



Livonia Public Schools

Academic Services

DATE: January 23, 2026

TO: Theresa O'Brien
Chief Academic Officer

Jennifer Keatts
Assistant Superintendent of Elementary Programs and Instructional Services

FROM: Jen Cory
Elementary Curriculum Coordinator

SUBJECT: K-4 Math Textbook Adoption

This memo presents a recommendation for adopting new textbooks to support mathematics instruction in grades K–4. The sections that follow outline the textbook adoption process and provide the rationale and supporting information for this recommendation.

Committee

The eight-member committee included teachers from each grade level in our K–4 elementary schools, representing both the ACAT and Japanese Immersion programs. A coach and an RCR provider also participated in the process.

Committee Members

Hayes: Rachel Turchan
Niji-Iro: Pam Cabble
Hoover: Lauren McCulloch
Roosevelt: Emily Trybus
Randolph: Colleen Manni and Heather Field
Webster: Brandy Rost
Literacy Coach-Nicole McGlinch
Curriculum Coordinator-Jen Cory

Recommended Curricular Materials:

Bridges in Mathematics, Third Edition
Amy Shoemaker, Regional Coordinator/The Math Learning Center
Office: 503-983-9050

- Digital Courseware
- Teacher Resource Package
- Professional Development Package
- Student Consumable Journals

Process Overview

Shared Vision for K-4 Mathematics

In our LPS K-4 classrooms, every student experiences mathematics as a meaningful, engaging, and empowering journey. Our goal is to nurture young learners who approach math with curiosity, confidence, and a willingness to explore.

Staff strive to inspire mathematicians who:

- Embrace productive struggle and take risks when faced with a challenge.
- Consistently encounter real-world problems that promote critical thinking for college and career readiness.
- Develop a deep conceptual understanding that allows them to communicate their thinking, critique the reasoning of others, and reflect on their own approaches to problems.
- Engage as problem-solvers and problem-finders through the use of multiple strategies.

Classroom teachers provide an environment in which:

- Communication and reflection are part of the daily classroom experience.
- Formative assessment and feedback are components of every lesson.

District leaders ensure:

- Professional development grounded in research-based practices.
- A platform for continued learning and reflection through PLTs and District Teams.

Recommendation

The K-4 Textbook Adoption Committee unanimously recommends adopting **Bridges in Mathematics, Third Edition** (The Math Learning Center). The committee believes that Bridges provides comprehensive resources that support high-quality instruction aligned with our district's vision for mathematics teaching and learning. The program includes a robust professional development package and high-quality materials that equip teachers and students for Number Corner, core instruction, and intervention components. In addition, it offers a home-connection element designed to engage families in the mathematics learning process.

The pilot process allowed teachers to evaluate the program's effectiveness and confirmed that the instructional design is engaging, coherent, and supportive of strong student learning outcomes.

Textbook Evaluation Process

Jen Cory, Shalonda Owens, and Nicole McGlinch attended the Smart Adoption Institute, presented by Wayne RESA and EdReports, on September 30, 2024.

Part 1: Professional Learning and Initial Review

- **October 4, 2024** – Jen Cory: Preparation with Kristi Hanby
- **October 29, 2024** – Committee:
 - Professional learning with Kristi Hanby
 - Data analysis, review, and discussion of research, and development of a vision statement
- **November 14, 2024** – Committee:
 - Studied the EdReports process
 - Researched EdReports
 - Reviewed vendor websites
 - Narrowed resource choices for investigation
- **November 18–26, 2024** – Jen Cory: Met with vendors and ordered samples
- **December 10, 2024–February 13, 2025** – Committee:
 - Met for full days to review eight textbooks using a rubric

Part 2: Pilot of Top Resources

In the second phase, the team piloted the two top-rated resources. The pilot team was expanded to eighteen members to promote collaboration among staff across the participating schools. Each pilot began with consultant-led training and included regular check-ins throughout the process. The team met frequently to plan, debrief, and evaluate the strengths and limitations of each resource. Evidence gathered—such as assessment data, observational data, and student survey results—was used to inform discussions at both the grade and school levels.

Additional support was provided by Nicole McGlinch, who engaged in co-teaching, co-planning, and data analysis with teachers. Jen Cory also visited classrooms to observe instruction, monitor students' responses to the lessons, and facilitate debrief discussions with teachers following the observations.

- **Envision Mathematics:** March 24, 2025 – May 29, 2025
- **Bridges in Mathematics:** September 15, 2025 – December 12, 2025

Final Committee Review

The committee met on **January 6, 2026**, to develop a recommendation. During this meeting, they:

- Analyzed assessment data
- Reviewed anecdotal notes
- Reviewed survey data

Independent Evaluation

EdReports published their evaluations of ELA textbooks and resources, and the committee only looked at resources that were rated “green” by EdReports. The two chosen pilot resources received a green rating in all categories.

Student Rating

At the conclusion of the elementary pilot for each set of materials, students were given a survey and were asked questions relating to their perception of their mathematics growth as well as their opinions on the ease of use and overall desirability of the program. *Bridges* was the strongest program in the student survey results. One student commented, “Almost all lessons are really straightforward, really understandable, and really cool to complete.” Another student commented, “I like Number Corner, and I like that I get challenged.”

Professional Learning

Six hours of live, virtual, or in-person professional learning sessions are included in the cost of the resource. Additional asynchronous sessions addressing multiple topics are also available.

May and August Professional Development Days

Format:

- 3 hours each day
- Live, virtual training led by a facilitator

Objective:

- Understand the components of Bridges and how they work together to engage all students
- Learn strategies for planning and facilitating Bridges sessions in equitable ways

Future Considerations

- Time to view asynchronous learning
- Time to unpack and organize materials
- Time to roll out the curriculum map
- A specific plan for incorporating instructional coaching into successful implementation
- Time for collaboration and planning at each grade level and with the full elementary team
- Time for periodic data analysis

