

Curriculum Implementation Update

June 16, 2026

Agenda

1. Math Curriculum Review & Adoption Process
2. Literacy & Science Implementation

Curriculum Review & Adoption Purpose

Our task was to evaluate math curricular resources against state standards and district instructional priorities, recommending high-quality instructional materials (HQIM) to be implemented in SY2026-27 in conjunction with updated MCA and state standards, as well as best practices for effective instruction, ensuring equitable student access to a guaranteed and viable curriculum.



HQIM

Approved High Quality Instructional
Material for Core Curriculum

Math Curriculum Review Process



Review & Adoption Timeline

NOV. 2025

Established purpose, norms, and working agreements; district data analysis; SANB Math Student Profile



JAN. 2026

Debrief family survey data, internalize Checklist; mitigating bias in curriculum review



MAR. 2026

Final decision; discussed bridge between 8th & 9th curricula; PL considerations



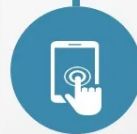
DEC. 2025

SANB Math Instructional Vision; unpacked MN Math Standards and MP's; Debrief teacher data



FEB.-MAR. 2026

Curriculum presentations by: Takeoff by IXL, Eureka Math², McGraw-Hill Reveal, SAVVAS EnVision, Carnegie Learning, Amplify Math, Number Worlds, and BFW Publishers (AP Stats)



APR. 2026

Present to superintendent

Mission & Vision for Math Classrooms

Vision

We will build a community where all students will demonstrate curiosity and confidence while developing mathematical proficiency to apply in a variety of real-world contexts.

Mission

Through aligned PK-12 instruction, we will facilitate the development of a positive math identity in all students so that they become critical thinkers and problem solvers who collaborate, persevere, reason and justify mathematically.



Profile of a SANB Math Student

HEAD (knowledge): open to seeing the diversity of math and mathematical experiences among people; sees problems from a different lens; sees math as a vehicle to expand our world, our thinking, and our perspective of the future; toolbox of ways to solve problems; curiosity and willingness to try; ability to analyze, justify, and reason; foundational (number sense, conceptual understanding and relationships) and procedural skills, coupled with fluency to solve problems and make sense of the world.

HANDS(actions):

Engage in productive struggle to solve problems through collaboration (math discourse to academic vocabulary and explore multiple approaches) while persevering, selecting, and implementing appropriate tools and resources.

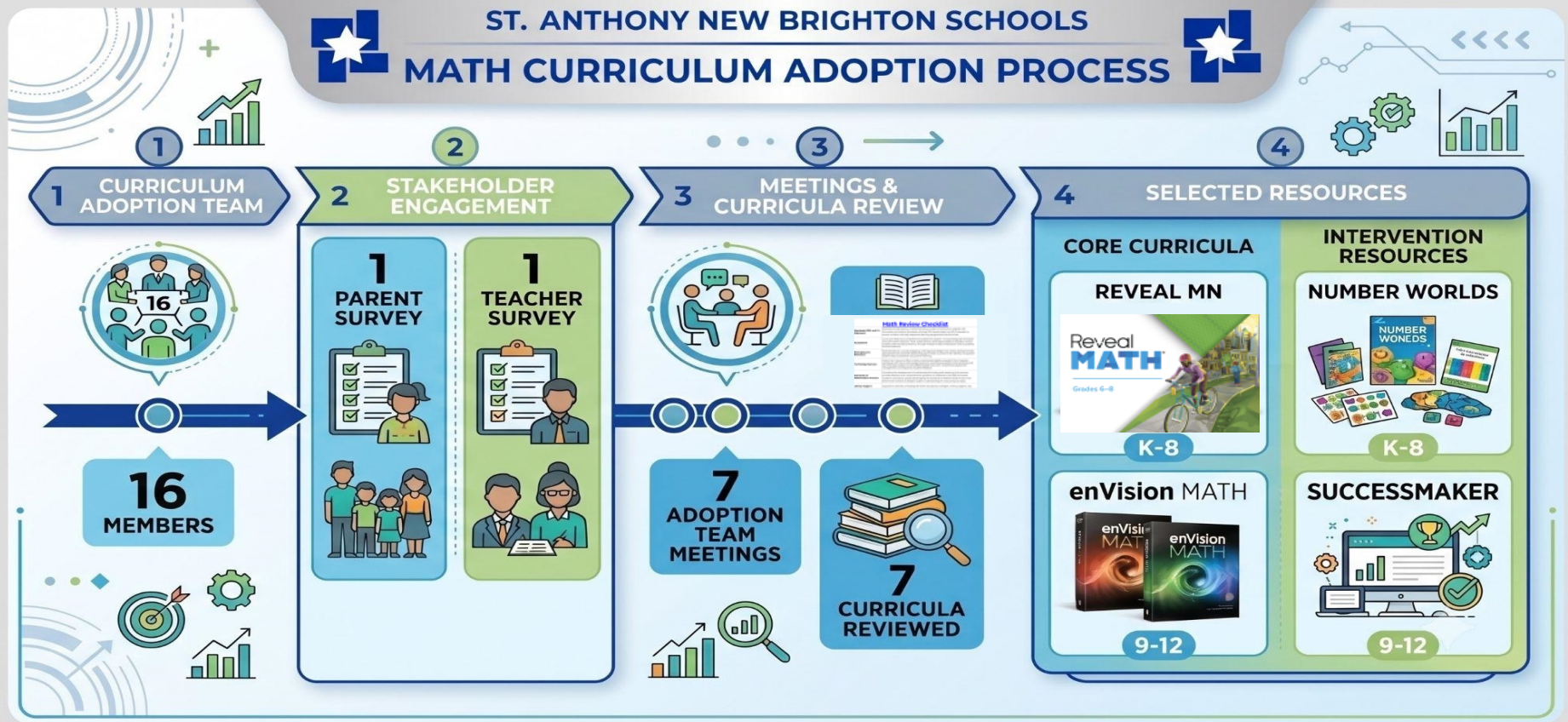


HEART (feelings): I am capable and feel confident that I understand Math and can figure it out. I am curious about numbers, their relationships, observable patterns, and the making sense of them. I can do hard things; I am a risk taker; and I take pride in my work.

FEET (transfer): Love of learning, demonstrate perseverance/grit in problem-solving through reasoning and critical thinking skills, data analysis, recognition of patterns, attention to precision; collaborate with others and implement self-advocacy



ST. ANTHONY NEW BRIGHTON SCHOOLS MATH CURRICULUM ADOPTION PROCESS



Next Steps: Materials & Professional Learning

Procurement

- Final Quotes (in process)
- Purchase Orders Submitted (July)
- Materials Delivery & Distribution (July - August)

Professional Learning

- Asynchronous Summer Learning (in process)
- Kickoff Sessions during Workshop Week (August)
- Winter & Spring Implementation Follow-up Sessions

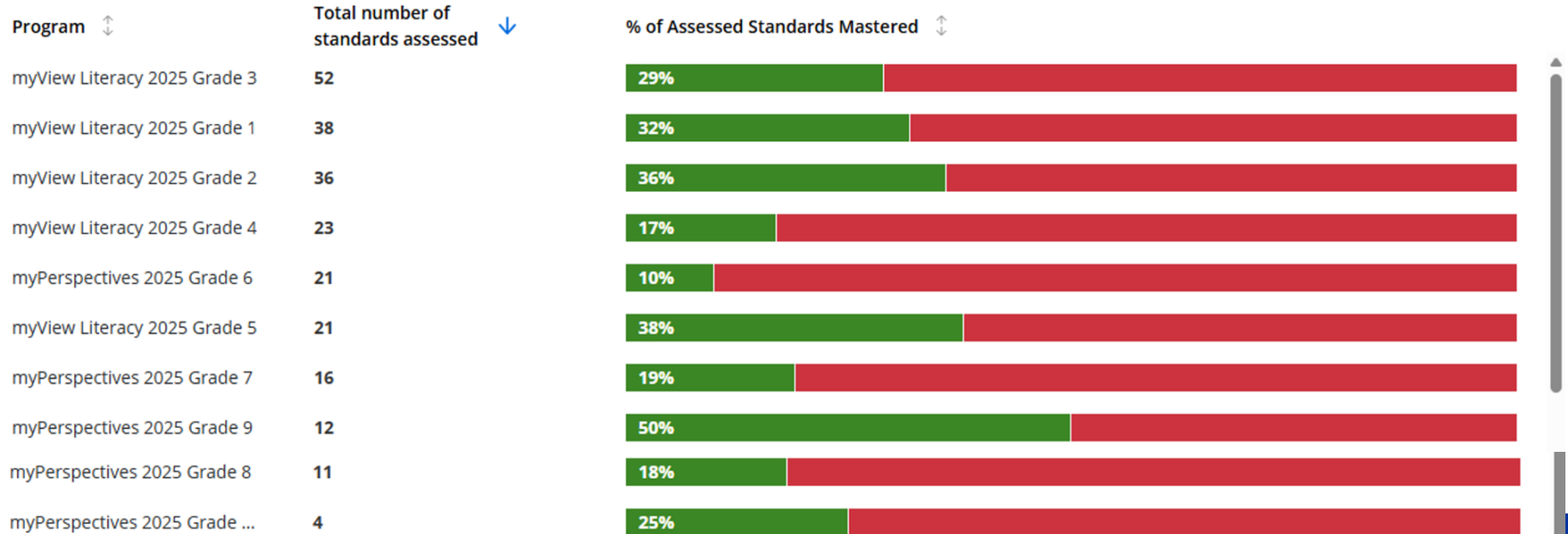
Curriculum Implementation Updates

Literacy Curriculum Implementation

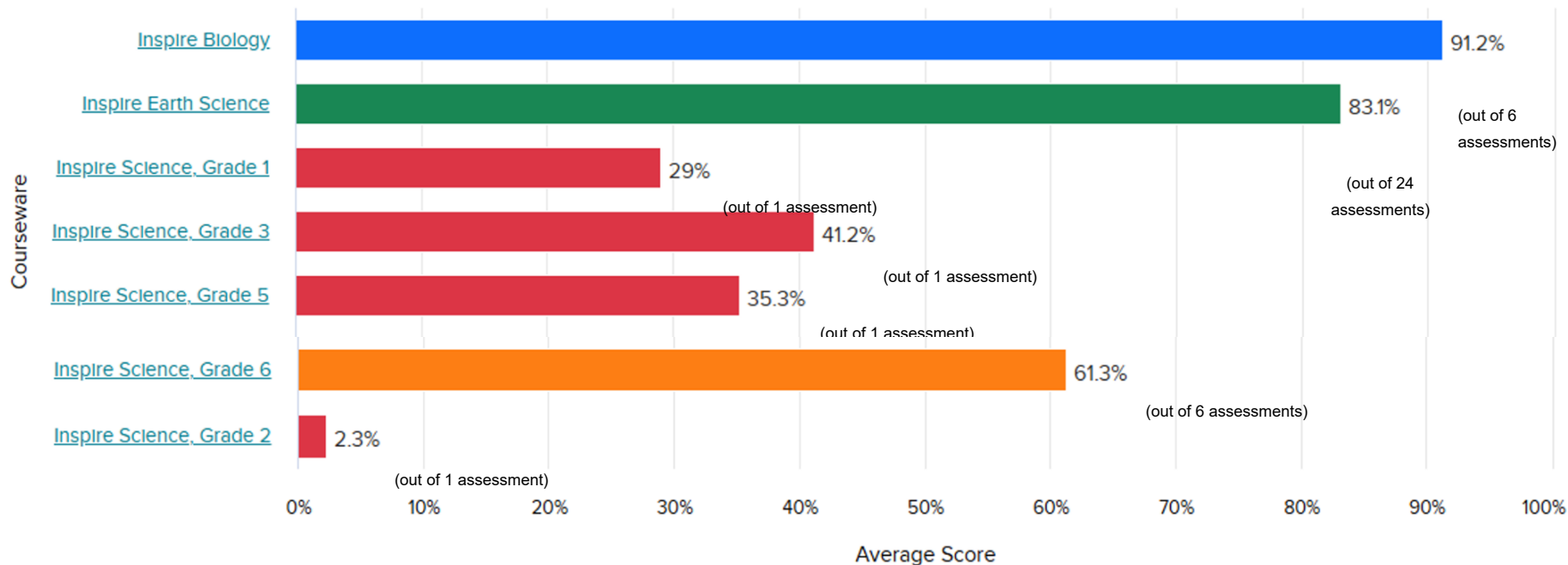
Standards Performance by Programs



■ Standards with 70% or more of students showing proficiency ■ Standards with less than 70% of students showing proficiency



Inspire Science Curriculum Implementation



Questions?

