Becki Arlington
Math Specialist
Woodford Paideia
Woodford Paideia Third Grade Math MAP
Fall: 4  (10.8%) Students Proficient  
Winter Goal: 24  (64.5%) Students Proficient
THEORY

Mathematics Key Driver Diagram (KDD)

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 & EOC (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 86.9% (17.31%) for 3rd grade, 44.1% to 54.1% (10.0%) for 6th grade, and 26.5% to 38.0% (11.5%) for 9th 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 3rd grade; 43% to 33% for 6th grade, and 53% to 43% for first-time 9th grade Algebra 1 students by May 2020.

We will decrease the academic gap between Latinx & Caucasians from X to Y for K; from 37% to 27% for 3rd grade; 40% to 30% 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 45% to 35% 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

Weekly Cycle

Monday: Pre Assess → small group intervention on remedial skills and small group station on current skills

Tuesday-Thursday: small group intervention on remedial skills and small group station on current skills

Friday: Assessment and regroup students to start new cycle next week
MOST PROUD & WHY

★ Student Engagement has increased by using targeted small groups
★ Students are involved in data collection and review
★ Students are showing pride in their work and progress
★ Students are communicating what they need to be successful
GREATEST CHALLENGE

➢ TIME - As a math specialist, I have limited control over setting schedules and making student groups

➢ Student attendance is not good for a critical group of students
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