

LC MATH PROPOSAL 2023

Pomperaug Regional School District 15
Student Services
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Teachers can communicate positive expectations to students by using encouraging words, and it is easy to do this with students who appear motivated, who learn easily, or who are quick. But it is even more important to communicate positive beliefs and expectations to students who are slow, appear unmotivated, or struggle. It is also important to realize that the speed at which students appear to grasp concepts is not indicative of their mathematics potential (Supekar et al, 2013). As hard as it is, it is important to not have any preconceptions about our students. (Boaler, <https://www.youcubed.org/evidence/believe-students-better/>)

A math
SUPERHERO
says what?

GOAL:

- To incorporate current Illustrative Mathematics teaching principles into the current Learning Center Mathematics small group curriculum, Transmath, to help students who are performing significantly below grade level in mathematics to close the achievement gap and successfully access the algebra curriculum in high school.

OBJECTIVES

- Develop a process for fourth and fifth grade special education teachers to use to identify students who would benefit from small group instruction beginning at the fifth grade level. (Two or more levels behind grade level expectations?)
- Identify Transmath Level units that should be focused on 5th grade through 8th grade (ideally 9th).
- Redesign the current scope and sequence of Transmath to:
 - Integrate two Illustrative Math grade level units into each grade of the middle school Learning Center Math curriculum with necessary scaffolding and supports.
 - Select and incorporate SBAC IABs and IAB review (ie how to use a DESMOS calculator) into the LC Math curriculum.

STAKEHOLDERS

- District Math Coach
- Student Services Administration
- Current 4th/5th grade teachers
- Middle School Learning Center Math teachers
- High School transition teachers
- Students identified as having math goals and objectives and requiring small group instruction

EXAMPLE SCOPE AND SEQUENCE—A WORK IN PROGRESS!

	5th grade TM Level 1	6th grade TM Level 1 and 2	7th grade TM Level 2	8th grade TM Level 3
Transmath Units	<ul style="list-style-type: none"> • Unit 1-Addition • Unit 2-Sub. • Unit 3-Mult. • Unit 4 Division • Unit 5 Factors • Unit 6 	<ul style="list-style-type: none"> • Unit 7 • Unit 8 • Unit 9 • Unit 10 • Unit 1 • Unit 2 • Unit 3 	<ul style="list-style-type: none"> • Unit 4 • Unit 5 • Unit 6 • Unit 7 • Unit 8 • Unit 9 • Unit 10 	<ul style="list-style-type: none"> • Unit 1 • Unit 2 • Unit 3 • Unit 4 • Unit 5 • Unit 6 • Unit 7
Illustrative Math Units		-addition and subtraction of fractions unit -multiplication of fractions an introduction	-ratios -equivalent expressions	-proportional relationships -properties of operations to add and subtract linear expressions with rational coefficients.
IABs to incorporate				
BIG FOCUS	Number sense and number patterns	Concepts of and operations of fractions	Decimal numbers, integers and the coordinate plane	Algebraic expressions and understandings for pre algebra

DATA TO TRACK

Outcomes

- Continue to monitor NWEA growth and SBAC scores
 - Percentage of students who begin with the redesigned scope and sequence who successfully take algebra at the high school level
 - Look for an increase in both of these data points
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EXPECTED OUTCOME

The Future!

More students receiving
the appropriate, targeted
math instruction partnered
with the ability to
problem solve in real
world situations.
