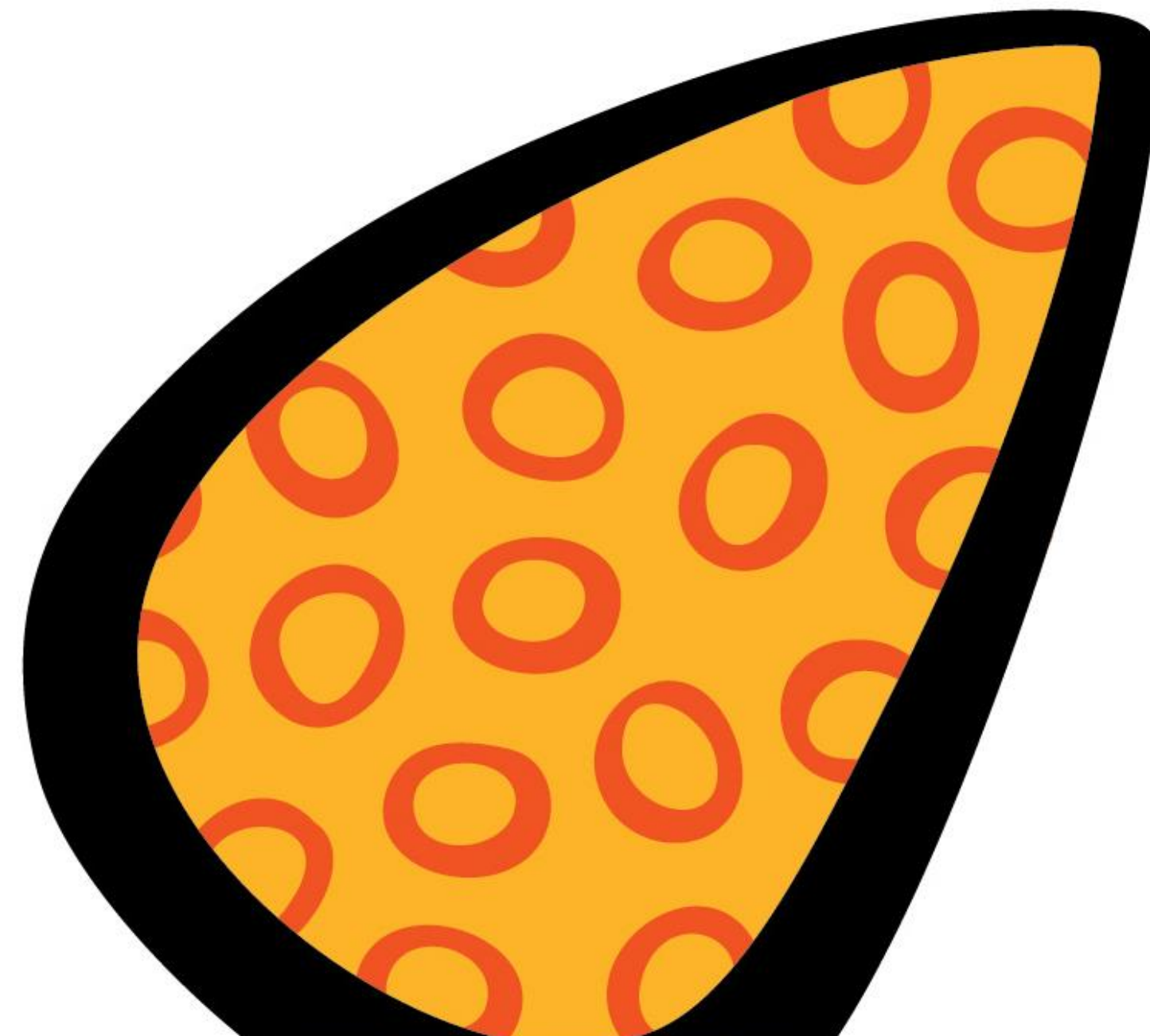
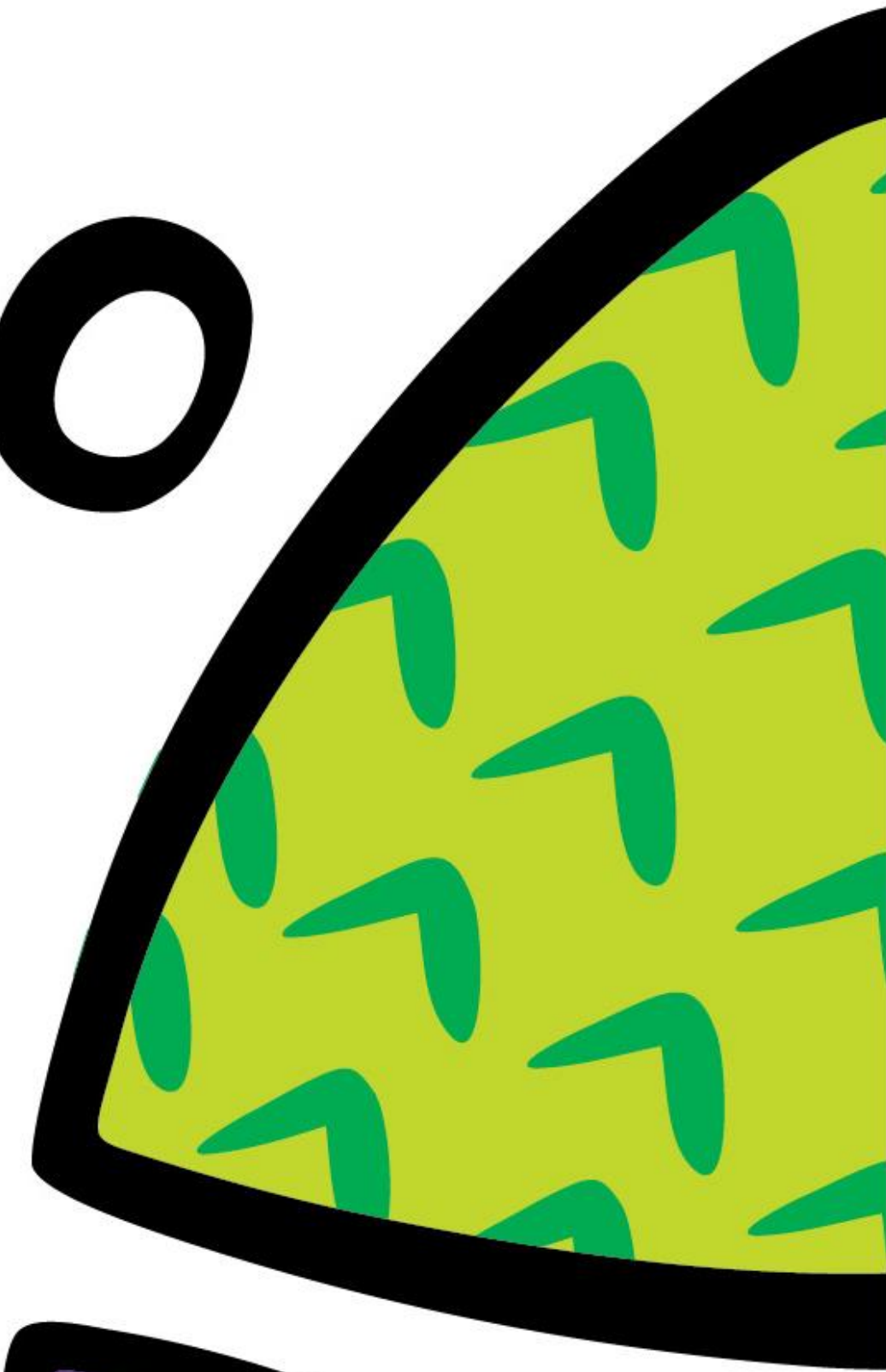
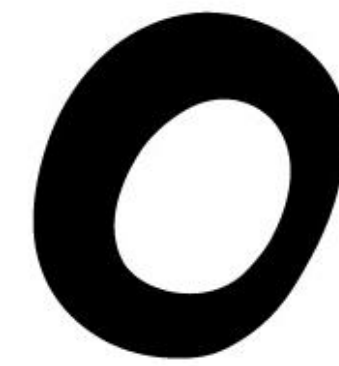




Angie Heisel
Improving
Math
Outcomes



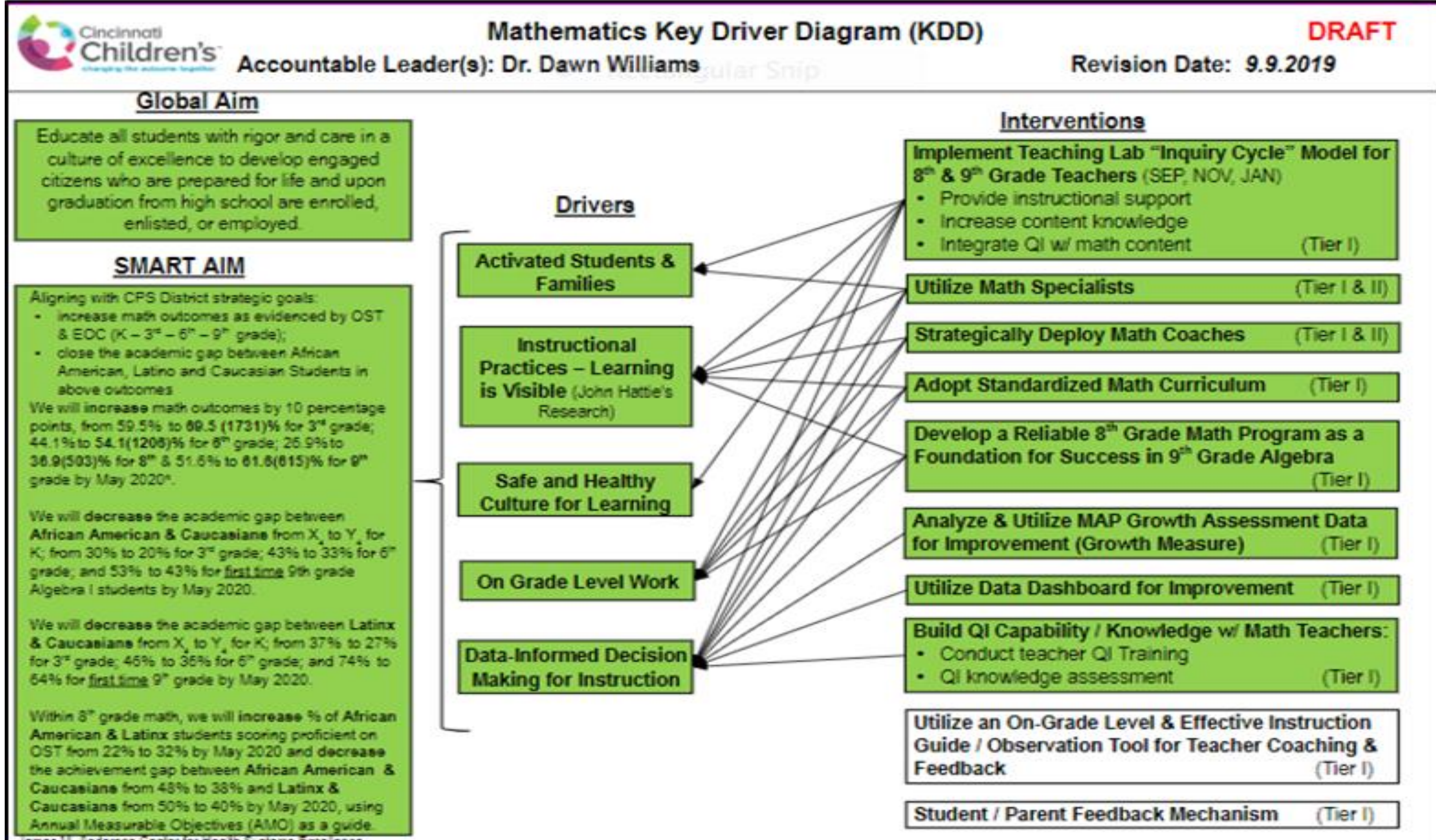
BACKGROUND



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



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:

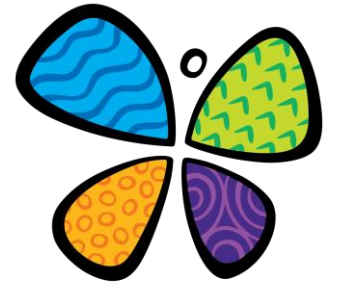
We will practice word problems daily ("problem of the day"), focusing on the action (What operation is the question asking us to perform?).

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.



Smart Aim:
To increase the OST math scores of 3rd grade students at Midway Elementary from 51.4% to at least 61.4%.

MIDWAY MATHIES

How will we do our better?

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 us to do.

Do:
We will practice word problems daily ("problem of the day"), focusing on the action verb (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.

Mrs. Heisel will.....

- Set goals
- Track student progress
- Give feedback
- Guide instruction
- Differentiate
- Give objective

Students will.....

- Have meaningful math discussions
- Use models to solve
- Always give their best effort
- Work together and independently
- Show/explain our work
- Track progress

When we reach our goals we will CELEBRATE!!

Math Problem Solving Rubric

0	Applied the process using correct mathematical operations but answer are incorrect
1	Did process using correct mathematical operations but answer is incorrect
2	Both the process and answer are correct

Classroom Data

+	Δ	○
100%	90%	80%
80%	70%	60%
60%	50%	40%
40%	30%	20%
20%	10%	0%

Math Problem Solving Rubric

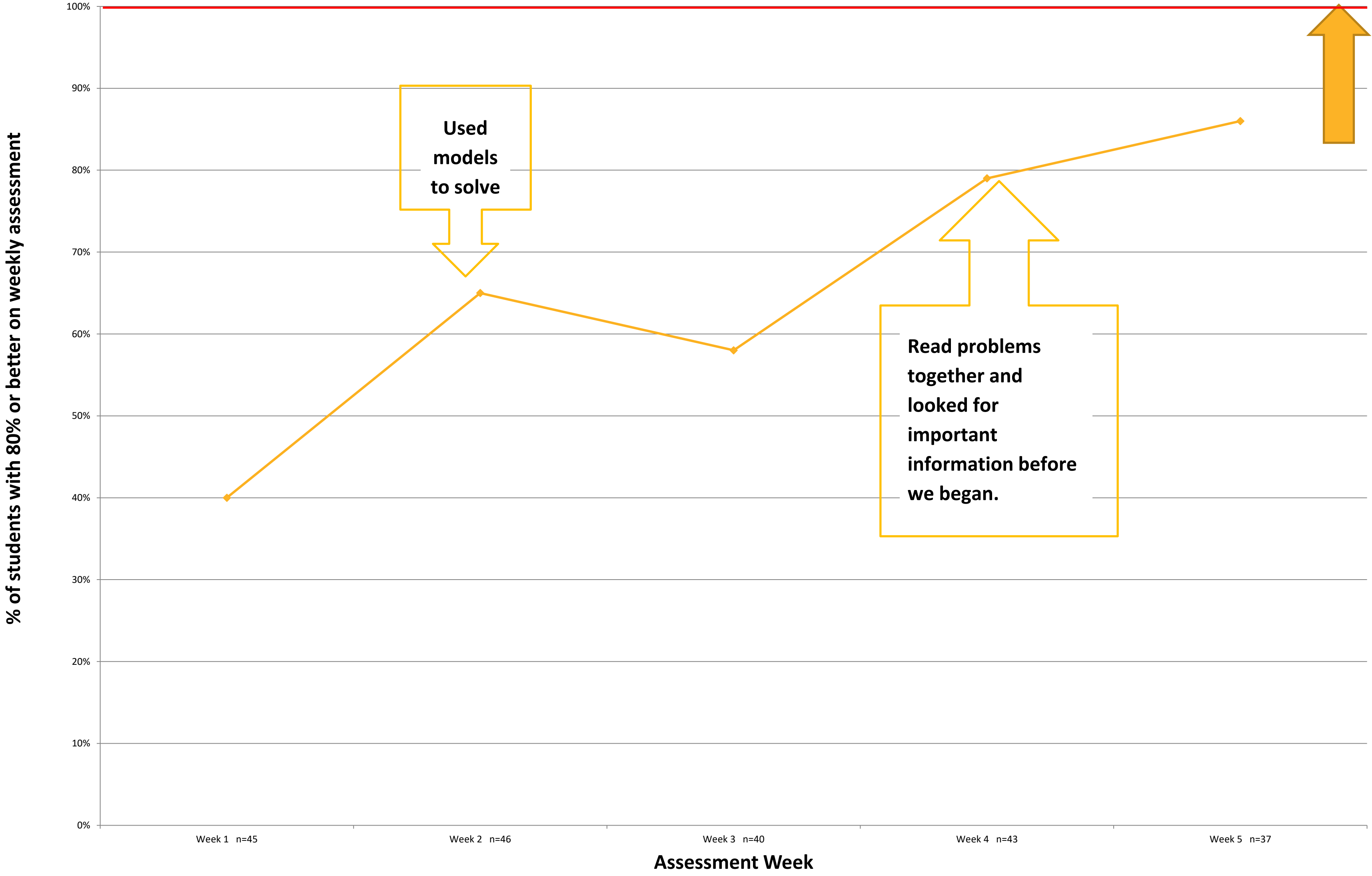
+	Δ	○
100%	90%	80%
80%	70%	60%
60%	50%	40%
40%	30%	20%
20%	10%	0%

Math Problem Solving Rubric

+	Δ	○
100%	90%	80%
80%	70%	60%
60%	50%	40%
40%	30%	20%
20%	10%	0%

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

Angie Heisel

heisela@cpsboe.k12.oh.us

