



Math
Specialist — Jamie
Riester
Silverton Paideia School



BACKGROUND



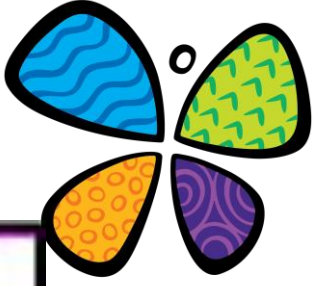
I am a Math Specialist. It is a new position for the Cincinnati Public School District. As a part of my position, I push into classrooms to assist both teachers and students. I also pull out students for small group instruction.

My PDSA was created for a small group of third grade students. The students were selected based on their RIT band score (Rasch Unit) /percentile ranking on the Fall Math Measurement of Academic Progress Assessment (MAP).

I am currently testing if using a specific progression for instruction of skills proves to be successful for students. The specific progression I am using to present new material is the **Concrete to Representational to Abstract (CRA Method)**. I measure their growth by progress monitoring with the MAP Skills Progress Monitoring Tool.



THEORY



Accountable Leader(s): Dr. Dawn Williams

Mathematics Key Driver Diagram (KDD)

DRAFT

Revision Date: 9.9.2019

Global Aim

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 & EDC (K – 3rd – 6th – 9th 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 3rd grade; 44.1% to 54.1(1208)% for 6th grade; 26.9% to 36.9(503)% for 8th & 51.6% to 61.6(615)% for 9th grade by May 2020.

We will decrease the academic gap between African American & Caucasians from X₁ to Y₁ for K; from 30% to 20% for 3rd grade; 43% to 33% for 6th 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 X₂ to Y₂ for K; from 37% to 27% for 3rd grade; 46% to 36% for 6th grade; and 74% to 64% for first time 9th grade by May 2020.

Within 8th 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.

Drivers

Activated Students & Families

Instructional Practices – Learning is Visible (John Hattie's Research)

Safe and Healthy Culture for Learning

On Grade Level Work

Data-Informed Decision Making for Instruction

Interventions

Implement Teaching Lab "Inquiry Cycle" Model for 8th & 9th Grade Teachers (SEP, NOV, JAN)

- Provide instructional support
- Increase content knowledge
- Integrate QI w/ math content (Tier I)

Utilize Math Specialists (Tier I & II)

Strategically Deploy Math Coaches (Tier I & II)

Adopt Standardized Math Curriculum (Tier I)

Develop a Reliable 8th Grade Math Program as a Foundation for Success in 9th Grade Algebra (Tier I)

Analyze & Utilize MAP Growth Assessment Data for Improvement (Growth Measure) (Tier I)

Utilize Data Dashboard for Improvement (Tier I)

Build QI Capability / Knowledge w/ Math Teachers:

- Conduct teacher QI Training
- QI knowledge assessment (Tier I)

Utilize an On-Grade Level & Effective Instruction Guide / Observation Tool for Teacher Coaching & Feedback (Tier I)

Student / Parent Feedback Mechanism (Tier I)

LEARNING CYCLES



Smart Aim:

100% of third grade math students in Math Specialist groups will correctly solve grade level math problems by drawing an accurate model to show their strategy by January 17th.

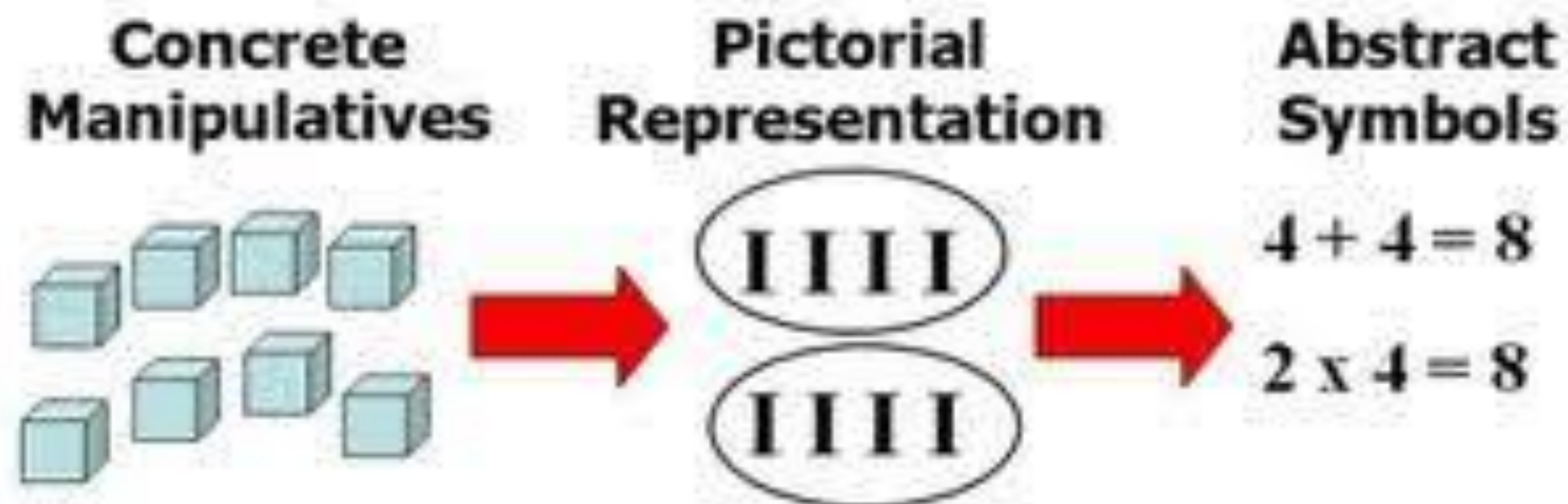
This will be measured bi-monthly on the MAP Skills assessment.

Plan: I will use a learned strategy to solve my math problems. I will show my knowledge through my work in my data folder and by selecting the correct answer on the MAP Skills Assessment.

Strategies:

We are trying to determine if students have strategies learned through the CRA* instructional process to solve math problems to find a correct solution.

CRA →



RESULTS



Fall Data: 7/38 passed at 18%

Winter Goal: 64.5% with 26/40 passing.

How will we know the
change is an
improvement?

*Teacher and student
will track and measure
growth of accurate
modeling of math with
a rubric in individual
data folders.*

*Students will use
their own run
charts.*

*Teacher will
maintain a class run
chart.*

Teacher will use Map Skills scores to establish skill level of

NW . M

(Needs Work or Mastery)

MOST PROUD & WHY



My students enjoy tracking their progress and discovering their own growth along with areas they need to improve. They have a strong sense of ownership for their math education with me. We are seeing and feeling success! Students are realizing success is a process and requires hard work and strong effort.

GREATEST CHALLENGE



My greatest challenge is time. I don't always have the time I need as I service grades kindergarten through third.

When students are absent it also hinders progress.



TEAM MEMBERS

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