



Ashford School
Math Curriculum
&
Illustrative Math



New Year- New Math Program

- K-8 classrooms materials
 - Student workbooks
 - Teacher's guides
 - Complete set of math manipulatives
 - Printed center materials (k-5)
 - Digital Access for teachers
- Program kicked off with K-8 professional learning during an August PD
- Focus for year one- implementing the program with fidelity- following IM's suggested pacing and order of topics
- During the first month lessons focused on teaching math routines, the structure of lessons, practicing productive student discourse, and learning math games.
- Math Committee implemented a schoolwide Mathematician of the Month

Professional Development

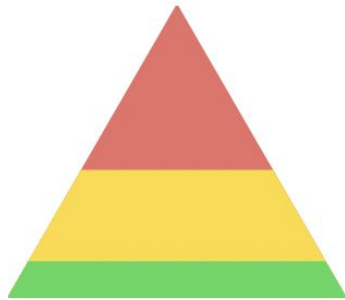
Teachers received 5 days of professional development throughout the school year.

Grade level teams worked with a CREC representative for 2 hours each session.

Teachers were able to plan for the upcoming unit, review assessments, team teach with the presenter, or have the presenter observe and reflect on a lesson.

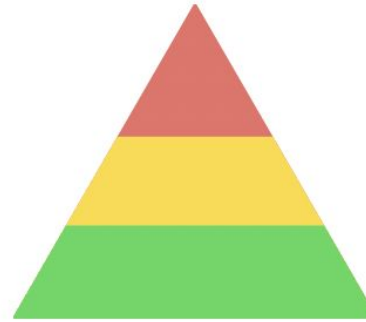
How Does The Data Look?

iReady Fall 2022



- **At Risk for Tier 3**
32%
- **Tier 2**
45%
- **Tier 1**
23%

Preliminary iReady Spring 2023



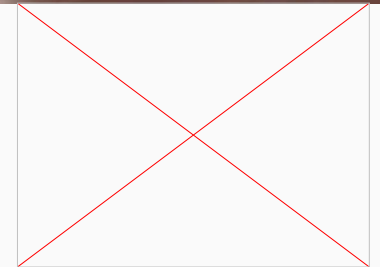
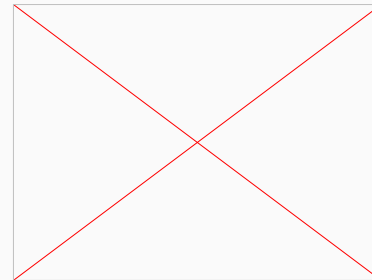
- **At Risk for Tier 3**
18%
- **Tier 2**
32%
- **Tier 1**
50%

How Did The Year Go?

Teachers

- "I like the routine. The students know what to expect and are able to following along more easily because they are less confused. I also really love how diverse the content is."
- "hands on centers, the warm-ups helped the children learn how to talk about math in ways they didn't before, they learned that there was more than one way to answer a question, manipulatives"
- "Comprehensive, and easy to follow when you know how to follow it. I like the online access, and the ability to change things as needed. I actually like the per lesson teacher guides. I appreciate the anticipated student answers."
- "By starting with what students already know, teachers invite all students to contribute to mathematical learning, centering student thinking, and being responsive as students develop conceptual understanding"
- "Too much theory, not enough practice. Occasional skills were beyond grade level, specifically the depth of solving equations expected."
- "The program was not as engaging as I would have liked it to be. We needed to supplement many units with more kid friendly lessons. I also didn't like how long each lesson took to prepare. There were many lessons to prepare for that would eat up an entire prep period."
- "lack of direct instruction - lots of student discovery which is great for some students but was difficult for some students with more black and white thinking"

Students

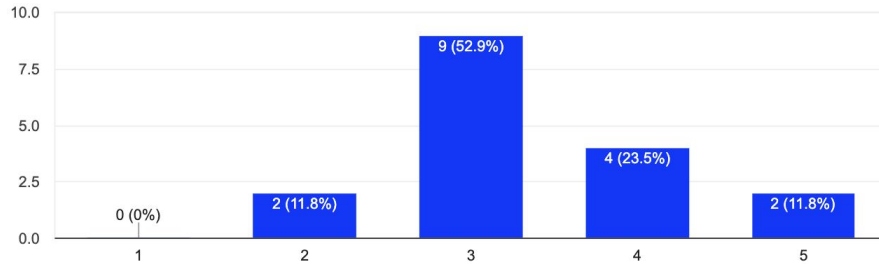


Staff Survey Results

Overall, how satisfied are you with the Illustrative Math program?

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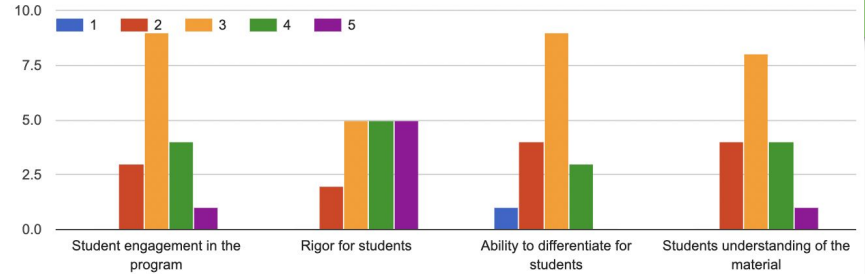
17 responses



How would you rate other aspects of the program?

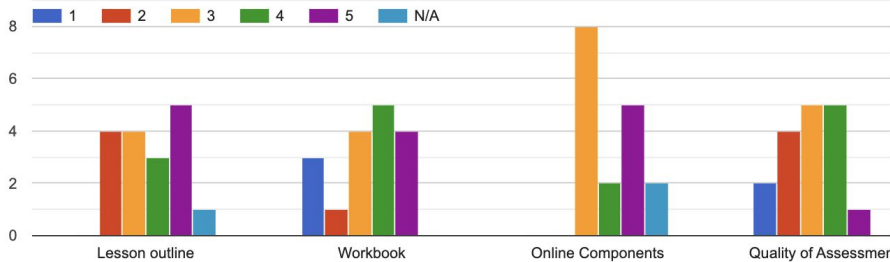
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1 = very dissatisfied 5 = very satisfied



How satisfied were you with the logistical parts of IM?

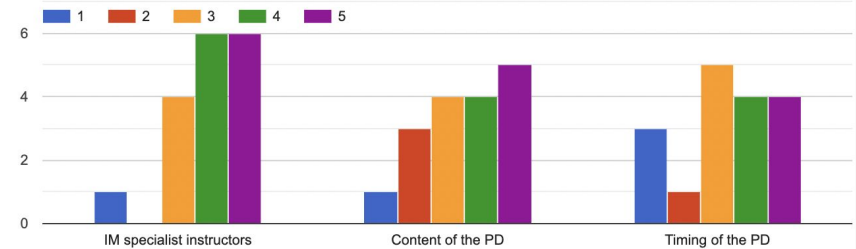
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How would you rate the IM professional development provided throughout the year?

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1 = very dissatisfied 5 = very satisfied



Staff Survey Results

Teachers

Common themes of the survey:

- Teachers thought the structure of the program provided a solid foundation for consistency across grade levels
- In general the teachers were happy with the materials provided (workbooks, manipulatives, centers) *with the exception of the early elementary workbook*
- Student engagement, ability to differentiate and student comprehension all had middle of the road responses from teachers - *very common in the first year of using a program*
- Too much theory/discovery and not enough skill practice for procedural fluency, especially at the elementary level
- Across the board, teachers found the program to be rigorous and challenging to all students
- For the most part teachers thought the content of the PD and our instructor was on point. Teachers never like to be out of the classroom so some felt we should improve upon the timing of the provided PD

Goals For Next Year

- Incorporate more center games
- Focus on fluency
- Provide in opportunities for in class intervention and enrichment
- Establish more consistent homework across all grade levels
- Continue with Mathematician of the Month
- Plan for continued professional development
- Curriculum writing this summer

Ashford School Mathematicians

