



Reed Union School District

MATH TASK FORCE

ACTION PLAN

2022-2023



Reed Union School District Math Task Force Action Plan

January 10, 2023



Signatory Page

This Math Task Force Action Plan has been completed and approved.

Superintendent

Date

Board President

Date



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Introduction and Intent

Reed Union School District (RUSD) is committed to high quality education for all students. It is the mission of the District that each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world. Each RUSD student will receive the support and opportunity to develop the skills to be a motivated learner who is committed to academic excellence, a creative problem solver, an effective communicator, an engaged citizen and a balanced individual who is their best self.

The Math Task Force has kept this mission as a guiding light during the process of evaluation, adoption, and transition to an updated math program that affords all students the opportunity to access advanced math courses. The Math Task Force has ensured alignment to the District's existing Strategic Plan and Local Control Accountability Plan(LCAP) goals through common norms, guiding principles, data collection and analysis and stakeholder feedback.

The Math Task Force has a collaborative vision that extends broadly through the student educational experience, Pre-K thru Eighth Grade, while in middle school and beyond. The Math Task Force vision is that all students in Reed Union School District will have a math experience that includes a rigorous curriculum with credentialed teachers and trained staff that have high expectations and utilize strong instructional strategies. The goal is to meet students' individual learning needs while creating an excitement for mathematical learning and a readiness for high level mathematics including deep thinking. A system will be established that further develops instructional strategies as well as outside support to ensure that individual student needs are met.

The goal is to meet students' individual learning needs while creating an excitement for mathematical learning and a readiness for high level mathematics including deep thinking.

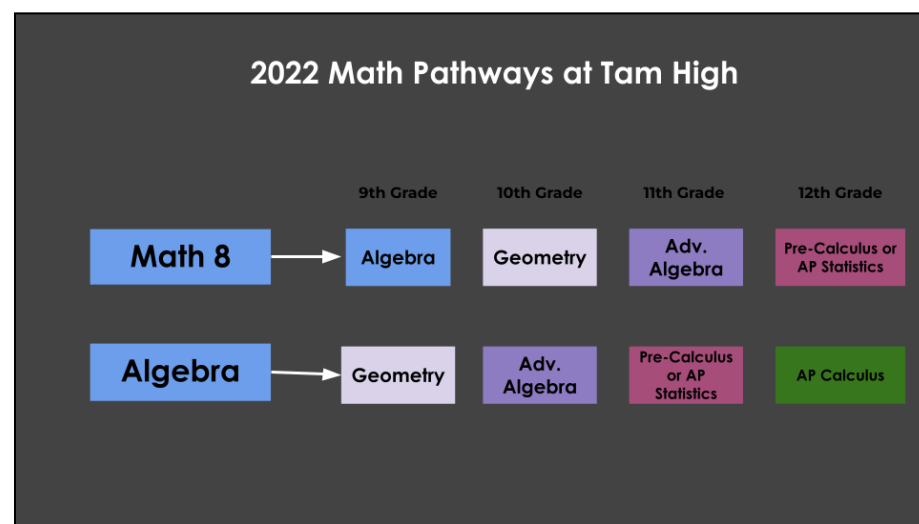
It is the intent of this document to capture the efforts of the Math Task Force that has led to the Reed Union School Board adoption of the updated Seventh Grade curriculum on January 18, 2022, and to outline the anticipated actions needed to successfully implement the new curriculum for all RUSD students.

History / Background:

Reed Union School District (RUSD) has a history of a high quality math program. Data demonstrates that RUSD students not only outperform the state, but outperform the well-resourced county of Marin. The staff and parents also look for ways to continue to grow and improve on an ongoing basis.

On March 9, 2021, the site principal and middle school math teachers of Del Mar Middle School requested a programmatic change to 7th and 8th grade be considered by the Board of Education that would afford students the opportunity to participate in a combined accelerated 7th grade math class and take Algebra I in 8th Grade. This request stemmed from several years of refinement and reflection of Del Mar's implementation of the new state math standards adopted in the 2013-14 school year, as when first adopted, the California Department of Education did not provide a framework for how to deliver instruction, specifically how to sequence courses.

Considering the standards expected to be taught at each grade level, along with a sizable student population that has historically performed at or above grade level, the math team and administration at the time created pathways beginning in 7th grade which would allow this population of students to access Algebra in 8th grade by taking a compacted math course in 7th grade that included essential 8th grade standards. At this time (2015-16 school year), the compacted 7th grade math class (called Math 7C), included 4 units of study from 8th grade math in addition to the units taught in the grade level Math 7 course. In each subsequent year, the math teachers refined both Math 7C and Algebra based on their professional reflection, student performance, and conversations with high school math faculty. This refinement included a reduction of the additional units in Math 7C and adjustments to standards taught in Algebra. As of the 2021-22 school year, Math 7C includes two additional units compared to the grade level Math 7 course. During the evolution of the math courses in 7th and 8th Grade, the math team, along with





administration, began widening criteria for placement into the advanced math course to allow multiple measures to help in determination of placement. Additionally, students were allowed to petition the principal to take either Math 7C or Algebra should they not meet initial placement criteria.

In the Fall of 2021, the issue of students accessing Algebra I in 8th Grade was revisited through the discussion of extending the Math 7C to all students as the general pathway for middle school and the school took steps to analyze data, as well as ensure stakeholder understanding and input. A survey with an informational video was distributed to parents in order to gather input. Forums were held in order to distribute factual information and to gather questions and input. A fact sheet (FAQ) was also created in order to provide factual information and dispel myths and rumors.

RUSD requested placement information for 9th Graders who graduated from Del Mar in 2021. As shown in the table below, Tam District reported that 39% of the Del Mar graduates were placed in the traditional 9th Grade math course, Algebra 1, and 47% of the Del Mar graduates were enrolled beyond the traditional 9th Grade math course, Geometry and Advanced Algebra I.

2022 Tam District Math Class Placement of Del Mar Middle School Graduates in 9th Grade

	Algebra I Foundations; MODF Math; Academic Workshop Math	Algebra I	Geometry	Advanced Algebra I; Honors Algebra I
Number of Enrolled 9th Graders from RUSD	17	47	52	4

On January 11, 2022, a special study session was held with the Board of Trustees and middle school math teachers in order to further explore the concept more in depth and provide an opportunity for deeper discussion and study.

During the January 18, 2022 Board meeting, after a Superintendent recommendation, the RUSD Board of Education made a motion to approve Del Mar's recommendation to proceed with Math 7C for all 7th Grade students beginning in the 2023-24 school year. This elevated offering includes 7th Grade math standards plus the 8th grade standards needed for Algebra readiness. This allowed an additional year for planning and implementation. There was also an agreement to begin a Math Task Force for RUSD that looks at the entire PreK to 8th Grade math program.

[Reed Union School District-Math Task Force Action Plan](#)



The Superintendent asked for recommendations and volunteers, and started two Math Task Force Groups for RUSD: one for all stakeholders and one for the staff members. Math Task Force Groups collectively have had eight meetings from Spring to Fall of 2022, with both the collective stakeholder group meeting and the staff only group meeting four times. The Math Task Force is made up of a variety of stakeholders that all care deeply about the math program at Reed Union School District. This table demonstrates those that are involved and that willingly participated and gave their time.

Thanks goes to:

Board	Admin	Teachers	Reed Elem. Parents	Bel Aire Parents	Del Mar Parents
Afsaneh Zolfagari	Dr. Kimberly McGrath	Ashley Williams	Crystal Burke	Erin Burns	Kimberly Zian
Sherry Wangenheim	Dr. Mary Niesyn	Paul Devoto	Lauren Druyan	Julie Stewart	Kristine Dollard
	John DiCosmo	Amy Smith	Stephanie Ham	Andrew Grimm	Leilah Gilligan
	Brian Lynch	Kathleen Gaine	Rajni Natesan	Pamela Goldman	
	Chad Stuart	Jamie Deppe	Noy Dancig-Perlman		
		Allison O'Brien			
		Melissa Daymond			
		Nathan Grebil			
		Kristen Bradshaw			
		Dianne Rhodes			



Meeting Times:

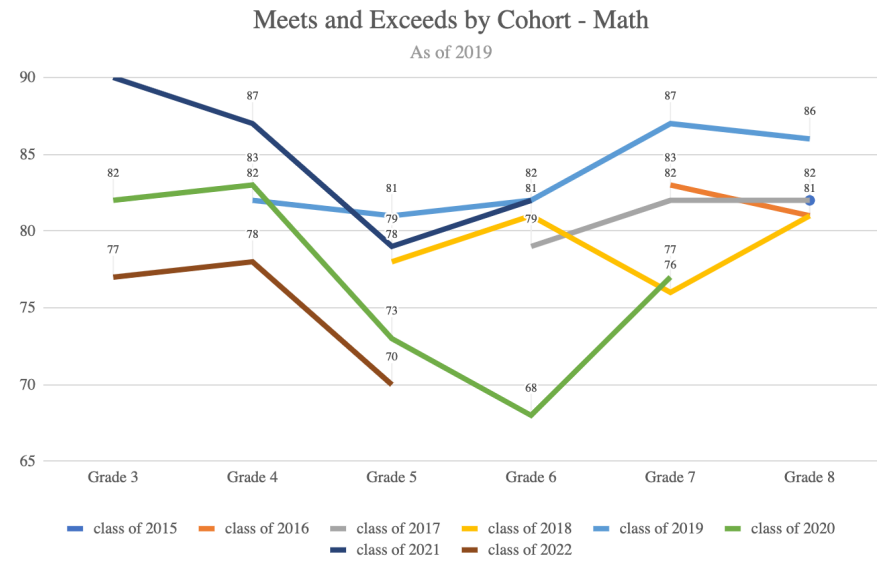
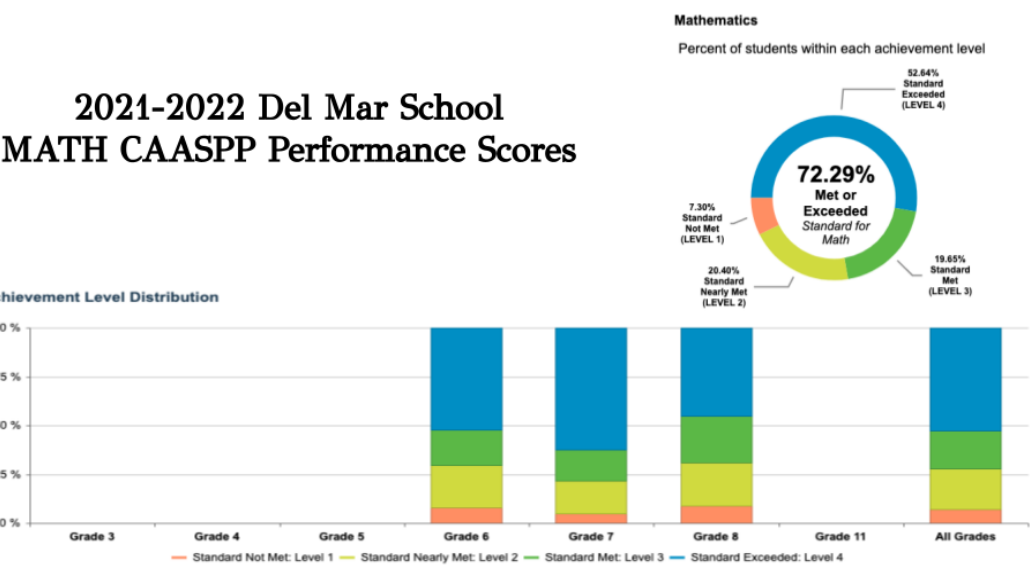
Stakeholder Group Meetings	RUSD Staff Only Group Meetings
March 16, 2022 September 7, 2022 October 20, 2022 November 17, 2022	April 18, 2022 October 6, 2022 November 1, 2022 December 1, 2022

Data Findings

Math Task Force utilizes metrics to establish and meet goals for the betterment of all RUSD students. Prior to the creation of the Math Task Force, analysis was needed to determine the optimal mathematical pathway for RUSD students at Del Mar. In the Fall of 2021, analysis began that provided foundational information to support a recommendation that all students in 7th Grade have the instructional opportunity to access Algebra I in 8th Grade by making Math 7C the standard. This data analysis provides both the support of that proposal and the Math Task Force an understanding to foundationally strategize updated mathematical opportunities that extend District-wide from Pre-K through 8th Grade.

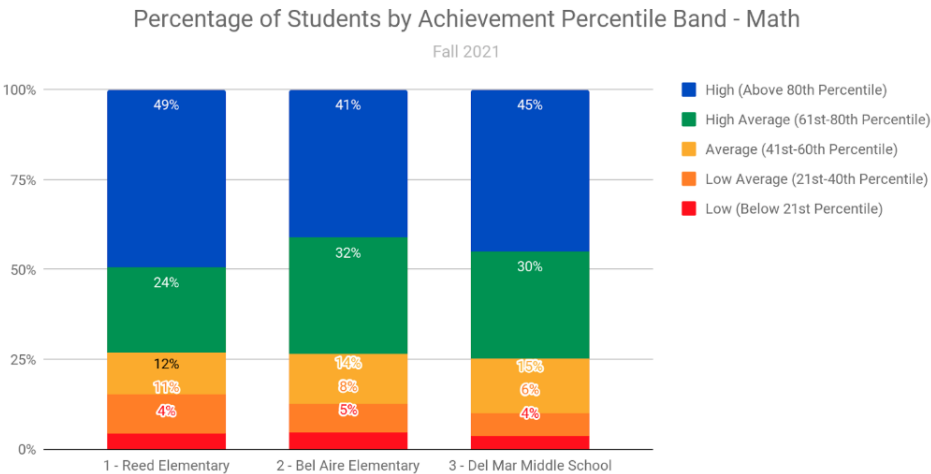
CAASPP Data

California Assessment of Student Performance and Progress (CAASPP) data indicates that nearly three-fourths of Del Mar students meet or exceed state standards in Math. RUSD has maintained a minimum of 70% of students meeting or exceeding mathematical standards for the past six years of CAASPP testing. The achievement percentage indicates majority student readiness for accessing Math 7C in 7th Grade. The CAASPP data demonstrated performance that achievement gaps exist in RUSD for student groups, such as those identified as having disabilities, some ethnicities, and those who are socio-economically disadvantaged.



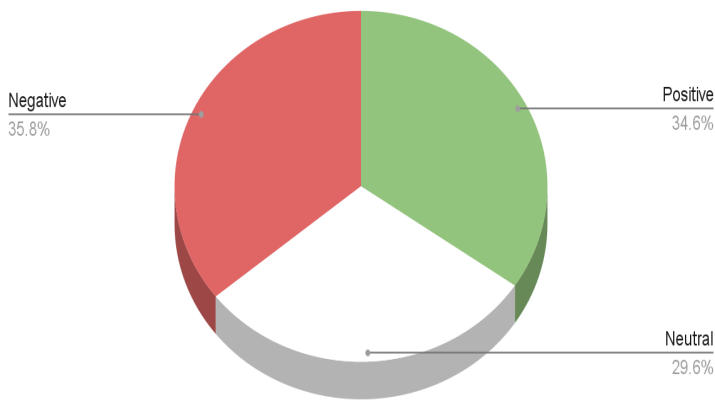
MAP Data

MAP is a commonly utilized assessment tool applied three times a year (Fall, Winter, Spring) to provide information on student skill and knowledge growth over the course of a school year. RUSD student data was analyzed through Fall 2021. MAP scores from Reed, Bel Aire and Del Mar Schools showed that approximately three-fourths of the students are High (above 80th percentile) or High Average (61st-80th percentile) in mathematics. The MAP data demonstrated performance that achievement gaps exist in RUSD for student groups, such as those identified as having disabilities, some ethnicities, and those who are socio-economically disadvantaged.



Del Mar Survey Feedback

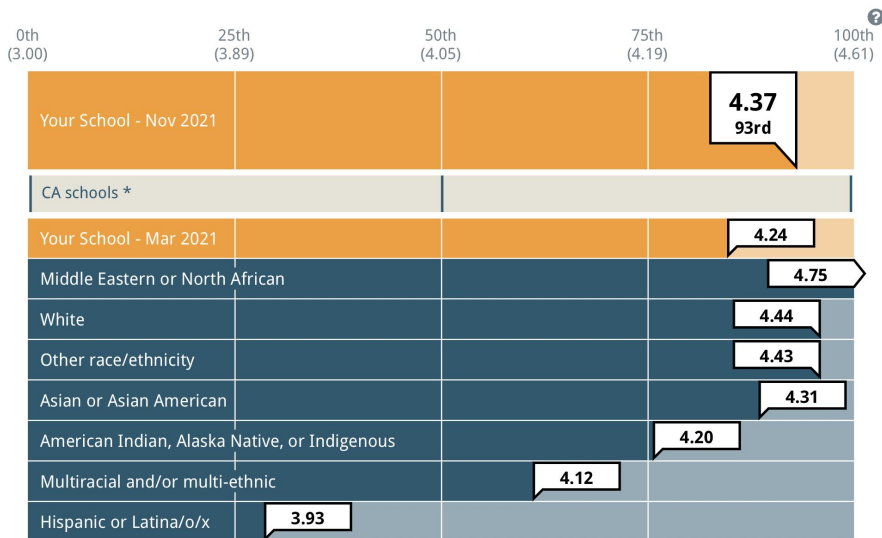
In Fall of 2021, Del Mar provided a [survey to families regarding the expansion of Math 7C to all 7th Graders](#). About 84 people responded to the survey and the results were split into almost even thirds. Meaning one third of parents were in full support of the shift in 7th grade, one third were indifferent or neutral, and one third was opposed or concerned.



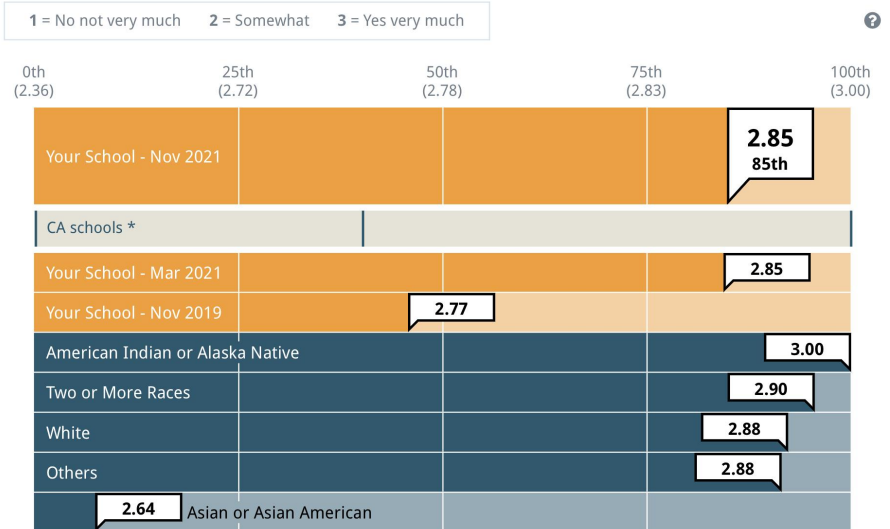
YouthTruth Survey Findings

YouthTruth is a survey that is given across stakeholder groups to provide cross-comparable data designed to measure culture, acceptance, respect and general wellness. The results of the 2021 survey indicated lower ratings from students regarding their perception of adults at school having respect for people of different races and ethnicities and people from different backgrounds. The findings highlight the importance of representing a diverse population in school and ensuring equitable opportunities for all students.

Adults from my school respect people of different: Races and ethnicities



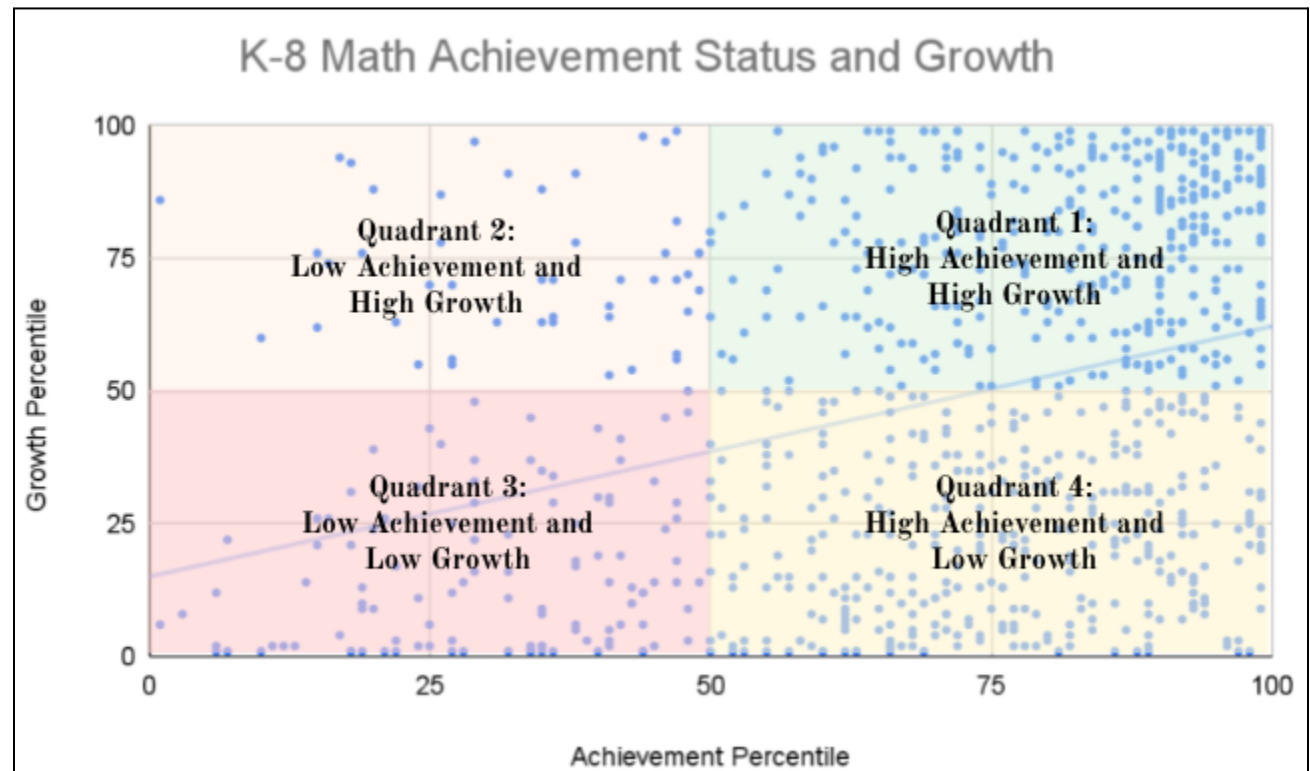
Do adults in your school respect people from different backgrounds? (People with different skin colors, boys and girls, people from different countries)



District-wide Growth Percentile and Achievement Comparable

In 2021, the MAP scores from K-8th Grade RUSD students were analyzed to identify growth relative to achievement. Students were categorized using the differential from early MAP math scores and later MAP math scores to be sorted into four main quadrants. The findings show that the vast majority of RUSD students demonstrated high achievement. The findings also found that a subgroup (Quadrant 2) were closing gaps as they demonstrated high growth in their acquisition of knowledge and skills while performing low. The focus began on the 4 quadrants of students plus the exceptional students (1+ and 3+) outside of the graph for a total of 6 groups:

- Quadrant 1 = high achievement and high growth
- Quadrant 2 = low achievement and high growth
- Quadrant 3 = low achievement and low growth
- Quadrant 4 = high achievement and low growth
- Quadrant 1+ = exceptional students grade levels beyond
- Quadrant 3+ = exceptional students grade levels below





Math Task Force

The purpose of the Math Task Force Groups is to explore these ideas and ensure a District-wide program that honors the current fantastic elements of the math program and analyzes ways to continue to improve for all RUSD students Pre-K through 8th Grade with stakeholder input. The Math Task Force consists of an encompassing group that welcomes all stakeholder representatives and a subgroup of solely RUSD staff members.

The work of the Math Task Force also aligns with RUSD's Local Control Accountability Plan (LCAP), as the LCAP goals states:

- #1: Increase student achievement so that all students are proficient or advanced in grade level standards.
- #2: Collaborate with parents to create a safe and supportive learning environment that fosters teaching and learning.

The work of the Math Task Force also aligns with RUSD's Strategic Plan, as the Strategic Plan states:

- #1 - Provide rigorous curriculum and evidence-based instructional strategies.
- #3 - Recruit and develop the most talented staff.

The Vision

The Math Task Force vision is that all students in Reed Union School District will have a math experience that includes a rigorous curriculum with highly trained staff that have high expectations and utilize strong instructional strategies. The goal is to meet students' individual learning needs while creating an excitement for mathematical learning and a readiness for high level mathematics including deep thinking. A system will be established that further develops instructional strategies as well as outside support to ensure that individual student needs are met.

Norms and Agreements

The RUSD Math Task Force has established procedural and behavioral norms to support inclusivity, productivity and collaboration. The Math Task Force members agree to the procedural and behavioral norms provided in the table below for all meetings and activities.



Procedural Norms	Behavioral Norms
1. Set goals for the meetings 2. Determine metrics for meeting those goals 3. Revisit norms as things grow and change 4. Speak generally without using staff and student names	1. Keep the focus on the growth of each student 2. Assume positive intent 3. Listen with care and actively solicit the input of others

Metrics to Use & How Do We Monitor Progress:

Type of Assessment
Formative Assessments
MAP Growth and Achievement
CAASPP Overall Level
CAASPP Socio-Economically Disadvantaged (SED)
MDTP - # and % of students with Algebra Readiness at the end of 7th grade
and % of Student Enrollment in Algebra
Successful completion (measured by the grade received) in Algebra & Beyond
Student attitude and excitement



Guiding Principles

The Math Task Force believes that:

1. All students can learn math at high levels.
2. All students deserve to be challenged and supported in their learning.
3. Students rise to expectations set out by adults and themselves.
4. Diverse learning styles contribute to greater learning for all students.
5. All students will receive high quality instruction targeted to meet individual learning needs
6. We want all students to believe that math is accessible, relevant, meaningful, and engaging.
7. Best practices in instruction continue to evolve. Reviewing curriculum, instructional practices, and learning habits is key to ensuring that learning and instruction remains relevant and reflects the current needs of learners.
8. All students deserve high-quality curriculum, instruction, and support in mathematics that will foster their love of math and skills and confidence to achieve excellence.
9. All students learn best when we meet them where they are ready to learn (in their zone of proximal development).
10. Educators are lifelong learners who stay up to date with best practices that support student learning.
11. We strive to make mathematics exciting so that all students develop a love of the subject.
12. Systems create structures that help us meet the needs of every student.

Acknowledgement of Challenges to Overcome

The Math Task Force has identified challenges that will need to be addressed to achieve the Math Task Force vision for RUSD.

- Educational understanding changes over time.
- Educational research indicates a need for analysis of current practices.
- The state of [California's instructional framework](#) shifted.
- The School Board approved the transition to offering Math 7C as the standard with only one year for planning.
- RUSD's desire to challenge every student and provide high-expectations for every student.
- Recognition that the issue to be discussed is broader than just 7th grade.
- Desire to audit and implement the very best math program possible.



- An achievement gap exists in RUSD between SED and Non-SED students as well as different ethnic groups and those identified as being socio-economically disadvantaged.
- Staff desires ongoing, embedded professional learning for continuous improvement.
- A curriculum shift in secondary may necessitate curricular shifts in K-6.



District-Wide School Site Evaluations

Mathematics Program Self-Evaluation

RUSD schools administered self-evaluations through staff input to identify current instructional and supplemental mathematical resources available to address the range of achievement and growth performance groupings of students. The staff listed resources in the areas of curriculum, instruction, assessment, in-class support, outside of class support, technology, professional learning and identified areas of need. (See [Appendix B: School Site Mathematics Program Self-Evaluation to Meet Diverse Student Needs](#))

The staff at each RUSD school grouped resources in accordance with the following groups of students:

- High achievement and high growth
- Low achievement and high growth
- Low achievement and low growth
- High achievement and low growth
- Students performing multiple grade levels below standard.
- Students performing multiple grade levels above standard.

Mathematics Program SWOT Analysis

The schools' staff members also analyzed the mathematical program's Strengths, Weaknesses, Opportunities and Threats (SWOT). (See [Appendix C: School Site SWOT Analysis](#)) The cumulative information from the school sites' SWOT analysis has been compiled in a summative SWOT representative of RUSD K-8th Grade. The Math Task Force has reviewed this information to support a cohesive plan for a robust mathematical program that provides equitable opportunity for challenge and support for each student in RUSD.





Action Plan

The following Action Plan has been established to support a robust mathematical program for RUSD by leveraging the District's strengths, addressing identified areas of weakness, engaging in opportunities for growth while being mindful of hurdles that may threaten the mathematical program's success. This Action Plan captures the intent of the District's Math Task Force. The District must acknowledge that this plan may change as new information, ideas, resources and priorities may present that necessitate precedence and adaptation of the content of this Plan. This Action Plan assumes that all individuals are willing and active participants working together for the implementation of this Plan.

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
Curriculum							
Explore and potentially pilot PK-8th Grade curriculum that includes increased problem-based tasks and differentiated instructional opportunities and practice resources: - Hands-on instruction examples - Digital supports - Extension/Enrichment - Re-teaching - Project-based tasks - Critical thinking/problem solving	TOSA Staff Math Task Force Group Admin Board	2023- 2024	Sample curriculum plans Pilot materials	\$50K ESSR III funds	Recommendation of new curriculum or status quo	<i>This column will be completed as the work progresses: Note the percent of completion and/or comment on progress or links to the progress, etc.</i>	# of grade levels piloting curriculum # of classrooms participating in the pilot # of curriculums being piloted # of proposed curriculum adoptions
Analyze Special Education curriculum needs	SpEd Teachers	2022- 2024	Spreadsheet	\$5K ESSR III	Provision of list to the		# of grade levels piloting



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
					District		curriculum # of classrooms participating in the pilot # of curriculums being piloted # of proposed curriculum adoptions
Audit of current math materials and manipulatives • Evaluate how they are used for instruction • Ensure availability of materials for innovative learning • Accessing of all elements of the program	Teacher Teams/ Admin	2022- 2024	Spreadsheets	\$10K ESSR III	Provision of list to District	Math Materials Spreadsheet <i>(For example, link to the material ordering spreadsheet that demonstrates conversations that have taken place, materials that have been identified, orders that have been made, and materials that</i>	# of grade levels' materials that have been analyzed Amount of materials ordered Amount of materials distributed

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
						<i>have been distributed)</i>	
Identify topics and develop lessons to incorporate grade-level appropriate project-based opportunities PreK-8th	Teacher Teams	2022- 2024	Data Scores	0	Provision of projects and professional development		# of lessons developed per grade level that include project-based opportunities
Instruction							
Incorporate project-based opportunities	Teacher Teams	2022- 2024	Professional Development	0	Implementatio n of Professional Learning and Evaluations		# of lessons
Analyze need to Grow Tier 2 math intervention services • <i>Credentialed teacher for mathematics intervention</i> • <i>Focus on elevation</i> • <i>Roll out through 5th grade (fundamental skills)</i>	District/Admin /Teacher Teams	2023- 2025	Updated practices and Adopted Curriculum	\$80K ELO Grant	Data monitoring, Feedback, Evaluations		# of students demonstrating a need for intervention # of intervention opportunities per grade level PreK-5th # of staff and amount of FTE needed to reach goal
Analyze need to hire math teacher(s) on special	District/Admin	2023- 2025	Updated	About \$100K	Implementatio		# of tasks to



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
assignment to build collective capacity of teachers through observations, coaching, collegial discussions	/Teacher Teams		practices and Adopted Curriculum	per year	n of Professional Learning and Evaluations		accomplish to justify need and leadership
Analyze the frequency and provide training of low floor / high ceiling problem integration	District/Admin /Teacher Teams	2022- 2024	Professional Development	\$500 hourly costs	Implementatio n of Professional Learning and Evaluations		# of existing lessons containing low floor / high ceiling opportunities # of new lessons # of training sessions and # and % of participation
Unify homework practices (Bel Aire and Del Mar) per grade level	District/Admin /Teacher Teams/Math Task Force	2023- 2025	Updated practices and Adopted Curriculum	TBD	District Homework Policy (potential revision)	<i>Link to document capturing the discussion and the agreed upon conclusions</i>	# of opportunities for staff to participate in the discussion
Continue to implement strong differentiated problem solving methodology (i.e. Cognitively Guided Instruction CGI)	Teacher Teams	2022- 2025	Professional Development	0	Implementatio n of Professional Learning and Evaluations		Lesson examples
Assessment							

Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
Review current assessments to ensure alignment and variety	Teacher Teams/Admin	2022- 2024	TBD	0	Potential update to assessments (site level)		# of assessments and types of assessments reviewed
Develop / find more authentic assessments including projects - Engaging real world problems/projects - Time for teachers to develop / find - Provide resources to use	Teacher Teams/Admin	2022- 2024	Professional Development	\$500 hourly costs	Implementation of Professional Learning and Evaluations		# of assessment utilized
Incorporate a variety of assessments and forms of administering <i>Various ways for students to demonstrate mastery of standards (e.g., written, oral)</i>	Teachers Teams	2022- 2024	Professional Development	0	Implementation of Professional Learning and Evaluations		# of varieties # of assessments utilized
Analyze best opportunities for parent communication - Share assessment results and additional learning opportunities with families - Create a system for sharing MAPS family letters	District/Admin /Teacher Teams	2022- 2024	Communication with Math Task Force	0	Communication regarding any changes		# of parent communications per grade level # of the types/variety of communication # of times per year MAPS family letters are shared
Update report card to reflect classroom mathematical	Staff Math	2024- 2025	TBD	0	Adoption of		# of report



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
practices - How do we report on mathematical practices? - Rethink mathematical criteria - Consider mapping skills to MAP testing or other standardized testing	Task Force/Admin/District/Teacher Teams/Report Card Committee				new curriculum, incorporation of Professional learning and MTSS		cards that include mathematical practices
In-Class Support							
Evaluate system for small group instructional support - Evaluate instructional aide program - Ensure consistency - Teach and follow best practices	District/Admin/Teacher Teams	2023- 2024	TBD	0	Multi-tiered system of support (MTSS)		# of classified staff that assist students in mathematics per grade level # of students demonstrating a need for support # of classified staff recommended to fill the need
Analyze need for instructional coaches Consider mimicking reading fluency program in math	District/Admin/Teacher Teams	2023- 2024	TBD	\$20K	Evaluations and Professional development		# of students needing support # of existing math coaches # of hours /



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
							days needed # of coaches recommended for approval
Analyze need for (and perhaps increase) learning center aides to support small group instruction	District/Admin /Teacher Teams	2023- 2024	TBD	TBD	Multi-tiered system of support		# of students needing support # of existing math coaches # of hours / days needed # of coaches recommended for approval
Provide support for low achieving, low growth students and all students who need their individual needs met Explore creative options to support students at their skill levels and not just age level	Teacher Teams	2022- 2024	Curricular and Professional learning	0	Evaluations for implementation of professional development		# of students demonstrating need, per grade level # of existing solutions and # of new solutions with descriptions of which group it matches
Out-of-Class Support							



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
Create a system for students needing reteaching and extensions • Summer school • After school tutoring • Strategies classes • Small group instruction for kids at their levels • DM Students, HS, or Community College students tutoring • Math Rockets with credentialed teacher support • Support at-home learning with websites, videos, and curated resources	District/Admin /Teacher Teams	2023- 2026	TBD	\$20K Licenses and hourly costs ELO and ESSR III Learning loss funding	Provide developed system of support tiers and systems for tier support qualifications		# of students demonstrating the need # of existing opportunities # of new opportunities # of students involved
Explore Math / STEM Summer Camp opportunities with entry payments included for SED students	District/Admin	2022- 2025	Research	\$10K ELO Grant and ESSR III Learning loss funding	Provide information to the community with summer offerings		# of students demonstrating the need # of existing opportunities # of new opportunities # of students involved
Build increased excitement in Mathematics: Math Club, Mathletes, Problem of the Week, competitions, challenges, Intervention Clubs, cross-curricular opportunities. Analyze the expansion of before/after school math clubs	District/Admin /Teacher Teams	2022- 2024	TBD	\$2K Travel and hourly costs	Inclusion on 2023-2024 offerings		# and type of existing opportunities # of interested students # of new



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
							opportunities
Explore band and music before/after school offerings and integration in math lessons to emphasize applied mathematical concepts, such as fractional and decimal understanding	Admin/Math Teachers/Music Teachers	2022-2024	Lesson planning time; Instrument purchases; Facilities; Possible outside of school day pay	\$15K Art and Music Block Grant	Lesson development; Teacher feedback		# of existing opportunities # of interested families / students # of new opportunities
Professional Learning							
Analyze time for fully credentialed teachers and support staff to work with consultants (e.g. Fawn Nguyen, Barb Blanke, Rachel Matteson)	District/Admin /Teacher Teams	2022-2025	Time	0	Professional Development Calendar		# / % of staff access to training #/% attending (6 out of 6 middle school math teachers attended Fawn's inst. Coaching session on April 5...
Utilize embedded time with consultants for professional learning on differentiation and best instructional practices (e.g. Fawn Nguyen, Barb Blanke, Rachel Matteson)	District/Admin /Teacher Teams	2022-2025	Time	\$40K Educator Effect Grant	Professional Development Calendar		# of visits from consultants # of staff involved



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
							# of impacted students
Explore engaging in additional professional development time with county-wide math teachers	District/Admin/Teacher Teams	2023-2024	District Office Communication	Sub cost	Professional Development Calendar		# of staff members with access to the opportunity # of involved staff members # of opportunities
Explore participation in math professional development around helpful apps (e.g.IXL Training in Walnut Creek)	Staff Math Task Force/ Admin/ District/Teacher Teams	2022- 2024	Research	\$5K Travel and conference	Present list in curriculum adoption recommendations		# of staff members with access to the opportunity # of involved staff members # of opportunities
Secure ongoing opportunities with mathematical practices, instructional models, differentiation, innovation, and vertical articulation between schools	Staff Math Task Force/ Admin/ Teacher Teams	2022- 2024	Site and District- based experts	0	Professional Development Calendar		# of planned meeting opportunities # of staff involved
Incorporate collegial observation time for ongoing learning	District/Admin/Teacher Teams	2022- 2024	Professional Development	0	Implementation of Professional		# of staff involved



Task / Action	Responsible Party	Timeline of Completion	Resources	Cost / Budget	Evidence	Progress Monitoring	Metric (start with how and then note completion)
					Learning and Evaluations		
Engage in district-wide conversations around most effective instructional practices	Teacher Teams/ Admin	2022- 2024	Professional Development	0	Implementatio n of Professional Learning and Evaluations		# of days where the opportunity is provided # of staff involved
Provide Professional Learning for Classified staff to support math instruction	District/Admin /Teacher Teams/Classified Staff	2023- 2025	Professional Development	\$5K Hourly and travel cost	Professional Development Calendar		# of opportunities # of involved staff



Final Statements:

A wide range of stakeholders came together to explore creative ideas and engage in civil discourse in order to evaluate and improve an already high-performing math program for Reed Union School District. Because of this collaboration, all students in our District will have increased access to challenge through a community effort that equitably extends opportunities towards college readiness. Reed Union School District is thankful for all of our stakeholders and their involvement in this process. The District looks forward to the evolution of this plan throughout its implementation and the continued collaboration with our community.



Appendix

Appendix A: District Presentations

Link to March 9, 2021 Board presentation is [here](#).

[Link to FAQ document](#)

[Link to the Survey](#) (including an informational video)

[Link to the Del Mar Parent Forum Presentation](#)

[Link to the Study Session presentation](#)

[Link to Board Presentation on 1.18.22](#)

[LCAP Metrics Board Presentation 9.22.21](#)

[Link to 2020-21 Data Presentation](#)

[Fall 2021 MAP Update Board Presentation](#)

[Link to CHKS & YouthTruth Data Board Presentation](#)



Appendix B: School Site Mathematics Program Self-Evaluation to Meet Diverse Student Needs

B1: Reed School Self-Evaluation

	Quad 3+ Below low	Quad 3 Low Ach./Low Grow	Quad 2 Low Ach/ High Grow	Quad 4 High Ach/Low Grow	Quad 1 High Ach/High Grow	Quad 1+ Beyond high
Curriculum	Adaptive math apps	Eureka, Adaptive math apps	Eureka, Adaptive math apps	Eureka, Adaptive math apps	Eureka, Adaptive math apps	Adaptive math apps
Instruction	CGI, Math/Number Talks, Counting Collections (K)	CGI Math/Number Talks, Counting Collections (K)	CGI Math/Number Talks, Counting Collections (K)	CGI Math/Number Talks, Counting Collections (K)	CGI Math/Number Talks, Counting Collections (K)	CGI, Counting Collections (K)
Assessment	MAP, Math Screening	MAP, Math Screening	MAP, Eureka, Math Screening	MAP, Eureka, Math Screening	MAP, Eureka, Math Screening	MAP
During Class Support	Manipulatives, Instructional aide,	Manipulatives, Instructional aide, anchor charts	Manipulatives, Instructional aide, anchor charts	Instructional aide		
Outside of Class Support	Possible Resource (IEP)	Possible Math Club	Possible Math Club			
Tech		NWEA → DreamBox	NWEA → DreamBox	NWEA → DreamBox	NWEA → DreamBox	
Professional Learning						
Other/Needs	• Training, implementation, and preparation of exit tickets and pre/post assessments. • CGI training/refresh					

B2: Bel Aire School Self-Evaluation

	Quad 3+ Below low	Quad 3 Low Ach./Low Grow	Quad 2 Low Ach/ High Grow	Quad 4 High Ach/Low Grow	Quad 1 High Ach/High Grow	Quad 1+ Beyond high
Curriculum	Academic Workshop and Tech to support	Supplements necessary, no review, no intervention	no intervention	No resources in curriculum.	No enrichment, nothing extra re: deep thinking, combined standards. No resources in curriculum	No enrichment, nothing extra re: deep thinking, combined standards. No resources in curriculum
Instruction	Reteach and Enrichment part of curriculum for teachers to teach	Need some alignment in practices. Sound teaching, collective experience. Need CGI tasks and PD for CGI. Not all teachers approach these students the same way.	Need some alignment in practices. Need skill building. Math talks and CGI can be part of each teacher's tool kit.	Need some alignment in practices. A concern for this group, need supplemental materials at higher grade level. Math talks and CGI can be part of each teacher's tool kit.	Need some alignment in practices. If teachers do not identify resources, then there aren't any . Math talks and CGI can be part of each teacher's tool kit.	Need some alignment in practices. If teachers/admin do not identify resources, then there aren't any
Assessment	More aide time in class.	Curriculum assessments are too challenging (too wordy, inaccessible) Standardized assessments. Use teacher assessment and MAP data to target.	Use MAP data to target. Need early assessment (3rd grade)	Use MAP data to target.	Curriculum assessments not challenging enough. CC Math skill assessments. Use MAP data to target.	Curriculum assessments not challenging enough. CC Math skill assessments
During Class Support	More aide time in class	Not enough aide support. Teacher–small group	Not enough aide support. 1 block per week!	Not enough aide support. 1 block per week!	CC Math skill assessments created by teacher. Dependent on teacher; algebra based packets (Key to Series) Not enough aide support. 1 block per week!	CC Math skill assessments created by teacher. Dependent on teacher; algebra based packets (Key to Series) Not enough aide support.1 block per week!
Outside of Class Support	intervention workshops	intervention workshops, FEV tutor pilot, peer tutor, in-class peer tutor		Math Club	Math Club	Enrichment support pilot w/ Paul. Some challenge packets, make by teacher , Math Club
Tech		Zearn Supports, Khan Academy	Zearn Supports, Khan Academy	DreamBox	DreamBox	Khan, IXL, DreamBox
Professional Learning		Need CGI	Need CGI	Need CGI/Math Talk	Need CGI. Need PD–site wide. Small group attended YouCubed	Need PD–site wide. Small group attended YouCubed

B3: Del Mar School Self-Evaluation

	Quad 3+ Below low	Quad 3 Low Ach./Low Grow	Quad 2 Low Ach/ High Grow	Quad 4 High Ach/Low Grow	Quad 1 High Ach/High Grow	Quad 1+ Beyond high
Curriculum	Not easily accessible for those 2+ years below grade level;no adaptable curriculum ready for students with special needs	IM	IM	IM/Big Ideas	IM/Big Ideas	Students can access courses above grade level
Instruction	No programmatic strategies	Challenge/Warm Up Lesson Application Cool Down	Challenge/Warm Up Lesson Application Cool Down	Challenge/Warm Up Lesson Application Cool Down	Challenge/Warm Up Lesson Application Cool Down	No programmatic strategies/students can attend Redwood or online school
Assessment	adaptable curriculum ready for students with special needs	Low Entry/High Ceiling projects Common Assessments	Low Entry/High Ceiling projects Common Assessments	Low Entry/High Ceiling projects Common Assessments	Low Entry/High Ceiling projects Common Assessments	
In Class Support	One on one support; small group; peer to peer	One on one support; small group; peer to peer	One on one support; small group; peer to peer	One on one support; small group; peer to peer	One on one support; small group; peer to peer	One on one support; small group; peer to peer
Outside of Class Support	Strategies SDC/Modf Tutoring in Library IXL	Strategies Advisory Tutoring in Library IXL	Strategies Advisory Tutoring in Library IXL	Advisory Tutoring in Library IXL	Math Club Mathletes Advisory Tutoring in Library IXL	Math Club Mathletes Advisory IXL
Tech	IXL; Study Island; Kahoot; Blooket; Notability; Desmos; IM Applets; Khan Academy	IXL; Study Island; Kahoot; Blooket; Notability; Desmos; IM Applets; Khan Academy	IXL; Study Island; Kahoot; Blooket; Notability; Desmos; IM Applets; Khan Academy	IXL; Study Island; Kahoot; Blooket; Notability; Desmos; IM Applets; Khan Academy	IXL; Study Island; Kahoot; Blooket; Notability; Desmos; IM Applets; Khan Academy	IXL; Study Island; Kahoot; Blooket; Notability; Desmos; IM Applets; Khan Academy
Professional Learning	Fawn Nguyen Jo Boaler	Fawn Nguyen Jo Boaler	Fawn Nguyen Jo Boaler	Fawn Nguyen Jo Boaler	Fawn Nguyen Jo Boaler	Fawn Nguyen Jo Boaler



Appendix C: School Site SWOT Analysis

C1: SWOT Analysis for Reed Elementary

Strengths • Use of CGI to emphasize deep learning and differentiation • Teaching staff - dedicated, wanting to learn more; advocates • Students cheerfully approach math • Intervention supports • Small class sizes • District is well-resourced • Like offline math (paper and pencil) • Overall strong achievement results • Eureka Math is effective and is easily augmented • CGI and Dreambox are engaging • Instruction and delivery is exciting and engaging • Current math curriculum tightly aligns with CCSS • CGI methodology provides challenge opportunities for the students needing extension opportunities and for students needing extra support • Dreambox provides challenge opportunities for the students needing extension opportunities and for also for students needing extra support • Eureka is a balanced curriculum in fluency, concept development and application • Onboarding new teachers with training in CGI • CGI is built on instructional differentiation • Students are instructed and encouraged to solve problems in a variety of different ways. • End Goal is defined for all stakeholders • Common assessments are utilized across all grade-levels • MAPS is used effectively as a common form of formative assessment • MAPS is utilized to adjust a student's instructional model • Adaptive apps are used to support all student learning • Ongoing informal assessments are used to adjust a student's instructional model in real time • Assessments drive differentiation • Utilize a number of strategies to demonstrate understanding • Flexible instructional design supports students in math instructional time • Extension opportunities outside of the curriculum provide a "love of math" • Math Club for tier 2 support provided by a classified teacher. • Teachers explored needs of students on the Socioeconomically Disadvantaged Students (SED) list • Peer Observation • Adaptive apps are used to create excitement around instruction and practice	Weaknesses • Parent support can be hard if there is no math homework - parents can feel in the dark • Eureka math curriculum does not provide challenge opportunities for the students needing extension opportunities nor for students needing extra support • Community partnerships are dependent on family SES and therefore exclusive (like tutoring)
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• STEAM and Builders Studio curriculum and opportunities provide relevance, excitement, future careers and engagement in mathematics and engineering	
Opportunities • Del Mar student tutoring programs • Vertical alignment between Bel Aire and Del Mar • How do we intentionally target our groups that are not meeting or exceeding the standard? • Game nights • Explore and investigate other curriculums with the possibility of a new adoption • Opportunity for district-wide conversations around most effective instructional practices and materials across Reed District • Review current manipulatives and evaluate how they are used for instructional practice and evaluate whether we have what we need • Differentiate summative assessments for students to effectively demonstrate mastery • Share results of assessments and additional learning opportunities with families • How can parents be more informed about math strategies and learn the new methodologies in math? • Review current assessments • Additional Tier 2 math support instructional opportunities to meet the needs of all struggling students are provided by a credentialed teacher. • Tutoring opportunities offered before and after school. • Opportunities for teachers to attend local and national conferences around current research and practice in mathematics. • System for providing additional training for instructional aides • Math Teacher on Special Assignment (TOSA) • Dedicated time for lesson study and collaborative conversations • Provide release time to observe other districts and schools • Time for reading and studying latest research • Technology, STEAM and Builders Studio Teacher on Special Assignment (TOSA) • Increased support in STEAM and Builders studio with a full time credentialed teacher • Consider additional music offerings (for example - instruments for all) • Consider how to integrate music with math	Threats • Curriculum and materials are not exciting and engaging in appearance • Learning gaps for some students due to COVID closures Questions/Wonderings: • How does Dreambox work? • How much instruction is embedded in Dreambox? • How are we addressing continuity across the schools? • What is the relationship between language development and math development?

C2: SWOT Analysis for Bel Aire School

Strengths - Teaching staff - dedicated, wanting to learn more - Advocates - Students cheerfully approach math - Parent support with expectations and willingness to help - Intervention supports (like workshops, Dreambox, peer tutoring, math seminar and DM leadership support) - improving every year - Small class sizes –supports individual needs being met and individual corrective feedback incorporated into instruction - District is well resourced - Keeping a balance between online and offline math (paper and pencil) - Math Club available to further engage kids - Challenge group available during the school day - Eureka curriculum aligned w/ CCSS, provided fluency sprints, has mid-mod assessments and quizzes - Eureka supports specialized math academic language/vocabulary - Teaching staff differentiates - Students instructed and encouraged to solve problems in a variety of ways - Availability of instructional materials - Homework used as practice, spiral review, and its balanced - Summative and common Assessments utilized - Assessments inform grading procedures - Peer support during instruction time - Strong systems for identifying students for intervention, measures are used to make sure students receiving extra support are progressing	Weaknesses - Some Intervention strategies take place outside of the classroom - Eureka - word heavy, no embedded enrichment, no intervention/support - Eureka: - limited enrichment opportunities within curriculum - no embedded problem based learning, innovative learning opportunities, no real balance - No challenge activities built into the curriculum 8 mathematical practices not intentionally addressed in the curriculum or instruction and not much guidance in assessing the practices - Homework: - can be boring, communication about expectations - could be more Individualized - not consistent within the grade levels - Different math instructional models across grades - Small group instruction inconsistent - Assessments limited in asking students to show understanding in multiple ways (e.g. models, diagrams, arguments, tasks) - Not enough push in support from aides. More people would be helpful.
Opportunities - Homework alignment (effectiveness of homework? Include John Hattie's research with K-8 articulation) - Revisit mathematical practices for the report card - Leveraging DM leaders - After school tutoring - Early action plans implemented for struggling students - Vertical alignment between Reed and Del Mar - Can bring intervention back into the classroom - Make math more practical (realworld) - Curriculum Review Process–deeper thinking math curriculum - Restructure systems - Math Club (fun math @ lunch) - Empowering girls in math - Increase math talks to give opportunities to reason, form arguments and have	Threats - Competition, social-pressure - Change can be difficult - Different opinions about the pros and cons of different math instructional models



discussions • Math talks during “non-math” time (ie science, cross curriculum) • Family Math Nights • An online support program that is balanced between skills (IXL) and concepts (DreamBox) • Revisit report card and 8 mathematical practices • Revisit instructional aide program - consistent training and evaluation of instructional aide program, analyze the system to maximize support	
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C3: SWOT Analysis for Del Mar School

Strengths • Materials and curriculum that allows students to work out problem; accessible online • Articulation across BA & Del Mar 5th - 8th (Illustrative Math) • Online content supports paper/pencil work; consumable workbook • Retakes to help students develop growth mindset • Regular parent communication of important happenings in the department through newsletter and ALMA messaging • Small, focused classes to help students with low growth/low achieving students • Adaptive (IXL) instruction allows for remediation and extra challenge as was as immediate feedback; includes incentives • Peer - Tutoring in Del Mar library • Math Club & Mathletes for enrichment • Access to manipulatives and technology (applets, Study Island, etc) to bolster IM lessons • Wealth of teacher created lessons, assessments, and projects on file to accompany Open Up Resources • Modified and adaptive special needs math class created at Del Mar; integration of special education with math • Dedicated time to work on pattern recognition, number talks, and problem-solving (including MARS tasks) • Dedicated time to work on individual skill plans derived from MAP data and IXL Diagnostic data (weekly and in MATH WORKSHOPS each trimester) • Passionate teachers, experience • Collaboration and alignment (within grade level and across grades) • Extensive training and collaboration for teachers i.e. ~ IXL, IM, Jo Boaler, Fawn Nguyen, Desmos, Brad Fulton, Bureau of Education and Research	Weaknesses • Can better reach all learners at their levels. • How to reach the highest level learners and lowest levels at the same time. • Navigating student behaviors is a challenge. Working with students who have a “will” issue over a “skill” issue. • Assessment: retakes. Not enough time to remediate in order to be successful in the retakes, thus they do the same the next time they take the assessment. • We have no adopted special ed curriculum • Students don’t read what they did wrong to remediate in IXL
Opportunities • More authentic assessments including projects • More integrated problem based opportunities • Teach students strategies for understanding errors in IXL • Online learning strategies (how to test online) • New strategies to engage students. • Continuing to learn and observe current best practices • Need for an adaptable program and curriculum for special needs students (not IXL) • Additional support for students to remediate during Advisory. • After school tutoring provided by the district for ALL Learners! • Communication with families on the benefits of IXL/Recommendation Wall • Communicate scope and sequence at the end of the school and why we are doing what we are • Encourage students to educate their parents	Threats • Redwood may no longer be accepting early students in the 1+ quadrant • Negative mindset towards math (kids and parents) • Some parents think there should be multiple math level classes. • Social-emotional (fear of: school shootings, natural disasters etc.)

