K–12 Mathematics Curriculum Implementation and High School Course Phase-In

2026–27 IMPLEMENTATION WORK PLAN

Purpose & Implementation Context

Complete the development and phased implementation of Medford School District's K–12 mathematics course sequence, emphasizing high school curriculum, resources, assessments, and course structures in 2026–27.

Building on the mathematics redesign initiated in 2023, the district is transitioning from curriculum and resource development toward sustainable implementation. K–8 curriculum and resources are in place, with varying levels of implementation across schools. Current work centers on the high school sequence while advancing high-quality instruction, equitable access to rigorous coursework, appropriate acceleration, and long-term de-tracked mathematics pathways.

Target milestone: Full MSD Mathematics Sequence implementation by the 2027–28 school year.

Strategic Alignment

Superintendent/Board Priority: Close Student Achievement Gaps | Goal 2: Increase Mathematics Proficiency

Implementation Priorities

01 Complete High School Course Phase-In & Curriculum Infrastructure

- Complete the high school course phase-in and supporting curriculum infrastructure in accordance with the linked 2026–27 timeline.

02 Support High-Quality Mathematics Instruction

- Provide professional learning aligned with Oregon Mathematics Standards and effective mathematics pedagogy.
- Strengthen teacher capacity for student reasoning, discourse, productive struggle, problem solving, and conceptual understanding.
- Use adopted resources as tools for standards-aligned instruction, not as the sole definition of curriculum.
- Leverage instructional coaching and collaborative professional learning to strengthen implementation.

03 Advance De-Tracking & Equitable Access

- Build shared understanding among administrators, counselors, teachers, students, and families of the integrated mathematics sequence.
- Examine placement, acceleration, intervention, and access to advanced coursework.
- Monitor enrollment and student progression through mathematics pathways.
- Maintain appropriate acceleration opportunities while ensuring a rigorous core pathway for all students.

Timeline & Accountability

Timeline	2026–27 High School Math Curriculum Timeline (linked below)
Responsible leads	Megan Young, Andrea Kapphahn, Abby Quiel, and Jen Beck, in collaboration with the Math Curriculum Design Team
Professional resources	Oregon Department of Education; National Council of Teachers of Mathematics; Oregon Math Leaders (OML) Network; Teachers Development Group

Sustainability & Continuous Improvement

The 2023–25 change-management work established the foundation for ongoing system stewardship. Sustained implementation requires district oversight of:

- Synergy course names, codes, prerequisites, and forecasting structures.
- Planned Course Statements (Division 22 compliance), including common scope and sequence, assessments, proficiency expectations, curriculum guides, and instructional resources.
- Grades 3–10 acceleration process.
- Professional learning and instructional coaching (including K–8 TLFs); an ongoing high school professional learning plan remains to be developed.
- Monitoring, feedback, and continuous improvement.

After completing the high school phase-in, the primary emphasis shifts to instructional practice, effective resource use, student access and outcomes, and the long-term work of high-quality mathematics pedagogy and de-tracking.

Communication & Stakeholder Engagement

District leadership: Regular progress updates, decisions, barriers, student access, and achievement data.

Teachers and TLFs: Curriculum updates, professional learning, implementation guidance, feedback opportunities, and advance notice of changes.

Students and families: Accessible explanations of pathways, graduation requirements, +1 options, acceleration opportunities, and the rationale for sequence changes.

School Board and community: Updates on system coherence, student access and outcomes, and major milestones.

Communication cadence: As needed and as appropriate for each audience.