



# Elementary Math Strategic Plan Update

## Board of Education Presentation

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February 22, 2021

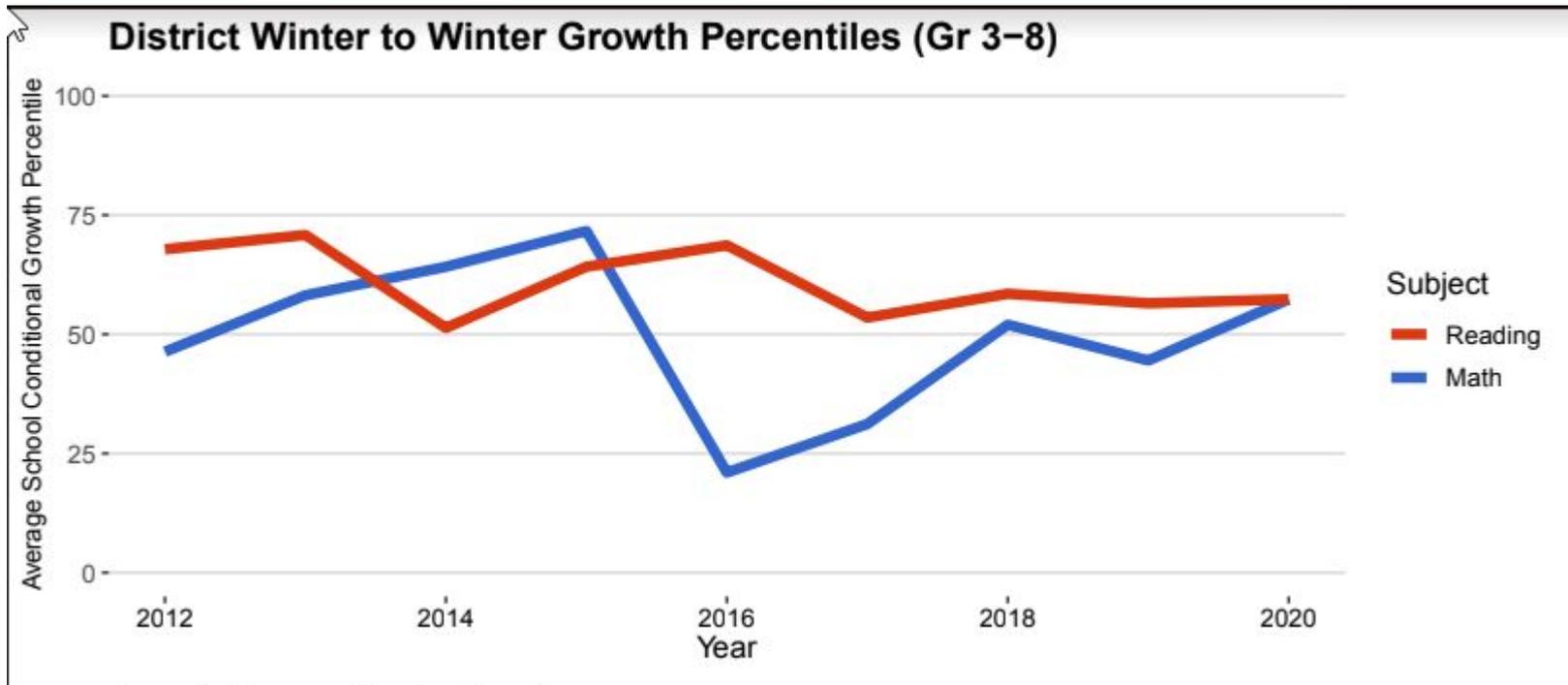


# K-6 Mathematics Goal

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- Analyze the effectiveness of elementary math curriculum, resources, and instruction.
- Implement one or more solutions identified to increase math achievement.
- Present the plan and report to the Board of Education on progress.

# Data

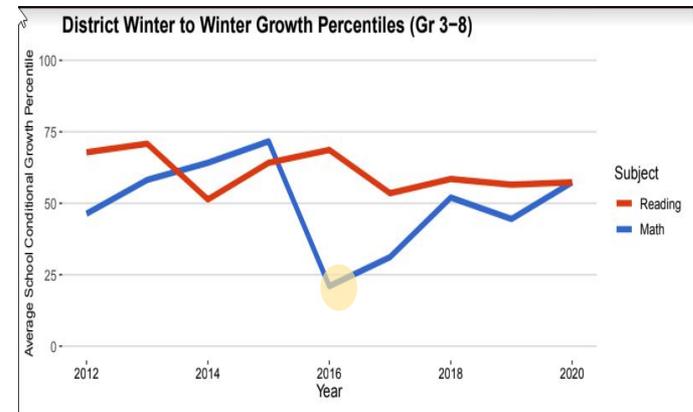


# 2015-2016 - Year 1

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## Challenges

- Pedagogical Shift for Teachers
  - New models
  - Understanding over procedure
- Pacing
  - Multiple days on one lesson



## Lessons Learned

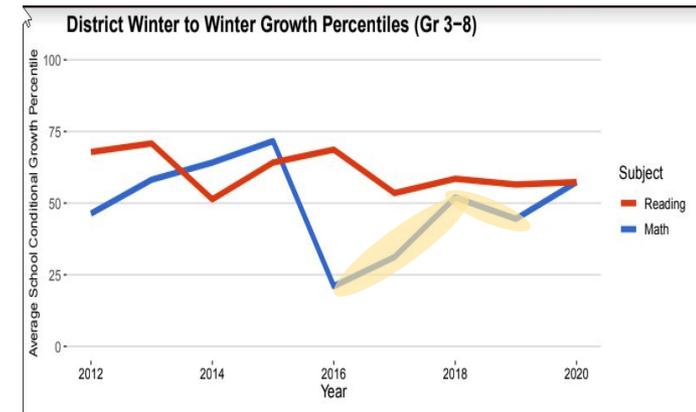
- Need for additional teacher professional development

# 2016-2018 - Years 2-3

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## Focus

- Teacher Professional Development
  - Grade Band Sessions
  - Focus on Fluency
  - Tape Diagrams and Word Problems



## Challenges

- Less fidelitous implementation of Eureka in 2018-2019

## Lessons Learned

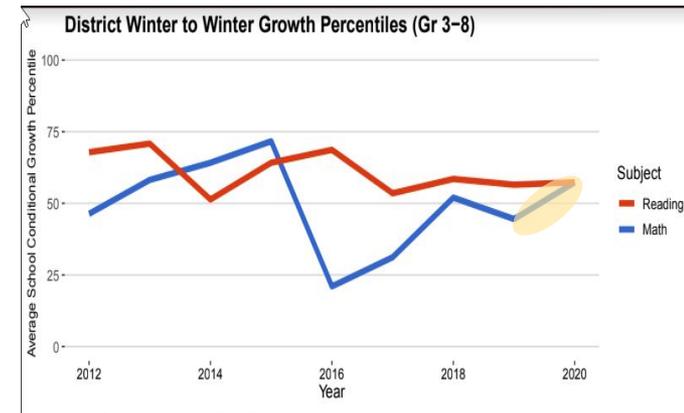
- Need for additional administrator support and professional development

# 2018-2020 - Years 4-5

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## Focus

- Administrator professional development
  - Monthly sessions to build knowledge and capacity around Eureka Math
  - Common Assessment Data
  - Classroom visits
  - Principals support teachers at sites



## Lessons Learned

- Administrator support had a positive impact on implementation

# 2018-2020 - Years 4-5 Continued

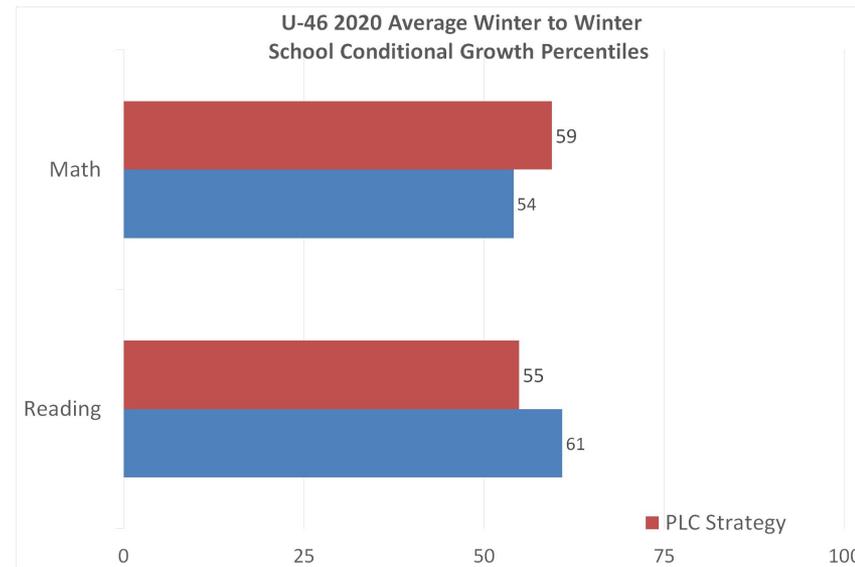
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## Pilot

- Site-based instructional coach
- Started with 4 sites in 2018
- Expanded to 11 Sites
  - Weekly PLC meeting
  - Focus on math instruction

## Lessons Learned

- Sites with instructional coach had greater student growth in mathematics



# 2019-2020 - Eureka Math Analysis

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- Hanover Research survey with U-46 teachers
- Survey additional districts who are using Eureka



# 2019 Hanover Research Survey

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- Eureka Math Staff Survey
  - Understand perceptions about Eureka Math
  - Learn about staff experiences
  - Determine where to target professional development efforts
- Eureka Math Focus Groups
  - Understand experiences with the use of Eureka Math
  - Determine beliefs regarding the impact of Eureka Math



# 2019 Hanover Survey Results

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- 318 respondents (about 29% participation)
- The majority of teachers responded that
  - Eureka Math has a somewhat or very positive influence on math skills
  - Teaching of models is a strength of the resource
- Teachers commonly supplement Eureka with other resources
  - 57% supplement other worksheets
  - 56% supplement online computer programs
- Teachers are satisfied with the professional development
  - Prioritized where they wanted additional training and support



# 2019 Hanover Survey Results

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- **Action Item 1:** Provide training and resources for differentiation
  - Reteaching strategies
  - Supporting English Language Learners
  - Supporting struggling students
  - Supporting high achieving students
- **Action Item 2:** Provide time and support with planning and pacing
- **Action Item 3:** Provide mandatory professional development opportunities for staff who have not received specific sessions



# Research From Other Districts

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Districts similar in size and demographics:

- Successful implementation of Eureka Math
- Seeing significant gains in student achievement

What they attribute their success to:

- Eureka Math resource is their curriculum
  - Teachers do not supplement
  - Implement as written
- Site-based coaching model
- Base level of professional development for teachers
- Extensive professional development for coaches and administration



# Next Steps Toward Improvement 2020-2021

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- Provide professional development about pedagogy and differentiation for teachers
  - Using Exit Tickets to guide instruction
  - Hone the Concept Development
  - Lesson Customization



# Next Steps Toward Improvement 2021-2022

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- Continued planning and research for a site-based support model including Professional Learning Communities and an Instructional Coaching Model
- Support and professional development for monitoring common assessment data to drive instructional design and improve student outcomes
- Support and professional development for administrators and teachers related to identified priority standards



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