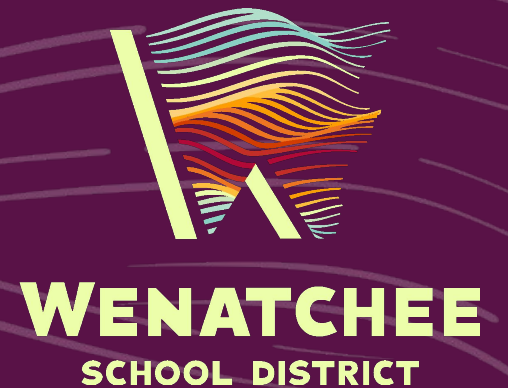


Big Six Student Outcome #4

Algebra Ready

February 24 2026



Our Why

District Strategic Plan Big 6 Outcome # 4

Students will be on grade level or beyond by 8th grade in Algebra (Number and Operations and Algebraic Thinking).

Strong math skills lead to better decision-making, greater career flexibility, and increased financial independence, making it a foundational element for overall success.



Big 6 #4 Algebra Ready Measures

End of Year Measures:

- **iReady:** % of students scoring at Mid-On Grade Level or above on the Spring iReady Assessment in Math overall.
- **Math SBA:** % of students scoring proficient or above on Math Smarter Balanced Assessment

Progress Monitoring Measures:

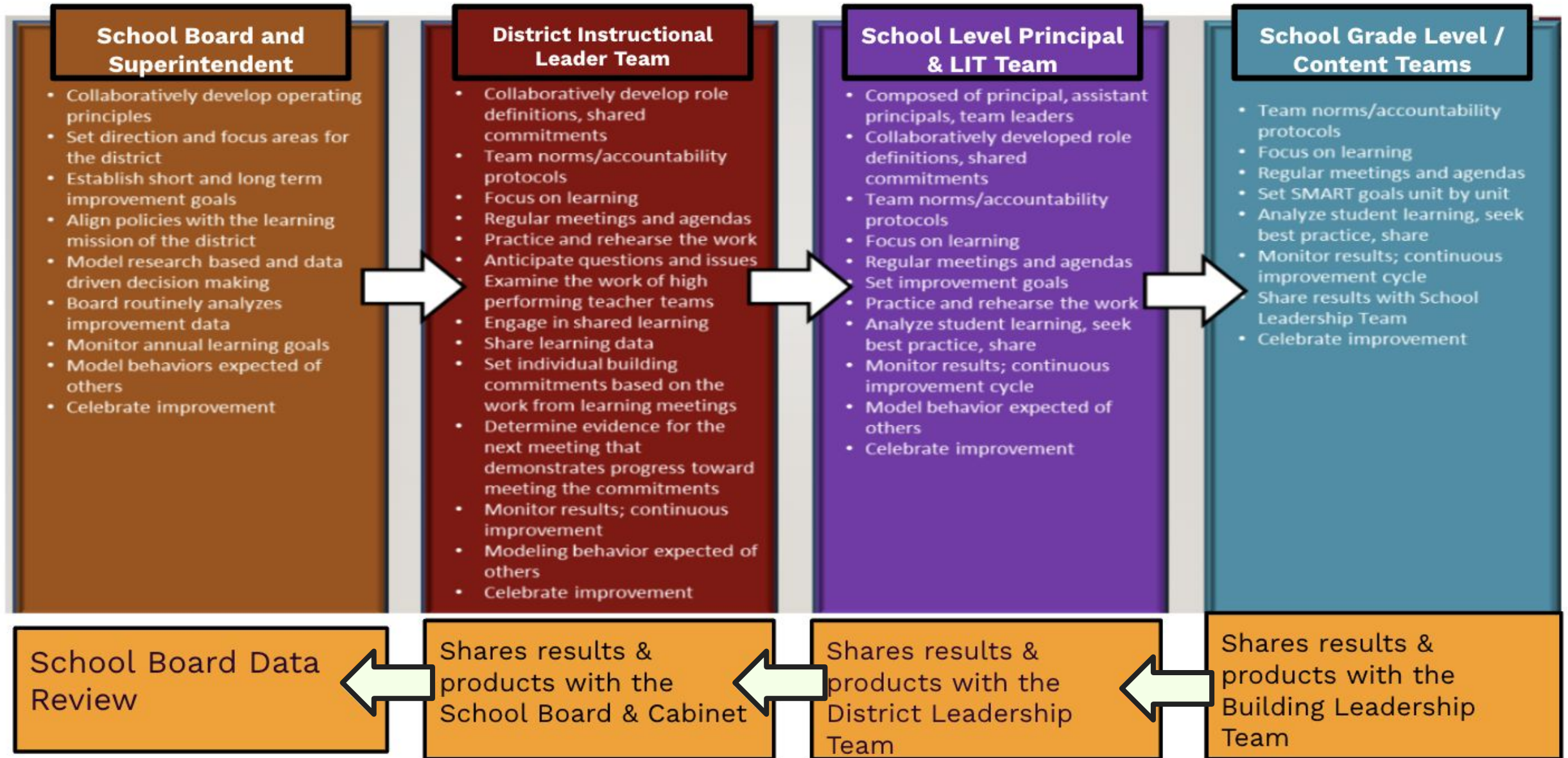
- **Common Formative Assessment Measures:** % of students meeting/exceeding proficiency

Outcomes

Tonight we will provide an update on Big 6 Outcome #4 Algebra Ready by:

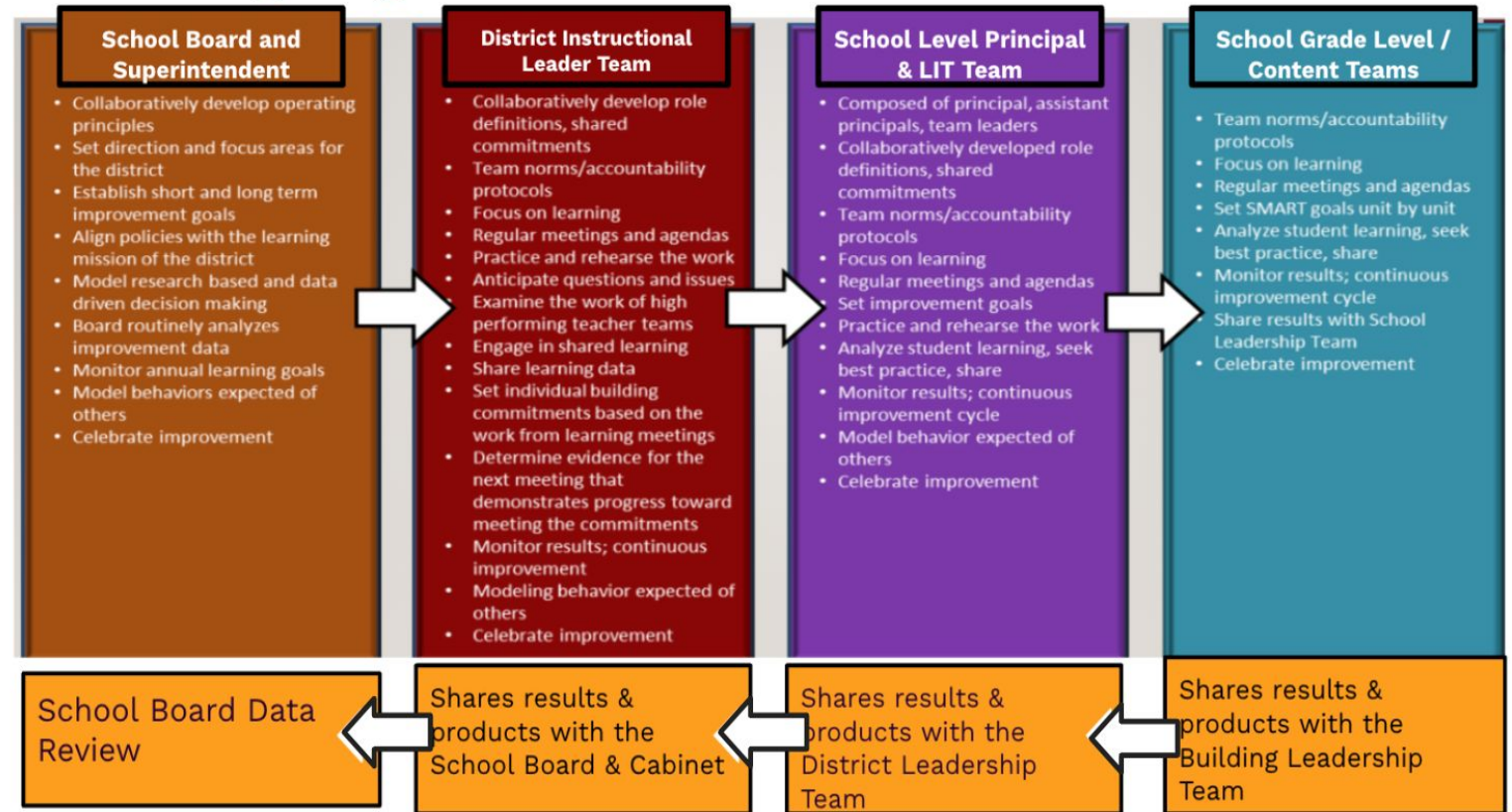
- Reviewing the continuous improvement efforts of the following teams:
 - ◆ District Instructional Leadership Team
 - ◆ Principal & Learning Improvement Teams
 - ◆ Teacher PLC Teams
- Reviewing a snapshot of math learning outcomes for 5th grade, 8th grade and high school Algebra 1 students.

WSD Collaborative Teams



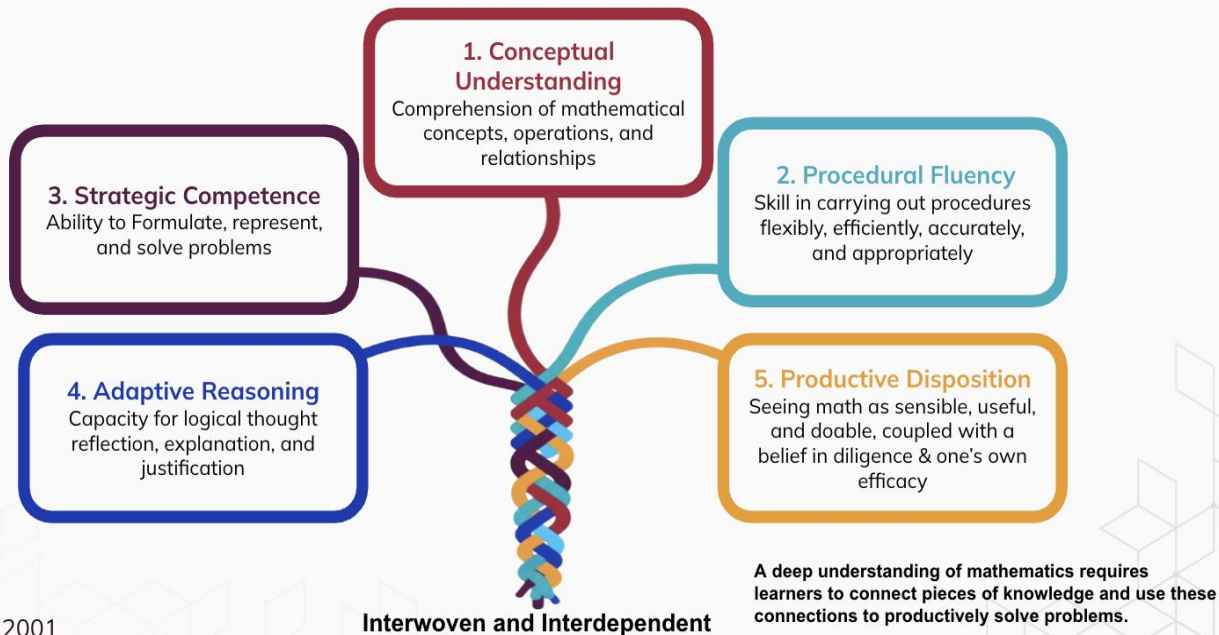
District Instructional Leadership Team Report

Aligning the Work of Collaborative Teams

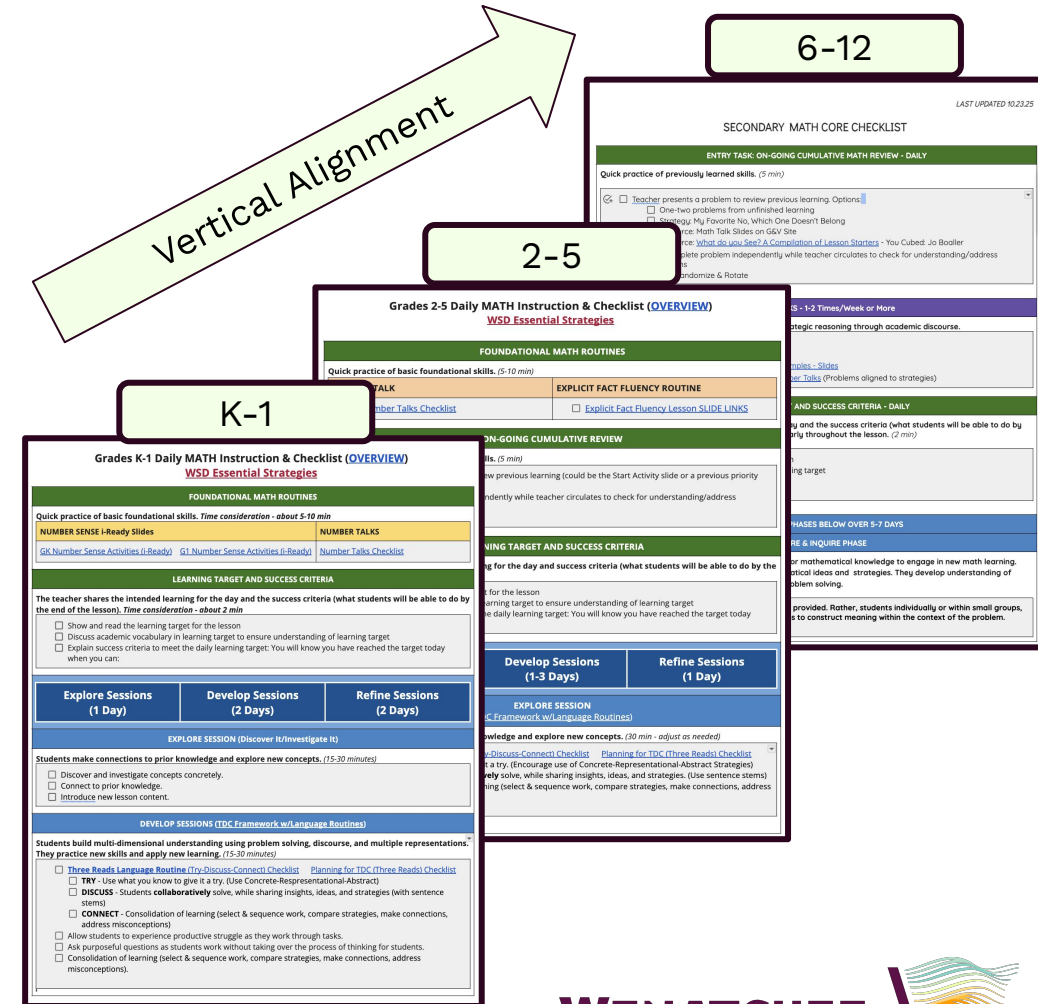


Guaranteed & Viable Professional Learning

The 5 Strands of Mathematical Proficiency



Adding it Up, 2001



Math Implementation Progression

Phase 1: Learn & Practice

Phase 2: Refine

Phase 3: Habit

**Professional
development and
practice**

**Ongoing support and
feedback**

**Strategy, skill, or
structure is required**
(support as needed)

**The strategy, skill, or
structure is evident
across a system**
(review as needed)

Math Intervention(3 Schools)

Explicit Fact Fluency Routine
(4 Schools)

Math Core Checklist (6
Schools)

[Building Math Mindset](#)
(1 School)

Math Three Reads Language
Routine (3 Schools)

Math Number Talks (1 School)

Math Intervention
(3 Schools)

[Building Math Mindset](#)
(2 Schools)

Math Core Checklist (2
Schools)

Explicit Fact Fluency Routine (1 School)

Math Intervention (2 Schools)

Math Core Checklist (2
Schools)

Explicit Fact Fluency
Routine (2 Schools)

Math Number Talks (1 School)

Math Core Checklist (1 School)

[Building Math Mindset](#) (1 School)

[Building Math Mindset](#)
(3 Schools)

Math Intervention
(1 School)

Math Number Talks (1 School)

District/Admin

District/Admin/LIT

Admin/LIT

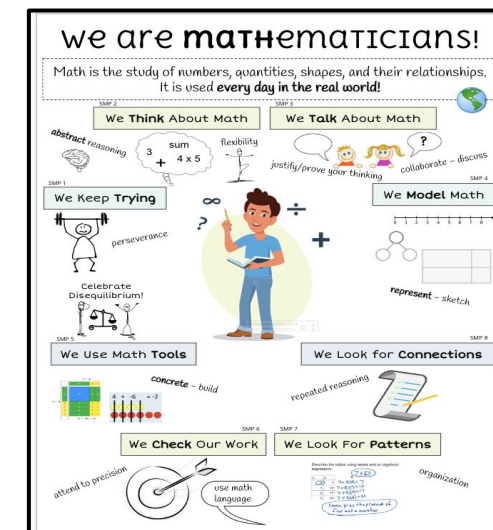
LIT/PLC/Teacher

Gradual Release of Responsibility

G&V Professional Learning K-12

4 High-impact instructional strategies. along with impactful practices, that improve student outcomes in math

Strategy	Key Ideas
Number Talks	students share mental math computation strategies
Explicit Fact Strategy Instruction (Reasoning Strategies)	- students see why and how a strategy works - students flexibly, efficiently, and accurately use a strategy
Concrete Representational Abstract (C-R-A)	- links conceptual understanding with procedural skills - BUILD IT → DRAW IT → WRITE IT
3-Reads Math Language Routine	students read a word problem 3 times for 3 purposes before solving



PLCs

plan for high-quality math instruction



G&V Professional Learning K-12

Number Talks

$15 + 25$

$15 + 25$
10 5 20 5
↓
 $10 + 20 = 30$
 $5 + 5 = 10$
 $30 + 10 = 40$

$25 + 15$
10 5
↓
 $25 + 10 = 35$
 $35 + 5 = 40$

40

Explicit Fact Strategy Instruction

You have a box with 10 markers in it. You just got 6 new markers and add them to your box. How many markers are now in your box?

Fixed Addend Card
(Does not change.)

Player 1
3 of Spades
"3 joined with 7 has a value of 10. I know my partners to 10."

Player 2
8 of Clubs
"8 joined with 7 has a value of 15. I used my near doubles helper fact of $7 + 7 = 14$; so $7 + 8 = 15$."

A

B

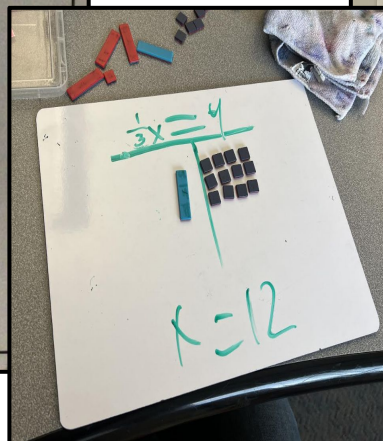
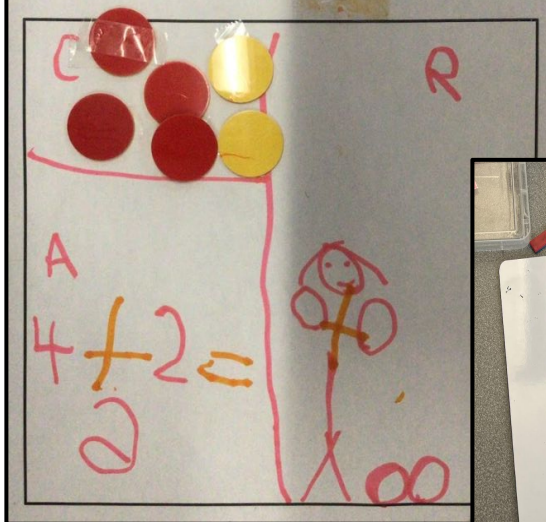
What strategy did you use?



G&V Professional Learning K-12

Concrete - Representational - Abstract

There are 4 **soccer balls** on the field.
The coach brings 2 more **soccer balls** to the field.
How many **soccer balls** are on the field now?



11.12

Using Pictures to Solve Equations

① $x + 2 = -5$

$x + 2 = -5$

$x = -7$

② $-1 = x - 4$

$-1 = x - 4$

$3 = x$

③ $-5 + x = -11$

$-5 + x = -11$

$x = -6$

Three Reads

Valeria and Damian are making sugar cookies for their Valentine's Day party.
Valeria makes **?** pink sugar cookies and
Damian makes **?** red sugar cookies.

Who is our story problem about?

What are the quantities and the units?

What questions could we have?



Q	U
Pink cookies	Red cookies

3rd Read

What are we trying to find out?

Jack is planting trees around the perimeter of his yard. He wants to use three guide wires to stabilize the tree. He places each guide wire 8 feet up the trunk and 6 feet from the base.

If there are three guide wires per tree, how much total wire will he need for each tree?

If he plans to plant 5 trees, how much total wire does he need to buy from the store?

- Word Bank**
- ☐ Variable
 - ☐ Pythagorean Theorem
 - ☐ Hypotenuse
 - ☐ Legs
 - ☐ Perimeter

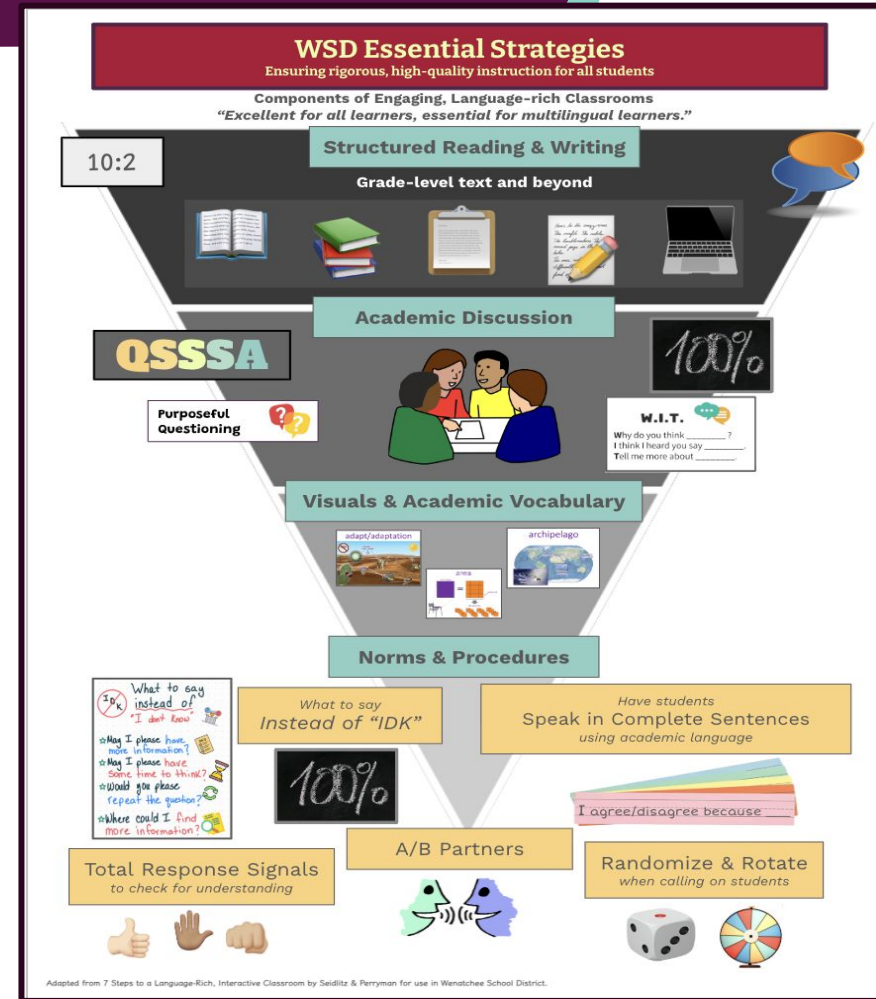


WENATCHEE
SCHOOL DISTRICT



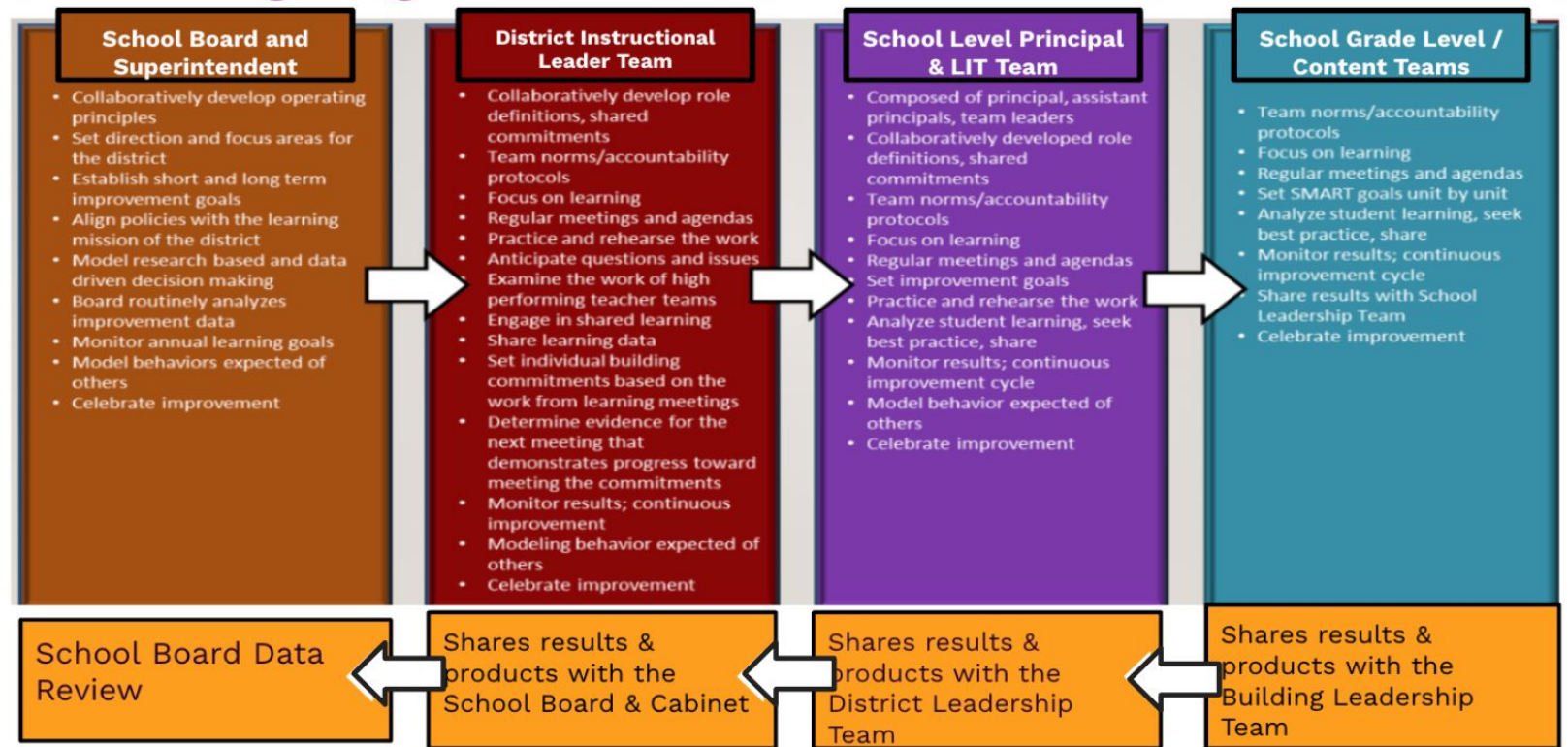
Guaranteed & Viable Professional Learning – Language Focus

In all of these strategies, we continue the focus on language.



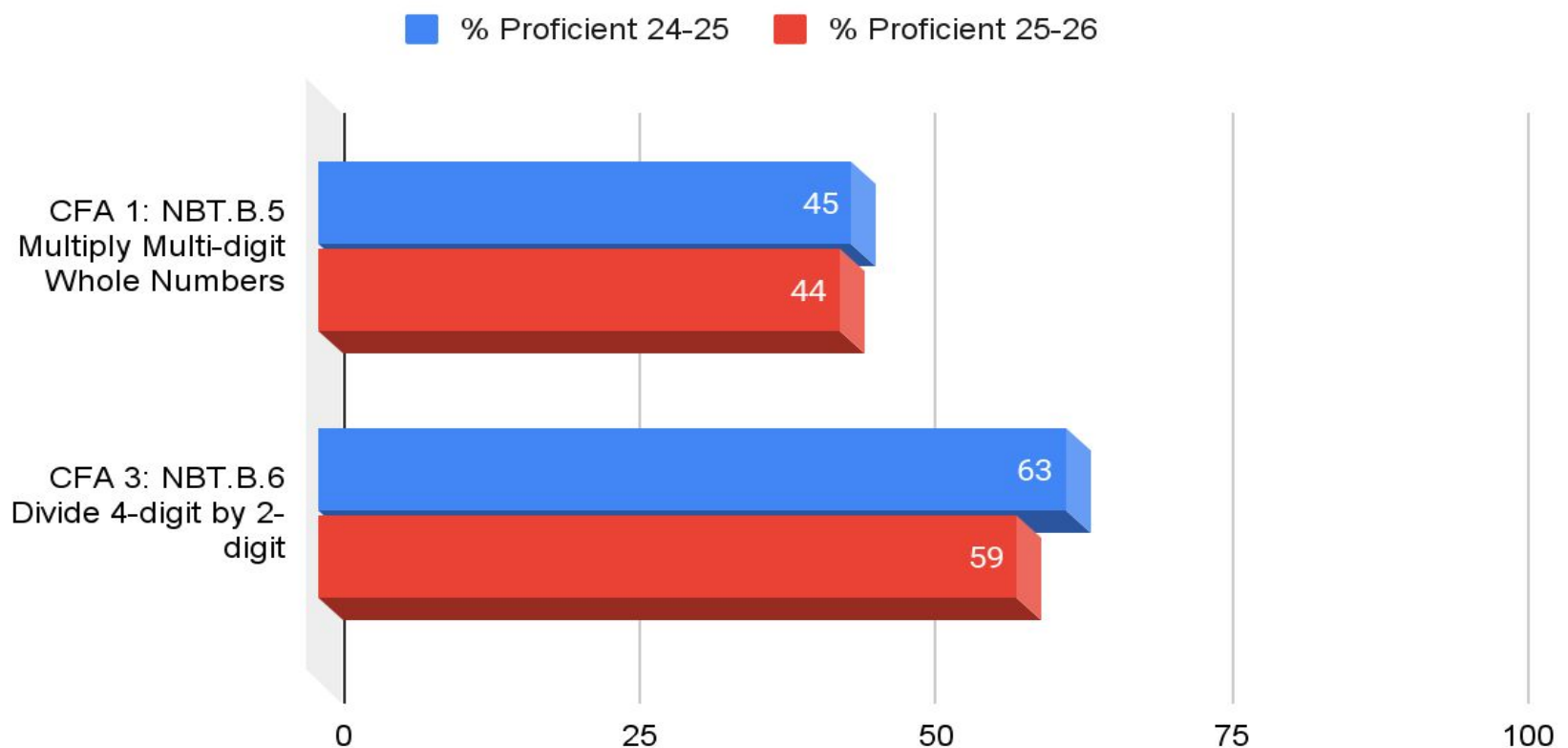
Gr 5, Gr 8, High School Principal, LIT, PLC Teams

Aligning the Work of Collaborative Teams



Grade 5 Learning Results (Proficient or Above)

Gr 5 CFA Learning Results



End-of-the-year
standards

CFA 1
[Grade 5 CFA 1](#)
[Scoring](#)
[NBT.B.5](#)

CFA 3
[Grade 5 CFA 3](#)
[Scoring](#)
[NBT.B.6](#)



Grade 5 Report – PLC Teams

How are PLC grade level content teams working to improve student learning outcomes?

What are student strengths ?

- A strength is the Reteach Process. Data demonstrates students are making growth after reteaching.
- CFA 1 - Student Strength Trends
 - Explicitly connecting the area model to the standard algorithm, alongside partner-checking and allowing students to choose their preferred method, successfully deepened their understanding of multi-digit multiplication

Grade 5 Report – PLC Teams

How are PLC grade level content teams working to improve student learning outcomes?

What are student strengths ?

- CFA 2 - Student Strength Trends
 - Bridging concepts from simple visual reviews (HTO charts) to the Box Method proved highly effective. It served as a strong transitional step to the standard algorithm by breaking down larger dividends and making them more manageable.
 - Success with challenging 2-digit divisors heavily relied on accurate subtraction (borrowing) and strategic "scratch work"—specifically creating "multiplication menus," listing multiples, and utilizing base-10 math (multiplying by 10 or 100) to confidently estimate quotients.

Grade 5 Report – PLC Teams

How are PLC grade level content teams working to improve student learning outcomes?

What instructional strategies are PLC teams using to improve learning outcomes?

- K-1 2-5 Math Instruction Checklist
- Instructional strategies being used: anchor charts, partial product, standard algorithm, area models and writing numbers neatly in columns and rows.
- Some schools gave additional time for this unit which was helpful and being flexible, students were able to choose their own strategy to use.

Grade 5 Report – PLC Teams

How are PLC grade level content teams working to improve student learning outcomes?

What are PLC's plans to provide reteaches and/or extensions?

- Teachers are using 3-5 days for reteaching.
- Some schools are supporting students in the homeroom with I.S. support. Some schools are regrouping and providing intervention times.
- Some schools are providing project-based extensions to apply the skills.
- Some are providing more complex strategies for students who have met proficiency for grade level standards.



Grade 5 Report – Principal & LIT Teams

How are we working to improve student learning outcomes?

Math Tier I Core Instruction

- All schools are implementing the math checklists
- Math guaranteed and viable trainings by grade level
- Staying with the pacing guides
- Basic facts routine implementation
- Implementation of the 3 Reads Protocols

Grade 5 Report – Principal & LIT Teams

How are we working to improve student learning outcomes?

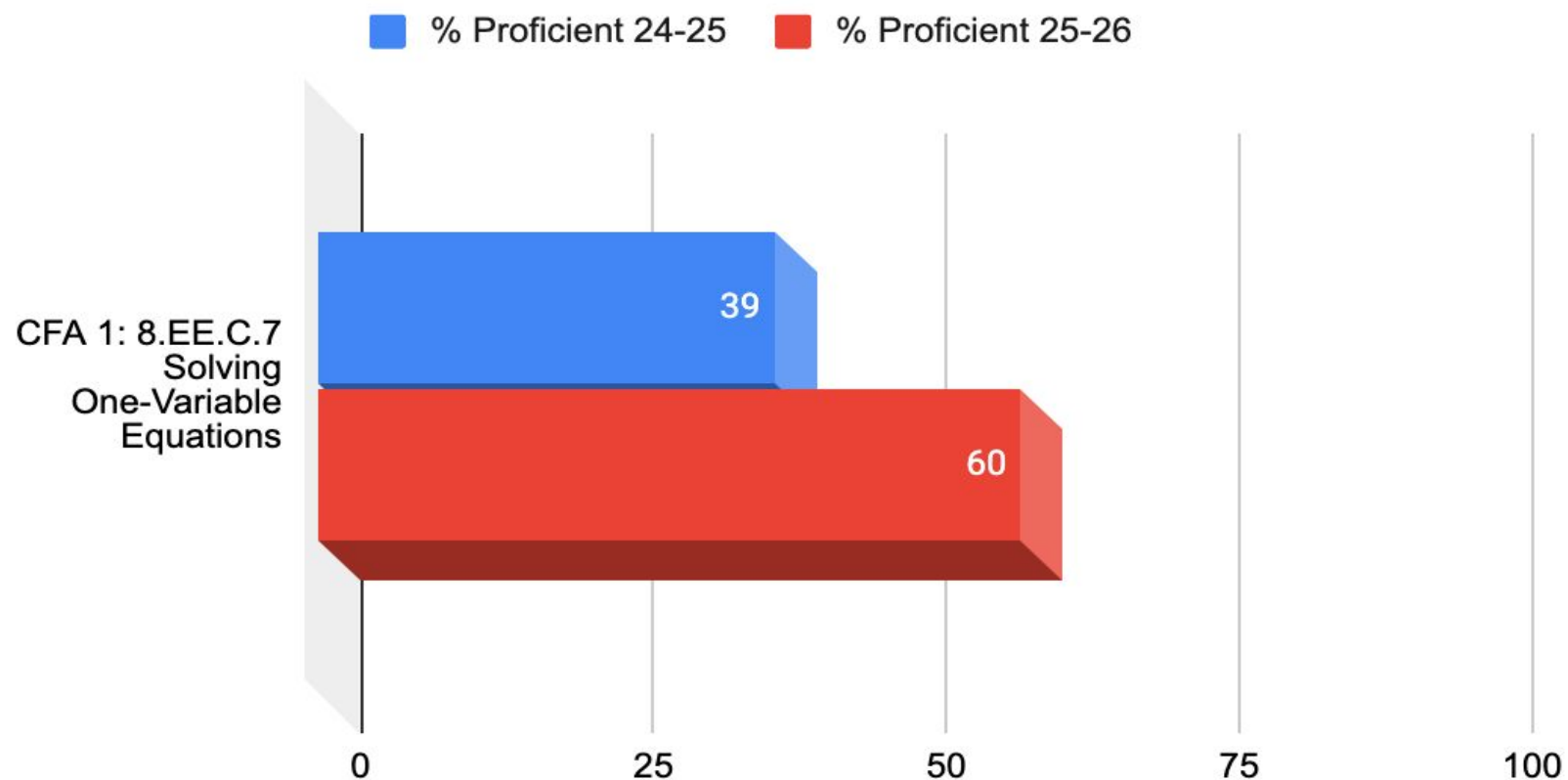
Math Tier 2/3 Intervention / Extension

- By-skill by-scholar reteach
- Utilizing intervention staff
- Scheduling time in the master schedule for math intervention
- Some are utilizing Bridges math intervention curriculum

Questions?

Grade 8 Math Learning Results (Proficient or Above)

Gr 8 CFA 1 Learning Results



Unit 1

[Unwrap & Scale](#)
[8.EE.C.7](#)

[CFA 8.EE.C.7 \(A\)](#)



Gr 8 Report – PLC Teams

How are PLC teams working to improve student learning outcomes?

Allowing retakes on assessments, after reteach has occurred.

Providing a level 4 extension on each assessment.

Identifying student strengths in relation to the standard.

- For example in **8.EE.C.7**, most students could apply inverse operations, use the distributive property & combine like terms.
- Proficient students showed their work & were successful in navigating multi-step equations.

Monitoring subgroup data, including MLs and students with IEPs.

Unit 1

[Unwrap & Scale
8.EE.C.7](#)

[CFA 8.EE.C.7 \(A\)](#)



Gr 8 Report -- Principal & LIT Teams

How are we working to improve student learning outcomes?

Math Tier I Core Instruction

- Instructional strengths - explicit academic vocabulary and discussions.
- Incorporating Number Talks and beginning Three Reads Protocol

Math Tier 2/3 Intervention

- Models vary across the 3 schools. Each school has targeted math intervention based on data.

Accelerated Math Classes

We provide an opportunity for students to accelerate their math learning by offering Algebra 1 & Geometry.

121 8th grade students in Algebra

21 8th grade students in Geometry

**489 Total 8th Grade Students*

Questions?

High School Math Learning Results

Algebra 1:

Unit 1- Assessment Results

372 students tested- 79% passed Unit 1

331 students- 79% passed 1st semester

Geometry: 85 students- All passed-80 A's and B's

Algebra 2: 24 students- All passed- 24 A's and B's

All 9th Graders: 440 students earned credit, 89 students needing more time and support-

Ch 1/Unit 1

[Unwrap & Scale](#)
[HSA.REI.B.3](#)

[CFA HSA.REI.B.3](#)

Current Reality

Phone free environments is assisting with engagement and attitude

Shift to 6 period day- Impact teachers preps/ multiple PLC/ more students a day/ tighter pacing calendar

Attendance- missing 1-2 days a week. - makes it hard

Attention Span/ Retention of learning- Working memory

AI- Using technology to assist in completing their coursework without true understanding.

Inclusionary practice- challenging to meet the diverse needs of all learners

High School Report -- PLC Teams- Mallory Neher-Kim Englund

How are PLC teams working to improve student learning outcomes?

What are student strengths

- Positive
- Show a willingness to learn and are engaged in small group
- Higher level of skills coming up
- Stronger understanding around Integers, solving equations, and graphing

What instructional strategies are PLC teams using to improve learning outcomes?

- Common pacing calendars
- Common assessments (Quizzes/Practice tests) to reteach/extend
- Accommodations for testing environment: notes, untimed, small setting.

What are PLC's plans to provide reteaches and/or extensions?

- Interventionist- utilizing formative assessments for reteaching of skills
- Test corrections that allow students to learn from their first try.
- Extensions for students grasping concepts quickly during

Ch 1/Unit 1

[Unwrap & Scale HSA.REI.B.3](#)

[CFA HSA.REI.B.3](#)

Ch 2/Unit 2

[Unwrap & Scale HSA.CED.A.1](#)

[CFA HSA.CED.A.1](#)

Ch 3/Unit 3

[Unwrap & Scale HSF.IF.A.2](#)

[CFA HSF.IF.A.2](#)



High School Report -- Principal & LIT Teams

How are we working to improve student learning outcomes?

Math Tier I Core Instruction -

- Streamlining standards and assessments- District support
- Leveled assessments to have access points for all students
- Collaboration with inclusionary staff for ML and Special Education
- Math Interventionist
- Strong para support that understands Algebra and modifications
- Additional staff to keep numbers low

Math Tier 2/3 Intervention / Accelerated -

- Master schedule- focus on pathway alignment
- Math classes that offer more time to capture priority standards.
- Accelerated structure for math classes starting in middle school
- Inclusionary practices- ML/Special Education case managers supporting students outside the classroom
- Attendance outreach commitment through student services
- After school support provided with tutors

Questions?

Thank you!