Other

Comments/Potenital Action Items:

Organization of Data in Data Sets

In general, most assessment data can be examined at the state, county, school, grade, teacher and student level depending on the nature of the data and how it is organized in the data file.
The types of data typically available at each of these levels are:

- Proficiency Rates – report a percentage that indicates the number of students who performed at or above mastery on an assessment.
- Achievement Level Rates – report a percentage that indicates the number of students who performed at each reported achievement level.
- Performance by Cluster – report a percentage that indicates the number of students who are below, at/near, or above mastery on a group of common standards (i.e. Geometry or reading informational text).
- Performance by Standard – report a percentage proficient on an academic standard within a cluster. (applying the Pythagorean theorem or identifying author's purpose).

Climate and Culture Data
WVDE provides an online climate survey that is available during the fall and spring. There are separate surveys for students (Grades 3 and up), teachers, and parents. After the survey period ends, a detailed report of the results is sent electronically to the school administrator.
For additional information on this survey or to sign up to participate in the survey, visit *http://wvde.state.wv.us/healthyschools/wvscs/*.

Examining the Data Sets

Now that the data is gathered, and you have a general idea of what each data set means, it is time to start examining the data for information and emerging patterns.
Some things to consider as you examine the data:

- What does the data indicate?
- What does the data not indicate?
- Does this data indicate an area of concern regarding mathematics achievement?
- What are potential root causes for the data findings?
- How can this be addressed in the *math4life* plan?
- What resources are available to address the findings?

Comments/Potential Action Items:

Standards, Materials, Frameworks & Guides, Scheduling, Pedagogy, and Funding

Analysis of certification and data from assessments and surveys gives us a snapshot of what students and teachers are doing in the classroom. The day-to-day operation of the organization and how these pieces fit together to create an efficient and effective organization need to be considered. Certified teachers are important; however, certified teachers who know the content and use engaging and challenging teaching practices are integral to improving student achievement.

Standards

Standards define the content taught in the classroom. They are arranged by subject, grade level or both. In addition to describing what is to be taught, they provide information about the context in which they are to be applied by the student to demonstrate understanding. A strong knowledge of the content and understanding of the cognitive complexity expressed in a standard can assist teachers in examining the alignment between the standards and classroom instruction and performance.

Some questions to consider:

What role do the standards play in the day-to-day planning by teachers?

Are teachers in your district familiar with the vertical alignment of the standards and the depth of knowledge/critical thinking needed to master these standards?

To what extent do teachers consider the standards when designing instruction or creating lesson plans?

To what extent do teachers incorporate the Mathematical Habits of Mind when designing instruction or creating lesson plans?

In general, what cluster(s) of standards seem to need the most attention at each programmatic level?

Comments/Potential Action Items:

Materials

New mathematics teaching materials/textbooks were adopted in the spring of 2018. These materials were reviewed for alignment to the standards and districts chose materials based upon input from personnel in the district. As with any new materials adoption, there is a period of adaptation and application of the new materials to the standards and classroom practice.

Now that educators have had approximately nine weeks using the new materials, what are some questions, concerns, or challenges brought on by the new mathematics materials/textbooks?

Are there any common threads to the questions, concerns or challenges associated with the new mathematics materials? (i.e. technology components, pedagogical practices, understanding of content, depth of knowledge expectations)

Do educators need additional support with managing/adapting the new materials to their instructional practice?

Frameworks & Guides

WVDE has developed, with assistance from the other state Departments of Education, three documents for each grade level K – 12. These documents were created to assist teachers and county personnel with addressing mathematics content coverage, habits of mind, common misconceptions, and timelines.

The first document, ***West Virginia Standards Framework for Mathematics***, provides succinct information about teacher understandings, resources, and student understandings arranged by standards. This document can be used by teachers and administrators to provide insight into what is the expectation of the standard. Included in the document are common misunderstandings experienced by students about a standard. This is the first stop for educators to gain an overview of the content and depth expectations of a standard.

The second document, ***Educators' Guide for Mathematics,*** provides in-depth explanation and analysis of grade level standards. In addition to providing information about content and depth of a standard, this document provides examples of how to present a standard to students, how that standard is connected to similar standards in a grade level above or below the current one, and a detailed explanation of the mathematical concept represented by a standard. This document's purpose is to assist teachers with their understanding of the concepts within a standard and how to present it to students. The examples include numeric, graphical, and algebraic representations of a standard when appropriate. The ***Educators' Guide for Mathematics*** can be used in group settings to ensure a common understanding of the mathematics concept, how to present the concept, and promote discussions of mathematics standards among educators.

The third document, ***Content and Timeline for Mathematics,*** provides a sample timeline for ensuring that all standards are addressed during the school year. This document contains a suggested timeline with the understanding that standards are not taught in isolation and that previously taught standards can be applied to new concepts throughout the school year. The timelines were designed to create a natural progression of concepts from year to year. These can serve as a guide to develop local timelines for mathematics courses.

These documents are available online on the *math4life* website: *https://wvde.us/math4life/educators/grade-specific-resources/*.

After examining the documents referenced above, how can these be incorporated in the development of your *math4life* plan?

Scheduling

There is a large body of research that points to "when" we schedule activities in school – such as mathematics – is just as important, if not more, than "what" we schedule during the day. With regards to mathematics, research suggests that students are better suited to study cognitive tasks, like mathematics, at the beginning of the day.

Elementary schools have the flexibility to create schedules that allow for natural connections between mathematics and other subjects. The elementary schedule should consider developmentally appropriate activities and timelines when creating schedules for the building and classrooms. Teachers and administrators can design schedules that allow students to interact with mathematics for longer periods of time and apply the mathematical principles to music, art, science, and social studies.

Middle schools should be designed in a way to meet the unique educational, emotional, and developmental needs of young adolescents. Students begin to develop a connection or detachment with school that is likely to continue in future years. Research supports the use of teaming and block scheduling in middle schools. Teaming has been found to foster bonding and closer relationships between teachers and students. Teaming increases student achievement by promoting interdisciplinary instruction, planning, and coordination. Research has also found common planning time is essential for teachers on interdisciplinary teams to increase student learning. Highly successful middle schools have been found to utilize block scheduling where students attend fewer but longer class periods.

High school scheduling typically follows one of two types of models either a traditional, or period schedule or some variation of a block schedule. While block and period schedule models offer significant benefits to school, teachers, and students, neither has a demonstrable advantage in terms of student achievement. When evaluating schedule changes, researchers agree adequate teacher professional development targeting instructional strategies seems to be the determining factor in whether or not student achievement is increased under a new scheduling model.

Transitioning to a new schedule should be carefully considered and researched. New schedules have implications for curriculum, facility planning, parents, and students. Research indicates the best place to begin evaluating scheduling models is by assessing county needs, goals, and priorities.

What types of schedules are used in your county? Do these schedules allow flexibility for administrators, teachers and students?

Is it possible to make minor adjustments to schedules to allow for innovative and research-based practices to occur?

How can schedules be adjusted to accommodate not only student needs, but provide opportunities for teachers to collaborate and participate in professional learning during the school day?

What role do interventionists and special educators play in providing a flexible schedule?

Comments:

Pedagogy

Pedagogy is defined as the principles, practice, or profession of teaching. These are the routines and approaches that teachers use to establish and assess the learning environment. Content knowledge coupled with appropriate and effective pedagogical practices can improve student understanding and mastery of a subject. There are a great number of instructional practices available for teachers to use that best fit mathematics.

Two books, *Visible Learning for Mathematics* (Hattie, Fisher, Frey, etal., 2017) and *Visible Learning for Teachers* (Hattie, 2012) provide information on pedagogical processes and their effect sizes on student achievement. Examination of pedagogical practices and their connections to mathematics understanding by students is something to consider when planning instruction.

What are your concerns regarding pedagogy and teaching mathematics at each programmatic level?

Which programmatic level of mathematics has the greatest need for pedagogical changes in your district?

Funding

Funding sources that are available to use for the math4life campaign include Title I for Targeted Schools, Title II, Title VI, Step 7, mathematics grants and SEA funds per legislative funding.

How much of your current funding could be directed to math4life initiatives?

What are some components that would provide maximum impact to improve mathematics in your district if funding were not a consideration? For example, technology, professional learning opportunities, a full-time math coach, etc.

Comments:

Establish a *math4life* Plan with Measurable Goals

Now that you have spent some time examining the current system from multiple perspectives and identified areas that need to be addressed, it is time to establish a framework on which to build the math4life five-year plan.

First, determine a vision of what the future looks like five years from now. As you enter the mathematics classrooms in your county, what do you want them to look like? Think about the students, teachers, administrators, specialists, parents and the community's role in this vision. The future envisioned here starts today.

After you have a statement that reflects where you want to be five years from now, reflect on the data from the previous section to determine where you need to start in year one.

Implement and Support the *math4life* Action Plan

In this section, the *math4life* team will create an implementation and support plan for the next five years. An effective plan should contain broad goals for the next five years to provide direction with the understanding that the plan will require review and revision annually. Once the annual goals are established, the leadership team will define specific action steps necessary to support the goals for year one. At the end of year one, an assessment of the activities and achievement gains will be used to plan for the following year. A chart to record your *math4life* action plan is found in the Appendix.

Designate a Point of Contact

The staff at WVDE has an ongoing commitment to create and locate high-quality materials, events, and support for the math4life initiative. As these new materials roll out, our goal is to inform counties of their availability immediately. With that in mind, please designate a *math4life* point of contact for your county. This person will be responsible for sharing information with central office staff, administrators, and teachers in your district. Please complete and return the *math4life* point of contact form included with this document.

Monitor Grade-level Mathematics Professional Learning and Student Achievement

As you begin the five-year journey toward improving mathematics in your county, it is important to chronicle events to monitor progress, celebrate success, and plan for the future. Professional learning opportunities for administrators, teachers and staff, student engagement activities, formative, benchmark, and summative assessment data are just a few items that can be used to chronicle and direct the five-year *math4life* initiative.

Monitoring for Success

math4life Monitoring for Success		
District:	Year:	Point of Contact:
What measures will you put in place to assess the success of the goals for year one of the *math4life* initiative?		
What funding sources are available to implement the district's *math4life* plan?		
How will you determine the progress for the year one *math4life* goals and use the information to plan for year two? How will this information be communicated to stakeholders in your county?		

Additional Information:

The following charts are for counties to use as needed to gather information to create their *math4life* plan. These are for county use only and are **not** to be submitted to WVDE.

Data Analysis/Needs Assessment

As you examine the various sources of data, please keep the following questions in mind.

- What does the data indicate?
- What does the data not indicate?
- Does this data indicate an area of concern regarding mathematics achievement?
- What are potential root causes (positive or negative) regarding the data results?
- How can the *math4life* plan assist in addressing the root causes?
- What resources are available to address the findings?

Certified Teachers of Mathematics Needs

Baseline Data		Percentage of fully certified teachers at each programmatic level (Number of fully certified teachers ÷ number of positions x 100)
Elementary School Mathematics Teacher Information	_____out of _____ elementary professional positions are staffed by fully-certified teachers	
Middle School Mathematics Teacher Information	_____out of _____middle school mathematics professional positions are staffed by fully-certified mathematics teachers.	
High School Mathematics Teacher Information	_____ out of _____high school mathematics professional positions are staffed by fully-certified mathematics teachers.	
Analysis/Comments/Potential Action Items:		

Interest in Alternative Certification/Pathways to Mathematics Endorsement for current educators

Is there an interest among teachers in your district to obtain some form of mathematics certification (i.e. math through Algebra I) or advanced credential (i.e. Elementary Mathematics Specialist) through traditional or alternative means?
Comments/Potential Action Items:
As you analyze the data regarding the current number of non-certified math teachers in your county, what professional learning courses are most needed to assist them in improving classroom practice, instruction and content knowledge?
Comments/Potential Action Items:

Data Analysis Worksheet

In general, which of the following statements best describe the ability of educators in your county to analyze and use data for instruction?
Data analysis is limited to proficiency rates and performance category reports.
Data analysis addresses the classroom/student level to identify areas of strength and weakness.
Data analysis is extensive at all levels and is applied to developing plans based on the findings to support student achievement, teaching and learning, and climate and culture.
Comments/Action Items:

Summative Data

Early Learning Reporting System – Pre-K and Kindergarten		
Grade Band	Findings:	Comments/Action Items:
PK		
K		
West Virginia General Summative Assessment (WVGSA) Grades 3 - 8		
Grade Band	Findings:	Comments/Action Items:
3		
4		
5		
6		
7		
8		

Summative Data (Cont.)

SAT School Day Grade 11	
Findings	Comments/Action Items:
Heart of Algebra	
Problem Solving and Data Analysis	
Passport to Advanced Math	

Interim and Progress Monitoring Data sources

Instruments used for interim assessments and progress monitoring vary by counties and schools and are often tied to programmatic levels. WVDE provides the following assessment tools to counties at no cost to use at their discretion. For grades 3 – 8 there are the classroom benchmark assessments (CBAs), classroom interim assessments (CIAs), and interim module assessments (IMAs). High School students have access to Khan Academy through the College Board and pre-k and kindergarten teachers have access to the Early Learning Reporting System (ELRS). In addition, many districts have locally purchased materials used for interim and progress monitoring of student growth. Use the following charts to record your findings.

Interim/Progress Monitoring Data findings		
Grade Band	Findings:	Comments/Action Items:
Pre – K Early Elementary		
Upper Elementary (3 – 5)		
Middle School (6 – 8)		
High School (9 – 12)		

Climate and Culture Survey Results

Climate and Culture Survey Analysis – Safe and Supportive Schools – Student Perceptions		
Engagement		
Category	Findings:	Comments/Action Items:
Relationships		
Respect for Diversity		
School Participation		
Safety		
Category	Findings:	Comments/Action Items:
Emotional Safety		
Physical Safety		
Substance Use		
Environment		
Category	Findings:	Comments/Action Items:
Physical Environment		
Academic Environment		
Wellness		
Disciplinary Environment		

Formative Assessment Processes

Formative Assessment Processes used in Classrooms		
Grade Band	Findings:	Comments/Action Items:

Other Data

Other Relevant Data		
Grade Band	Findings:	Comments/Action Items:

Standards, Materials, Frameworks & Guides, Scheduling, Pedagogy, and Funding
Analysis of the Role of Standards in Classroom Instruction and Planning

Use of Standards		
Component	Findings:	Comments/Action Items:
Role in Daily Planning		
Awareness or Use of Vertical Alignment		
Consideration of standards when designing instruction or creating lesson plans		
Incorporation of Mathematical Habits of Mind into planning		
Clusters within grade levels that need the most attention		

Materials

Textbook Materials and Supplements		
Component	Findings:	Comments/Action Items:
Understanding how to use the materials		
Understanding the Pedagogical practices for using the materials effectively		
Understanding of the standards and how they relate to the materials		

Frameworks and Guides

Frameworks and Guides		
Component	Potential Use in District	Comments/Action Items
Frameworks for Mathematics		
Educators' Guide for Mathematics		
Content and Timeline for Mathematics		
https://wvde.us/math4life/educators/grade-specific-resources/		

Scheduling

Scheduling		
Component	Findings:	Comments/Action Items:
Elementary Scheduling Considerations		
Time of day for scheduling mathematics instruction of new concepts		
Utilizing support staff (special education, Title I etc.) to build support for mathematics intervention or enrichment		
Integration of Number Talks and conceptual understanding of math throughout the day in other subjects such as English Language Arts, Science, and Social Studies		
Embedded professional learning opportunities during the school day		

Scheduling (Cont.)

Scheduling		
Component	Findings:	Comments/Action Items:
Middle School Scheduling Considerations		
Time of day for scheduling mathematics instruction of new concepts		
Utilizing support staff (special education, Title I etc.) to build support for mathematics intervention or enrichment		
Organization of grade level teams for planning, collaboration, and shared expectations around mathematics		
Embedded professional learning opportunities during the school day		

Scheduling (Cont.)

Scheduling		
Component	Findings:	Comments/Action Items:
High School Scheduling Considerations		
Time of day for scheduling mathematics instruction of new concepts		
Utilizing support staff and scheduling options to build support for mathematics intervention or enrichment		
Organization of subject matter specialists to promote and ensure cross-curricular use of mathematics		
Embedded professional learning opportunities during the school day		

Pedagogy

Pedagogy use by Programmatic Level		
Grade Band	Findings:	Comments/Action Items:
Pre – K Early Elementary		
Upper Elementary (3 – 5)		
Middle School (6 – 8)		
High School (9 – 12)		

Funding Sources

Funding Sources by Programmatic Level		
Grade Band	Findings:	Comments/Action Items:
Pre – K Early Elementary		
Upper Elementary (3 – 5)		
Middle School (6 – 8)		
High School (9 – 12)		

***Math4life* Annual Goals and Action Plan**

County:	Year:					
Goal:						
Activity	**Applicable Programmatic Levels/ Grade(s)**			**Responsible Staff**	**Start Date**	**Targeted Completion Date**
	PK-K	**1-2**	**3-4**			
District:	Year:					
Goal:						
Activity	**Applicable Programmatic Levels/ Grade(s)**			**Responsible Staff**	**Start Date**	**Targeted Completion Date**
	PK-K	**1-2**	**3-4**			

County:	Year:					
Goal:						
Activity	**Applicable Programmatic Levels/ Grade(s)**			**Responsible Staff**	**Start Date**	**Targeted Completion Date**
	PK-K	**1-2**	**3-4**			