Academic Action Plan

Content Area: MATH

Learner Centered Problem (LCP): What are your students struggling to learn and how is the struggle related to Learning Loss?

Many students at Jane Dee Hull Elementary School are currently unable to apply mathematical strategies to represent and solve word problems

Data Analysis: Describe the process that your team went through to determine the LCP. Be specific to the data used to identify the LCP and its high leverage impact. Include your team's rationale for selecting the LCP and SMART Goal.

A trend was identified in AZM2 data that showed a steady decline in overall math proficiency and growth. We have also utilized in-class informal assessment, School City Benchmarks, and teacher created benchmark assessments.

Problem of Practice (POP): Describe the elements of teacher instruction that must be improved in order to address the LCP.

Teachers at Hull Elementary do not consistently implement a structured protocol for math problem solving. To assist our students in increasing their math understanding and success, our teachers will need some additional training in how to best identify and work with math intervention groups. Teachers will also need a refresher course in PLCs in order to effectively monitor and assess our site goal. Finally, teachers will need to continually increase their capacity with School City in order to create and administer the most effective and appropriate assessments possible.

Student Achievement Goal (SMART): Establish a SMART Goal that addresses the LCP.

By May 2022, students at Jane Dee Hull Elementary School will show improvement in math growth and proficiency, as evidenced by AASA (formerly AZM2) data. Understanding that with recent educational disadvantages brought forth by the pandemic, we feel that a reasonable goal would be a 10% increase in proficiency and a 15% increase in growth. Based on 2021 data, that would make our target percentages 55% proficiency and 61% growth.

SMART Goal Requirements:

1. Specific
2. Measurable
3. Achievable
4. Realistic
5. Timely

Alignment with Journey 2025: Identify the metrics within J2025 that this plan is designed to address.

<table>
<tr><td colspan="2">This plan addresses Metric 2: Grade Level Proficiency: Students at all grade levels will exceed state AzM2 scores in ELA and mathematics.</td></tr>
<tr><td colspan="2">Student Achievement Goal (SMART): Restate your SMART Goal from the previous page.

By May 2022, students at Jane Dee Hull Elementary School will show improvement in math proficiency and growth, as evidenced by AZM2 data, School City assessments, and teacher created benchmarks.</td></tr>
<tr><td>Evidence-Based Instructional Strategy 1: Please describe the instructional strategy implemented to address the LCP. Include in your description the frequency and duration with which the strategy will be implemented. Consider High Yield Strategies by John Hattie, the Strategy Framework from Marzano, etc.

One of our instructional strategies would best fall into John Hattie’s category of summarizing and note taking. Our plan will involve teaching and practicing the CUBES method when solving mathematical word problems. The CUBES method is a strategic approach to solving a problem that helps students identify important information in a problem before solving it to better organize their thoughts and strategies. CUBES stands for:
Circle the question
Underline what you know
Box math words/vocabulary
Eliminate unnecessary information
Solve</td><td>Marzano Evaluation Correlation: Which element(s) in the Marzano Teacher Evaluation will be addressed through this strategy?

The Marzano element addressed with this strategy is helping students practice skills, strategies, and processes</td></tr>
<tr><td>Evidence-Based Instructional Strategy 2: Please describe the instructional strategy implemented to address the LCP. Include in your description the frequency and duration with which the strategy will be implemented. Consider High Yield Strategies by John Hattie, the Strategy Framework from Marzano, etc.

Academic vocabulary, knowledge, understanding, and usage is an important aspect of Hattie’s high Yield Strategies. Vocabulary will be a focus in our plan and will be a daily focus with classroom problem solving. Students will be exposed to definitional and contextual information about a word; multiple exposures to a word in different contexts; and encouragement of students’ active participation in their own learning of the new words. Examples of vocabulary activities can be found at http://learningtasks.weebly.com/vocabulary-strategies.html</td><td>Marzano Evaluation Correlation: Which element(s) in the Marzano Teacher Evaluation will be addressed through this strategy?

The Marzano element addressed in this strategy is previewing new content.</td></tr>
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Evidence-Based Instructional Strategy 3: Please describe the instructional strategy implemented to address the LCP. Include in your description the frequency and duration with which the strategy will be implemented. Consider High Yield Strategies by John Hattie, the Strategy Framework from Marzano, etc. **Our third instructional strategy is frequent and consistent practice to build automaticity and fluency in math facts. Becoming fluent in mathematical basics is essential in having success in the other two strategies mentioned. Through teacher evidence in each grade level, the percentage of students without mastery of basic math facts has dropped over time.**	**Marzano Evaluation Correlation: Which** element(s) in the Marzano Teacher Evaluation will be addressed through this strategy? **The Marzano element addressed with this strategy is helping students practice skills, strategies, and processes**
Professional Development: Describe any professional development that will be delivered to staff to build capacity for strategy implementation. Include both internal or external training, frequency of the training, and any costs associated. **Training in quality math intervention will be essential to the success of our plan. We would prefer to work with our district Instructional Resource Center and their academic coaches to build capacity in this area with our teachers. We will also need staff training on Moby Max. We have two teachers that were trained who will be able to present this training. Staff meetings will be utilized to model best practices. PLC's will be utilized by our staff in order to monitor and assess the progress of our goal.**	
Progress Monitoring Plan: Describe the plan for monitoring progress & fidelity of the strategy implementation. Include leadership practices for monitoring progress and any other assessments/assignments or student data that will be gathered. Be sure to include the frequency and duration with which monitoring of the plan will occur. **Progress monitoring will occur both weekly and quarterly.** **Weekly, teachers will alternate between math fact practice (timed tests) and problem-solving practice utilizing the CUBES method. Both are important in measuring our students' success. We will also conduct quarterly math benchmark assessments. These assessments will be created at each grade level to best measure mathematics standards specific to that group.**	**Timeline for Completion: Identify** the timeline for completion of your SMART Goal. Include specific date/time. **May 2022**
Equity Lens Review: In review of your student data, what equity needs were discovered? Describe a plan for addressing such needs. Be sure to review the 5 Equity Questions as you identify the needs and review your overall plan.	**Equity Questions:**

Upon examination of our site AZM2 growth and proficiency data in mathematics we discovered that the growth across the board was low. In drilling down the data, it was discovered that our Hispanic, Black, and SPED populations had the lowest percent growth overall. These three groups together make up 44% of our student body. Another area in which we discovered a drop in percentage is our absentee rate. **With regard to our subgroups and their growth and proficiency, we are confident that our sitewide plan will assist in building math capacity across all groups. Teachers, and grade levels, will work together to develop math problems and situations, that have a more broad and culturally competent components. A key to the success of this strategy is our teachers continually building and nurturing the relationships with their students and families. It will be imperative that there is continual open communication between school and home to ensure success.** **In addressing the absentee issue, this becomes more of a challenge due to the current pandemic and quarantine issues. Families that have been demonstrating a trend towards higher absenteeism, not due to quarantine, have been communicated with. As a school we want to work with them to develop a plan that can ensure their students are in school.** **Unfortunately, we are also dealing with a population of students that are missing school due to a mandatory quarantine. To that end, the team wants to focus on access. As mandated by district, students who are quarantined by the school are to have access to the classroom via a virtual platform. We want to ensure that every student affected by the quarantine will have access to the online instruction. As part of our site goal, it is necessary that all students can participate in the weekly practice and quarterly benchmarks.**	1. Who are the under-represented groups affected by this policy, program, practice, or decision? What are the potential impacts? 2. Does this policy. program, practice, or decision worsen existing disparities or produce other unintended impacts? 3. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, or decision? 4. What are the barriers to more equitable outcomes? 5. How will you mitigate the negative impacts and address the barriers identified above?

In looking at our site plan, the data involved, and the equity questions, we are confident that this plan will be successful and bring about a positive change in our site's math proficiency and growth.	

Parent and Community Engagement: Describe how this plan and work associated with its implementation will be transparently available to the public. Articulate a plan or protocol for sharing the information in this plan and its progress with key stakeholders both inside and outside your school community.

Our site plan will be shared with our site council. These stakeholders will have the opportunity to look at the different elements of the plan and ask questions to further their understanding. The plan will also be posted on our school website for community stakeholders to view. As the plan is being enacted on campus, our teachers will be informing parents of progress related to our goal.

Sustainability of the Plan: Describe how the work and the outcomes will be sustained beyond any funding necessary or implementation period outlined. Consider the process for reflection and revision of the plan over time.

The work will be sustained through a variety of avenues. First, formal and walk-through observations will be conducted by administration. Teachers will reflect on data and strategies in their grade level meetings. Based on results of the quarterly and weekly assessments, teachers plan and deliver direct instruction and assess student progress. This will be grade level specific, based on the assessment results and addressed in grade level planning meetings. The School City Assessment system will be used to group students and check for progress of standards. Through the use of self-reflections, students will evaluate their understanding of problem-solving ability, math vocabulary, and basic math fact fluency.