

# MPS Mathematics Curriculum Review

Medway School Committee November 15, 2018

Gabrielle Abrams, Assistant Superintendent  
Kelly Bliss, Grade 6-12 Mathematics Curriculum and Instruction Leader  
Mary Evans, Grade K-5 Mathematics Curriculum and Instruction Leader





# TONIGHT'S Outline

- The Stages of The Curriculum Review Process
- Acknowledgements
- Summary of primary strengths and areas of opportunity
- Progress and Next Steps
- Questions



# THE PROCESS

## SELF STUDY

January 2017 - April 2018

- Drafted PK-12 Math Vision
- Conducted curriculum inventory
- Gathered evidence and artifacts to answer guiding questions in 5 key areas
- Wrote self-study document



## VISITING TEAM

May 2018

- Conducted classroom visits and interviews
- Wrote visiting team report using evidence from the self-study and evidence gathered during the visit
- Identified strengths and areas of opportunity



## CURRICULUM reVISION WORK

Began September 2018

- Examine commendations and recommendations of the report
- Use report to build multi-year action plan



# THE TEAMS

## The MPS Mathematics Curriculum Review Team

### **MCGOVERN:**

*Julie Cowern (K); Cindy O'Connell (1); Christine Baldiga (Inst. Coach)*

### **BURKE MEMORIAL:**

*Marybeth Curran, Megan Munger (2); Amanda Moroney (3); Barbara Wotton (4); Barbara Fanning (SPED); Beth Ladoux (Inst. Coach/Co-Chair)*

### **MEDWAY MIDDLE:**

*Jean Brewer (5); Cindy Droeske (6); Megan O'Rourke (7); Andrea Guenther (8) Katie McKinley (SPED); Mary Evans (Stem Inst. Coach/ Co-Chair)*

### **MEDWAY HIGH SCHOOL:**

*Andrea Buscio, Andrew Nassiff (9-12); Shanley Heller (STEM leader 16-17); Kelly Bliss (9-12/STEM leader)*

### **MPS ADMINISTRATION:**

*Amanda Luizzi (BM); Cari Purchase (MMS); Gabrielle Abrams (Assistant Superintendent)*

## The MPS Mathematics Visiting Team

### **Victoria Saldana**

*Elem. Math Coordinator, Franklin Public Schools*

### **Carla Crisafulli**

*Math Teacher/Dept. Chair, Hopkinton H.S.*

### **Tammy Ghizzoni**

*6-8 Math Curriculum coordinator, Needham Public Schools*

### **Elizabeth McCoy**

*Asst. Superintendent, Dover Sherborn Public Schools*

### **Karen Raymond**

*6-8 Teacher/Math Curriculum Leader, Dover Sherborn M.S.*



# COMMENDATIONS PK-5

- Curriculum aligned to the content of the Massachusetts Frameworks with ongoing revisions
- Consistent use of “I can...” learning targets in most classrooms
- Title I and classroom interventions based on data
- Common grading rubrics built and used in select PLC and grade level teams
- Use of PLCs to discuss student progress and share best practices
- Regular opportunities to meet and plan with teams and leaders
- Well established Instructional Support Teams (ISTs) with protocols to look at student data
- Use of i-Ready to target instruction and share data across teams and with families
- Rich selection of math manipulatives and technology



# COMMENDATIONS 6-12

## The MPS Mathematics Educators:

- send a strong message that Medway cares about its students
- are enthusiastic with a desire to always improve
- are true content experts and employ many best practices at all levels
- use data to develop interventions for struggling learners

## The MPS Mathematics Program:

- allows students to employ multiple solving methods fluently
- integrates the appropriate use of technology
- aims to focus on the use of mathematical practice standards
- has opportunities of discovery, inquiry and reflection embedded throughout the curriculum



# RECOMMENDATIONS PK-5

The Visiting Team made the following core recommendations for improving the MPS PK-5 Mathematics Program:

- Agree upon a shared repository to house common curricular documents
- Adopt a new, core resource for Grades PK-5
- Systematically and intentionally integrate the Standards of Mathematical Practice into daily lessons
- Support the role of “coaches” as facilitators of vertical, professional conversations around practice, scope, sequence, etc.
- Increase daily instructional time to 60 minutes
- Integrate differentiated instructional practices
- Provide additional resources to interventionists
- Identify and increase tier 2 intervention usage within classrooms and in intervention settings



# RECOMMENDATIONS 6-12

The Visiting Team made the following recommendations for improving the MPS 6-12 Mathematics Program:

- Agree upon a shared repository to house common curricular documents
- Adopt a new, core resource for Grades 6-8
- Systematically and intentionally integrate the Standards of Mathematical Practice into daily lessons
- Support the role of “coaches” as facilitators of vertical, professional conversations around practice, scope, sequence, etc.
- 
- Develop clear criteria and a scope and sequence for leveled mathematics’ experiences 7-12
- Examine curriculum maps for gaps and overlaps in content
- Ensure alignment with 2017 MA Standards



# Progress and NEXT STEPS: Grades PK-5

- **SY 2018-19:**
  - Implementation of new Curriculum and Instruction Leader Model
  - Continued work to align units of study to 2017 frameworks
  - Focus on small group instruction with support of iReady Intervention Tools as resource for support
  - Enhanced access to iReady online instructional support for intervention teachers' use with students
- **Winter 2019:** resource review of 5-6 resources which will lead us to select a pilot for Spring of 2019
- **Spring 2019:** Pilot of 2 resources for adoption recommendation

## Progress and NEXT STEPS: Grades 6-12

- **Fall 2018:**
  - Implementation of new Curriculum and Instruction Leader Model
  - Professional development to examine and implement the Standards of Mathematical Practice into curriculum
  - Gr. 6-8 mathematics educators and 6-12 CIL participation in after school seminars through Bridgewater State
- **Winter 2019:**
  - resource review of 5-6 resources which will lead us to select a pilot for Spring of 2019
  - explore transition of current grade level and accelerated courses in gr. 7-8 into a compacted pathway starting in 7th grade
- **Spring 2019:** Pilot of 2 resources for adoption recommendation

**Questions?**