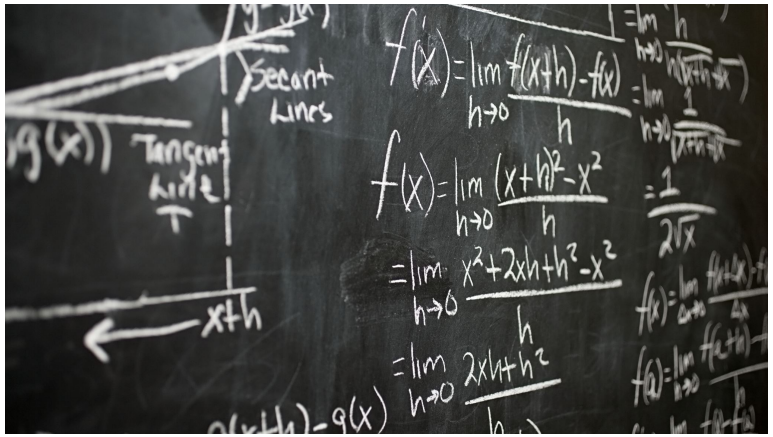
Roosevelt Middle School Math Program Update

Committee of the Whole

February 2, 2022

D90 believes that all students are capable of achieving high levels of mathematics, and the following elements are essential for the highest quality math learning for all:

***Learning Environment**: growth mindset, collaboration, and discourse*
***Curriculum and Materials**: standards-based with coherent learning progressions emphasizing both skills and concepts*
***Assessment Practices**: authentic problem-solving aligned to established goals and standards*
***Professional Learning:** intentional, meaningful, and collaborative*



D90 Vision for Mathematics Education

University of Illinois at Chicago: Metro Chicago Math Initiative Partnership

- Provides access to high-quality resources and current research
- Connects D90 to leading voices in mathematics education
- Facilitates ongoing professional learning
- Supports development and application of student assessment

Middle School Math Learning Progressions

Instructional Progressions	Grade 5	Grade 6	Grade 7	Grade 8
Instructional Math	Content: Grade 5 with modifications Materials: Aligned to IEP goals	Content: Grade 6 with modifications Materials: Aligned to IEP goals	Content: Grade 7 with modifications Materials: Aligned to IEP goals	Content: Grade 8 with modifications Materials: Aligned to IEP goals
Grade-level	Content: G5 Standards Materials: Investigations in Number, Data, and Space 3*	Content: G6 Standards Materials: CMP3**	Content: G7 Standards Materials: CMP3	Content: G8 Standards Materials: CMP3
ATP - 1	Content: G5/G6 Standards Materials: Investigations & CMP3	Content: G6/G7 Standards Materials: CMP3	Content: G7/G8 Standards Materials: CMP3	Content: Algebra Materials: CMP3 + supplements
ATP - 2	Content: G6/G7 Materials: CMP3	Content: G7/G8 Materials: CMP3	Content: Algebra Materials: CMP3 + supplements	Content: Geometry Materials: Discovering Geometry

*Developed by TERC, Cambridge, MA (revised 2016)
**Connected Math Project 3 developed by Michigan State University (revised 2014)

AM Math Academy

Before school opt-in math support

Unit pre- and post-assessments indentify students who could benefit

Facilitated by Math Department

Supports skills and concepts currently being taught in the classroom

Accessible to students as needed

Progress noted by participating students and teachers

Math Lab: Bridges Math Intervention Program

- Identifies students though Multi-Tiered Systems of Support process
- Targets individual student skill development
- Aligns support to classroom concepts
- Monitors student progress over time
- Additional scheduled math class offering core plus more support

Math Block Schedule Benefits

Allows time for more meaningful Math Talks, warm-up tasks, and discussions

Provides time for lesson investigation, individual and collaborative time, and discussion to synthesize and summarize lessons

Facilitates targeted support to more than one group of students

Gives time for more meaningful student feedback

Math Program Strengths

Continuum of programming supports for students

Class sizes are smaller to allow for individual feedback

Students have flexible access to math supports

System in place to build foundational skills for full spectrum of learners

High-quality professional development at all levels of instruction

Integrated coaching model

Opportunities for Ongoing Improvement

CONTINUE TO ENSURE ALL STUDENTS ARE APPROPRIATELY PLACED AND SUPPORTED

IDENTIFY AND REMOVE BARRIERS TO HIGHER LEVELS OF MATH

DATA SHARING PARTNERSHIP WITH D200

CONTINUE TO PURSUE HIGH-QUALITY RESOURCES

REFINE STANDARDS-BASED GRADING AND COMMON ASSESSMENT PRACTICES

Questions