

Action Planning Activity Summary

Summary of Learnings to Help Engage Black and Latino Students in Math:

- **Strong supports**
 - Encouragement from family, friends, trusted adults, and teachers
 - Supportive relationships in and out of school
 - Recognize that not all students have support systems and schools can fill this gap
- **Positive classroom relationships**
 - Good relationship with the teacher
 - Teachers who are and take time to know students and create a safe environment
- **Comfortable learning environments**
 - Comfort in the room matters
 - Students can sit or work with peers they trust
 - Representation in the classroom, across the school, and in the district
- **Make math relevant and fun**
 - Students are more engaged when math is relevant, fun, hands-on, and presented in a variety of ways
 - Relate math to real-world contexts
- **Clear instructions**
 - Teachers need to offer clear instructions
 - Teachers need to recognize and validate student effort

Overview of Areas for Action

1. Encouragement from family, friends, and teachers
2. Reasons and excitement to be in class
3. Making content and presentations relevant and engaging
4. Make time and opportunities for support
5. Authentic relationships between students and teachers
6. Adults that are not in the classroom helping with math
7. Interesting, fun activities

Areas for Action Discussed

Focus	Where	Who	Action steps	Resources
Reasons and excitement to be in class	Classroom District through math curriculum	Teachers	Student-made seating assignments Create projects or other hands-on activities	Money <ul style="list-style-type: none"> - Paying for teacher time to choose and develop curriculum - Create/buy relevant

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Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.

Adapted Measure of Math Engagement

			<p>Avoid doing the same thing every day</p> <p>Choose an engaging, relevant curriculum</p> <p>Have integrity following the curriculum</p> <p>Four walls of whiteboards in every math class</p>	<p>instructional materials</p> <p>Time</p> <ul style="list-style-type: none"> - Planning time for varied content - PLCs
<p>Make time and opportunities for support</p>	<p>Classroom</p> <p>School building</p>	<p>Teachers</p> <p>Student voice</p> <p>Principals</p>	<p>Classroom</p> <ul style="list-style-type: none"> - Designate work time - Incorporate partner work - Pencil and paper work is better than Chromebook work <p>Building</p> <ul style="list-style-type: none"> - Shift in schedule/priority for advisory periods - Create common time during the school day to answer questions/provide support - Accountability structures in HS 	<p>Time</p> <ul style="list-style-type: none"> - Department meeting time - PLCs in high school meet once per week on block weeks - Dyad partners - Prep time - HS teachers don't have, MS teachers are losing next year <p>District buy-in</p> <p>Admin buy-in</p>
<p>Authentic relationships between students and teachers</p>	<p>Classroom</p> <p>District-wide</p> <ul style="list-style-type: none"> - Permission and encouragement - Lessons - PLC goal in math 	<p>District</p> <p>Teachers</p> <p>Principals</p>	<p>Fun, get to know you days throughout the year, team building days</p> <p>Specific for actions to build relationships - towards beginning and maintain</p> <p>Knowing how to say names</p> <p>Explain two-way street - important in MS</p> <p>Collect student data for this, PD for teachers</p>	<p>Structured time</p> <p>Clear activities</p> <p>Communication</p> <p>District and teacher buy-in</p> <p>Principal support</p> <p>PD stuff</p>