

# **Strategic Plan Update: Mathematics Focused Initiatives for the 2025-26 SY**

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# **Why is 4th and 5th Grade Math Important ?**

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Proficiency in math by the end of 5 grade is one of the strongest predictors of whether a student will complete Algebra. This milestone is also linked to higher rates of college enrollment and STEM career pathways.

# Theory of Action

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**If** we provide early, systematic access to high-quality Tier 1 math instruction and research-based targeted interventions in foundational mathematical concepts, ensuring they are culturally responsive and tailored to the needs of African American students, multilingual learners, and students with disabilities, then we can close learning gaps before they widen. If we focus on conceptual understanding, procedural fluency, and mathematical reasoning, aligned with the California Mathematics Framework...

...**Then** all students will develop mastery of essential math skills. If students master these foundational skills, then they will be prepared for the transition to middle school and beyond, setting them up for long-term success in advanced mathematics and real-world problem-solving.

# Data Analysis and Review

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- Analyze and disaggregate math benchmark data to identify trends, strengths, and areas for growth.
- Review site and district data trends with principals and their instructional teams to determine patterns and instructional priorities.
- Conduct a file review for scholar students to determine the types of interventions received and assess the effectiveness of these interventions.

# Instructional Planning and Walkthroughs

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- Ensure all sites have articulated math blocks that allow for consistency in math instruction.
- Use the Eureka Math implementation tool during walkthroughs to assess the integrity of lesson implementation and ensure alignment with the intended design.
- Identify classrooms that will serve as host sites for lesson studies to model and refine best practices in math instruction.

# Professional Development Planning

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- Prioritize 4th and 5th grade math teacher leaders. Invest in training (Stanford) for math leads.
- Draft a professional development plan for the 2025-26 school year that includes "non-optional" PD focused on building content knowledge in priority standards areas such as multiplication, division, and fractions (priority modules)
- Identify pilot classrooms for content-specific instruction to serve as models for best practices and inform broader implementation strategies.
- Build Teacher on Special Assignment (TSA) capacity in mathematical content knowledge to support site-based coaching and professional learning communities. Potentially send select TSAs to math training.

# Tier 2 Math Intervention Implementation

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- Develop an implementation plan for targeted Tier 2 math interventions using "Do the Math" to ensure students who require additional support receive evidence-based instruction tailored to their needs.
- Ensure that students needing intervention and who would benefit from STMath have that embedded into their intervention schedule.

# Why a Focus on Middle School Math?

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- Performance in math is highly predictive of success in advanced academics and in future earnings
- 54% of students enrolled in IM1 at AHS and EJSH, who took the CAASPP in 24 - 25 **did not meet** the 8th grade math standard
- Percent not meeting standards by focal group:
  - 82% of BIPOC students
  - 90% of English Learners
  - 90% of students with IEPs



# Guiding Question

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How do we ensure all of our students, particularly our focal students, are prepared for success in Integrated Math 1 by the 9th grade?

# Continue the Work

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- Adopted high-quality, standards-aligned curriculum Carnegie Learning in 22 - 23
- Teacher teams have created common pacing guides and two common assessments
- More analysis of data with an emphasis on our focal groups
- However, with turnover, many current middle school math teachers were not part of adoption and implementation years

# Moving Forward

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- Build teacher capacity and Tier 1 effectiveness
  - Adopt lead teacher model to build collective expertise and efficacy
  - Develop our administrators and coaches understanding of best math practice
  - Expand time devoted to professional math learning as part of regular collaboration and with after school offerings
- Support teachers and students with systemic data analysis and common assessments
- Provide additional direct services to students through a 6th grade support class and targeted push-in intervention
  - Summer 2025: Mindset math camp as part of ELOP

# Investment in Our Students' Future

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- 3 Lead Teachers, stipend and hourly during the summer: \$12,000
- 1.2 FTE, 0.4 at each site \$120,000
  - 0.2 one period 6th grade support class (\$20,000 per period)
  - 0.2 push-in intervention
- Hourly for 15 teachers to participate in PL outside of regular hours with district, and for expenses for SVMi, ACOE, BAMP, Publisher, other providers \$20,000
- Explore data and assessment options with targeted student group, \$10,000
- Consider expanding support classes and adding summer math program in later years
- \$162,000 year one

# **Math Focused Initiatives for 25-26 SY**

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## **Board Discussion**