

Angie Heisel Improving Outcomes

BACKGROUND



Through formative assessment, it was evident to me that students struggled with word problems. Upon observation, I noticed that students were not really reading the problems, but finding the numbers and performing random operations. My intention was for students to focus on what the problem was asking of them (the action verb) - "what do we need to find,"?

Problem statement: All students will score at least 80% on problem solving assessments.

THEORY



Mathematics Key Driver Diagram (KDD)

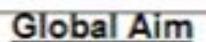
Accountable Leader(s): Dr. Dawn Williams

DRAFT

(Tier I)

Revision Date: 9.9.2019

Student / Parent Feedback Mechanism



Educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life and upon graduation from high school are enrolled, enlisted, or employed.

SMART AIM

Aligning with CPS District strategic goals:

- Increase math outcomes as evidenced by OST & EOC (K – 3^e – 6^h – 9^h grade);
- close the academic gap between African American, Latino and Caucasian Students in above outcomes

We will increase math outcomes by 10 percentage points, from 59.5% to 69.5 (1731)% for 3" grade; 44.1% to 54.1(1206)% for 6" grade; 25.9% to 36.9(503)% for 8" & 51.6% to 61.6(615)% for 9" grade by May 2020".

We will decrease the academic gap between African American & Caucasians from X, to Y, for K; from 30% to 20% for 3° grade; 43% to 33% for 6° grade; and 53% to 43% for first time 9th grade Algebra I students by May 2020.

We will decrease the academic gap between Latinx & Caucasians from X_s to Y_s for K; from 37% to 27% for 3° grade; 46% to 36% for 6° grade; and 74% to 64% for first time 9° grade by May 2020.

Within 8" grade math, we will increase % of African American & Latinx students scoring proficient on OST from 22% to 32% by May 2020 and decrease the achievement gap between African American & Caucasians from 48% to 38% and Latinx & Caucasians from 50% to 40% by May 2020, using Annual Measurable Objectives (AMO) as a guide.

Interventions Implement Teaching Lab "Inquiry Cycle" Model for 8th & 9th Grade Teachers (SEP, NOV, JAN) Provide instructional support Drivers Increase content knowledge Integrate QI w/ math content (Tier I) **Activated Students & Families Utilize Math Specialists** (Tier I & II) Strategically Deploy Math Coaches (Tier I & II) Instructional Practices - Learning Adopt Standardized Math Curriculum (Tier I) is Visible (John Hattle's Research) Develop a Reliable 8th Grade Math Program as a Foundation for Success in 9th Grade Algebra Safe and Healthy (Tier I) Culture for Learning Analyze & Utilize MAP Growth Assessment Data for Improvement (Growth Measure) (Tier I) On Grade Level Work Utilize Data Dashboard for Improvement (Tier I) Build QI Capability / Knowledge w/ Math Teachers: Data-Informed Decision Conduct teacher QI Training QI knowledge assessment (Tier I) Making for Instruction Utilize an On-Grade Level & Effective Instruction Guide / Observation Tool for Teacher Coaching & Feedback

LEARNING CYCLES



Plan:

100% of Mrs. Heisel's students will score 80% or better on problem solving assessments by focusing on the action verb and what the question is asking.

Do:

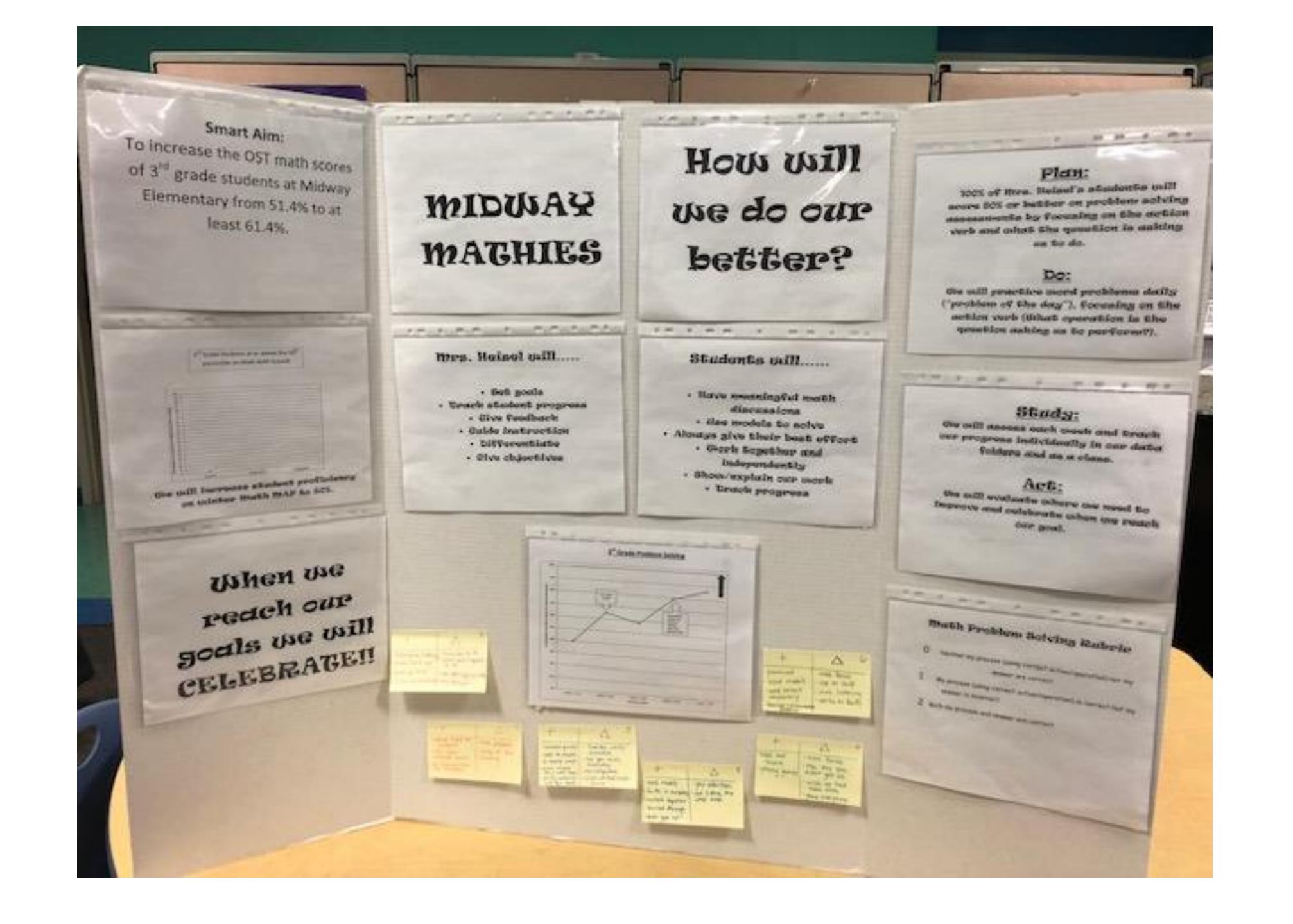
We will practice word problems daily ("problem of the day"), focusing on the action (What operation is the question asking us to perform?).

Study:

We will assess each week and track our progress individually in our data folders and as a class.

Act:

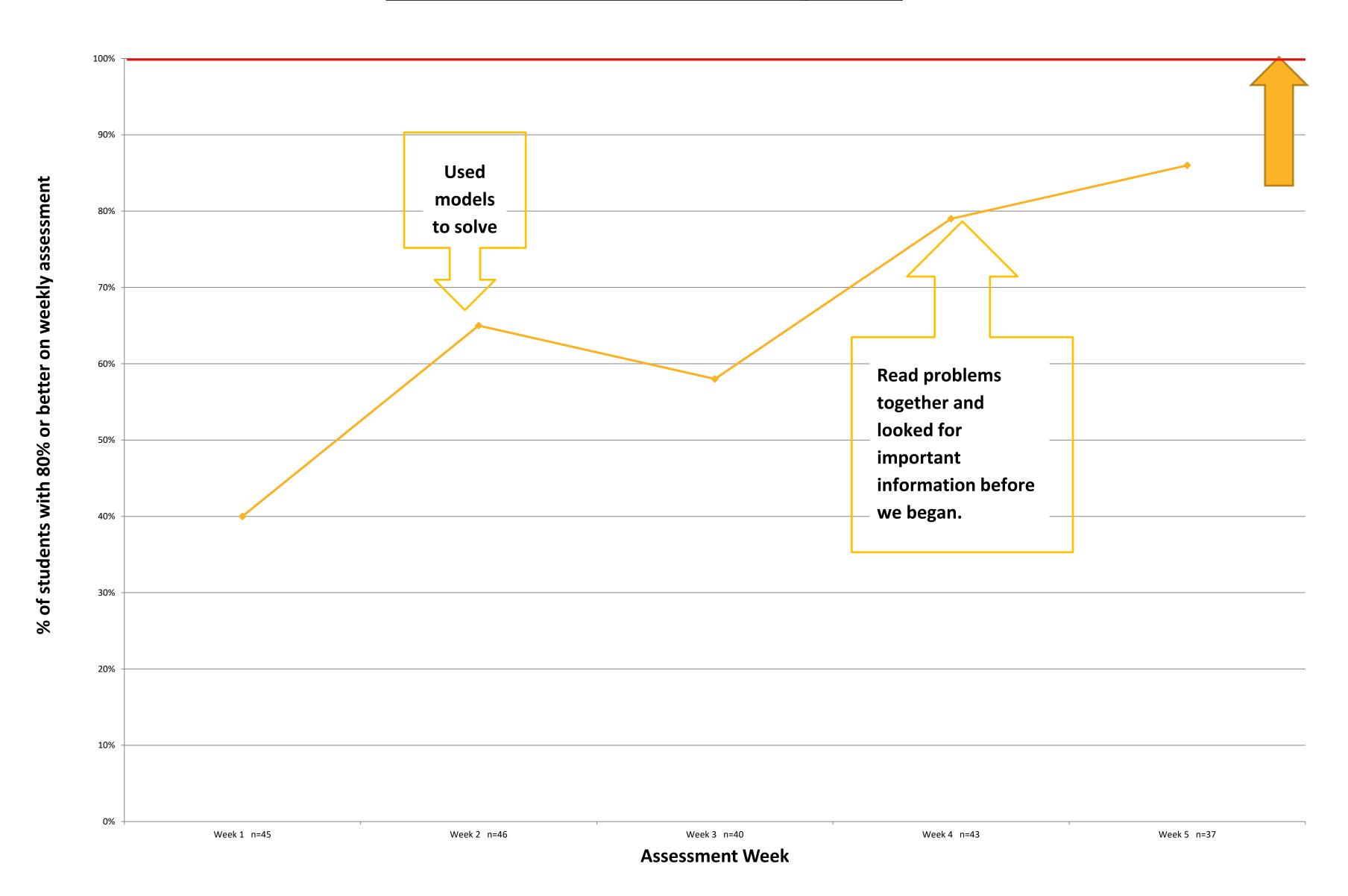
We will evaluate where we need to improve and celebrate when we reach our goal.



RESULTS

3rd Grade Problem Solving Data





MOST PROUD & WHY



I am most proud of how my students took ownership of the project. They were excited each week to "do their better." I could see their confidence grow and if they happened to decrease, they genuinely thought about why and how they could improve for next time.

GREATEST CHALLENGE



For me the greatest challenge was accepting that I would not see results instantly. I need to remember that small growth is still growth. Looking back at the run chart though, I see how much my students have truly grown through this process.



Thank You!

TEAM MEMBER
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