

# Math

## Overview and update

February 23, 2026



# K-12 Math Leaders



Jamie Dolan  
**Instructional Coach**



Faren Huben  
**Math Teacher**



Jamie Schnieber  
**Instructional Coach**



Angela Mosier  
**Math Teacher**



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STATE STANDARDS ADOPTION

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DEVELOP CURRICULUM GUIDES  
AND MAPS

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IMPLEMENTATION AND PROFESSIONAL  
LEARNING

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DATA-INFORMED

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**INVOLVING  
TEACHERS  
IN THE  
PROCESS**

# Unit 1: Place Value and Whole Number Operations

## 14 Days

### Quarter 1: Modules 1-2

#### Unit Indicators

MA 4.N.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to 1,000,000 and decimals to the hundredths using visual representations, standard form, and expanded form.  
 MA 4.N.1.b Represent and justify comparisons of whole numbers up to 1,000,000 and decimals through the hundredths place using number lines and reasoning strategies.  
 MA 4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.  
 MA 4.A.1.a Add and subtract multi-digit numbers using an algorithm.  
 MA 4.A.1.e Create a simple algebraic expression or equation using a variable for an unknown number to represent an authentic mathematical situation (e.g.,  $3 + n = 15$ ,  $81/9 = 9$ ).  
 MA 4.A.1.f Solve one- and two-step authentic problems using the four operation including interpreting remainders and the use of a letter to represent the unknown quantity.  
 MA 4.G.3.a Apply perimeter and area formulas for rectangles to solve authentic problems.

### Module 1: Place Value of Whole Numbers

#### 8 Days

#### Indicators

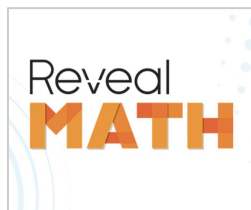
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 MA 4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.  
 MA 4.A.1.d Determine the reasonableness of whole number products and quotients using estimations and number sense.

	Number of Days	Indicators	I Can Objective	Vocabulary	Zearn	Enrichment
<a href="#">Lesson 1.1</a> Understand Place Value Relationships	2 Days	MA 4.N.1.c	I can use a place-value chart to compare the values of different digits and justify the comparisons.	Review: place value <b>New: period</b>	Mission 1 Topics A-C	<b>Zaccaro</b> <b>Chapter 1: What's the Next Number? or Chapter 2: Don't Let it Break</b>  (Zaccaro Binder OR ask your EY Coordinator) <a href="#">Into Math/Zaccaro Alignment</a> <a href="#">Q1 Enrichment Math Slides</a>
<a href="#">Lesson 1.2</a> Read and Write Numbers	1 Day	MA 4.N.1.a	I can read and write 6-digit numbers in standard form, word form, and expanded form.	<b>New: expanded form, standard form, word form</b>	Mission 1 Topics A-C	
<a href="#">Lesson 1.3</a> Regroup and Rename Numbers	1 Day	MA 4.N.1.a, MA 4.N.1.c	I can regroup and rename multi-digit whole numbers.	<b>New: regroup</b>	Mission 1 Topics A-C	
<a href="#">Lesson 1.4</a> Compare and Order Numbers	1 Day	MA 4.N.1.b	I can compare and order three numbers to the hundred thousands place. I can record and justify the comparisons.		Mission 1 Topics A-C	
<a href="#">Lesson 1.5</a> Use Place Value Understanding to Round Numbers	1 Day	Lesson is a prerequisite for 4.A.1.d	I can use place-value understanding to round whole numbers through 1,000,000 and estimate.	<b>New: estimate, round</b>	Mission 1 Topics A-C	
Review Day	1 Day	Module 1 Review				
<a href="#">Module Assessment</a>	1 Day	MA 4.N.1.a MA 4.N.1.b MA 4.N.1.c				

# Curriculum Adoptions



**K-6**  
2020-2021



**7-8**  
2024-2025

WESTSIDE HIGH SCHOOL



COURSE PLANNING GUIDE  
2024-2025

**9-12**  
Varies

# Professional Learning Focus



**K-6**  
2020-2021



**Westside Way**  
2021-Current



**K-12 Vertical Alignment**  
2023



**K-6**  
2025-2026

# Level to Level Transition

What is one thing you wish the previous/next year's teacher knew about your Math class?

What is one question you have about the previous/next grades' policies?

What is one topic student's struggle with that next year's teachers need to know about to reinforce?

What is one commonality you feel would be important for students 6-9 to have in their Math class?

Priority indicators (K-12)  
Three essential ins and outs  
at each grade level

**8TH GRADE**

<u>INS</u>	<u>OUTS</u>
• Integer operations	• Distributive property / Combining Like Terms
• Fraction, Decimal, Percent conversions/operations	• Solving multi-step Equations (with rational numbers)
• Estimation/Rounding	• Finding slope from a graph
• Graphing coordinate plane	

**6th Grade**

<u>Ins:</u>	<u>Outs:</u>
• adding, subtracting, & multiplying fractions	• dividing fractions
• area and volume of rectangles and rectangular prisms	• area of triangles, parallelograms and trapezoids, and volume of triangular and rectangular prisms
• multiply multi-digit numbers using an algorithm	• write and solve one-step equations







**7th grade**

Ins	Outs
Comparing units	Comparing units
Positive rational numbers	Positive rational numbers
Integer operations	Integer operations
Fraction, decimal, percent conversions	Fraction, decimal, percent conversions
Solving multi-step equations	Solving multi-step equations
Finding slope from a graph	Finding slope from a graph

**8th GRADE**

Ins	Outs
Integer operations	Integer operations
Fraction, decimal, percent conversions	Fraction, decimal, percent conversions
Solving multi-step equations	Solving multi-step equations
Finding slope from a graph	Finding slope from a graph

**HS Algebra I**

Ins	Outs
Rational Number Operations	Rational Number Operations
Solving Equations	Solving Equations
Graphing Equations	Graphing Equations
Graphing Lines	Graphing Lines

**HS Geometry**

Ins	Outs
Setting up a solving 1-2 step equations	Setting up a solving 1-2 step equations
Graph coordinates	Graph coordinates
Understanding geometry	Understanding geometry
Proving square roots	Proving square roots
Proving area	Proving area

**HS Algebra II**

Ins	Outs
Setting up a solving 1-2 step equations	Setting up a solving 1-2 step equations
Graph coordinates	Graph coordinates
Understanding geometry	Understanding geometry
Proving square roots	Proving square roots
Proving area	Proving area

# Curriculum Adoptions



**K-6**  
2020-2021



**7-8**  
2024-2025



**9-12**  
Varies

# Professional Learning Focus



**K-6**  
2020-2021



**Westside Way**  
2021-Current



**K-12 Vertical Alignment**  
2023

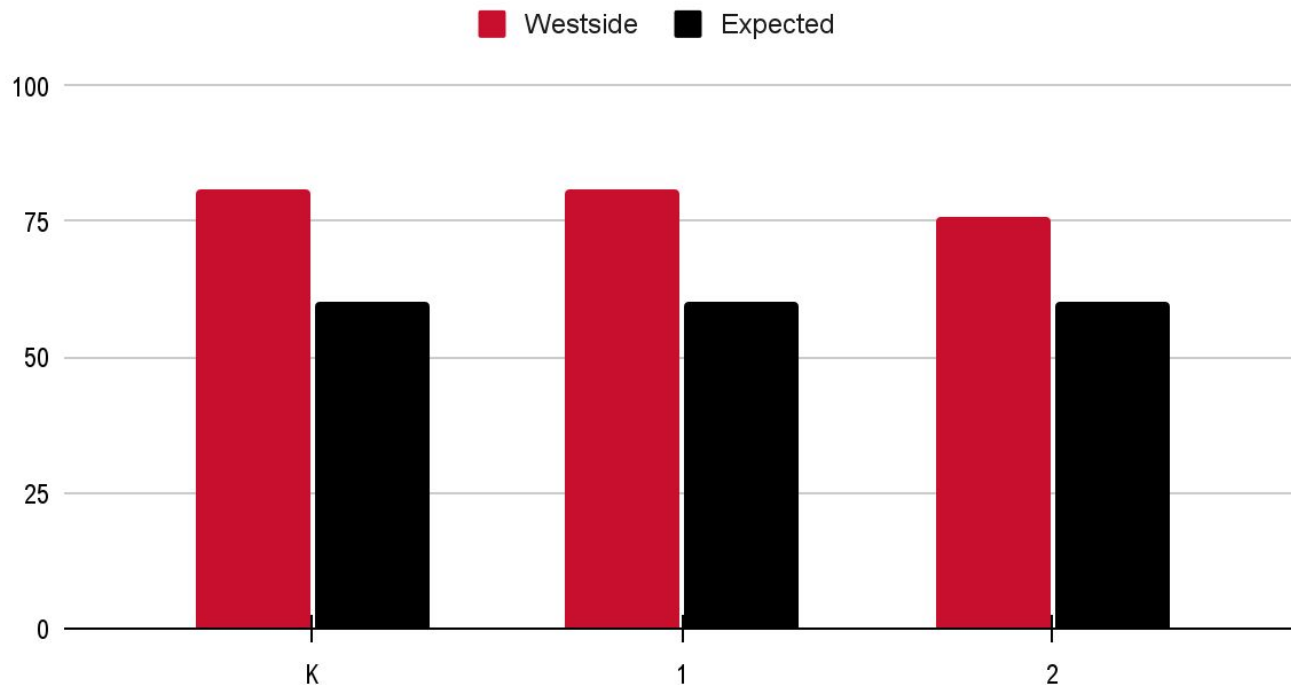


**K-6**  
2025-2026



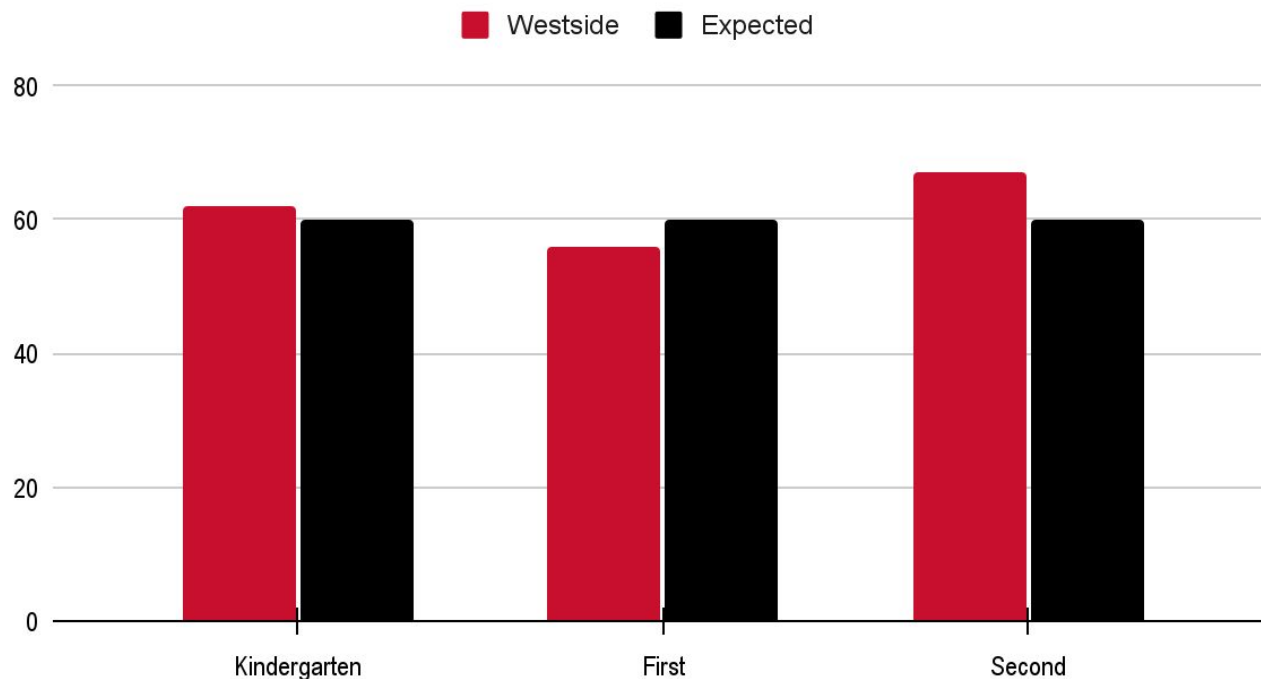
# FastBridge - Early Math/aMath Winter '26 Achievement

EarlyMath/aMath % low Risk



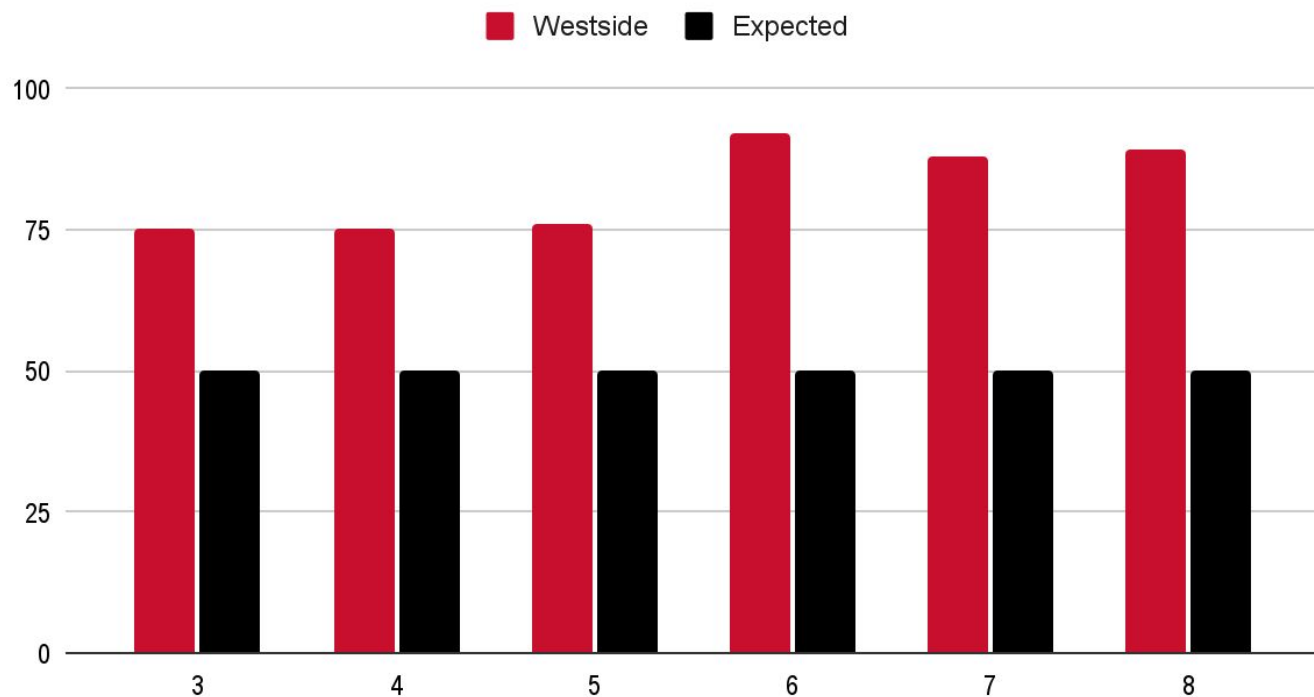
# FastBridge - F to W Typical to Aggressive Growth

EarlyMath/aMath Fall to Winter Typical to Aggressive Growth



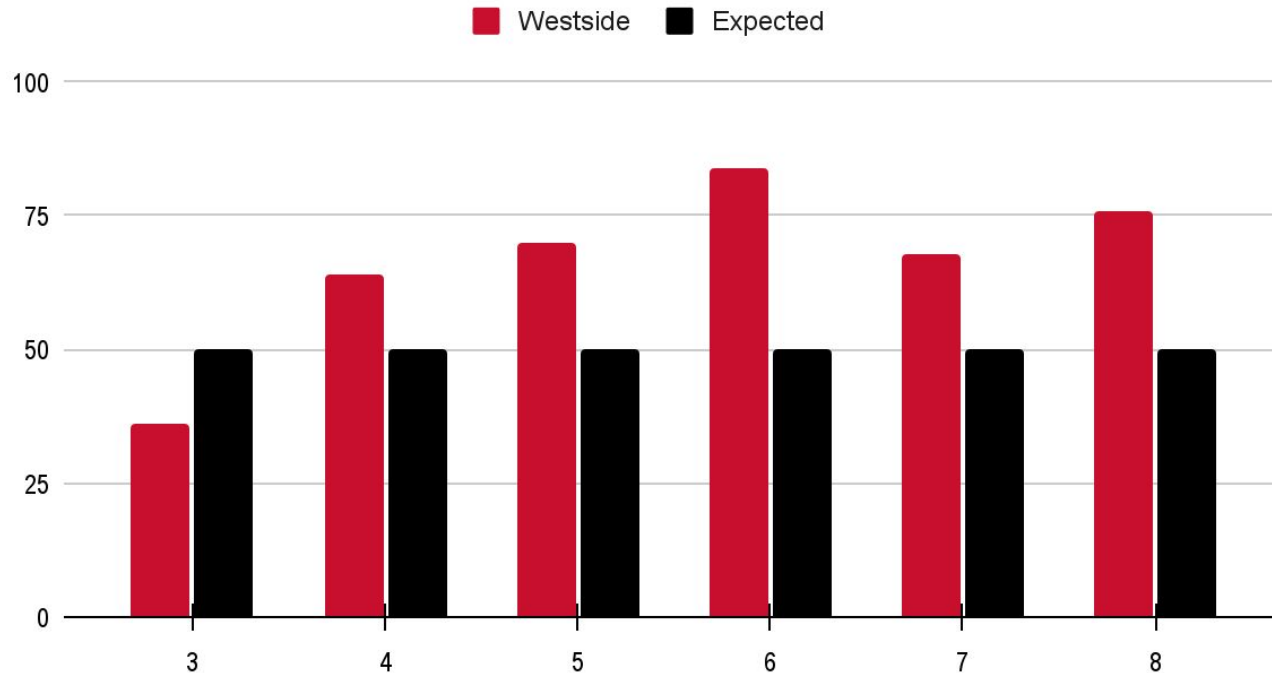
# Winter MAP Achievement

## Winter 2026 MAP Math School Achievement



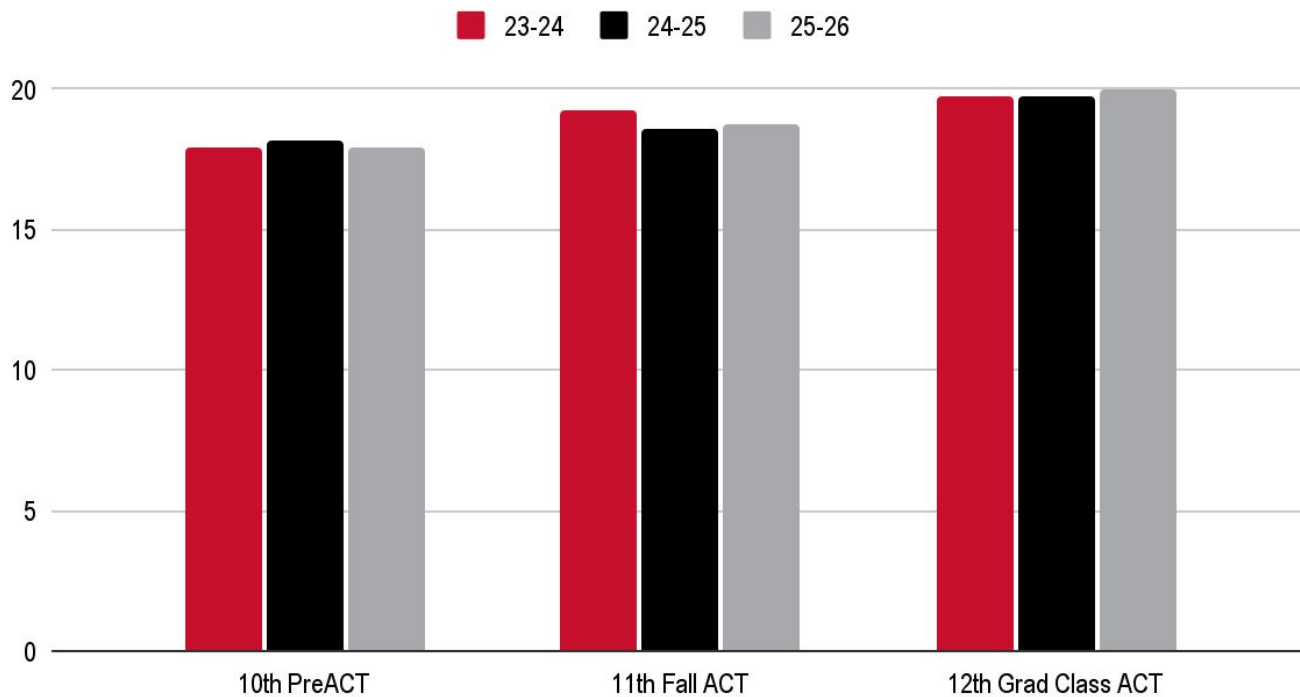
# Winter MAP Growth - Fall 25 - Winter 26

MAP Growth F25-W26 Growth Expectations - Math



# PreACT/ACT

## Math





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# Elementary Math

- **Professional Learning**
  - Teachers
  - Leaders
- **Common Summative Assessments**

# Acceleration Pathways

## Request for Math Acceleration Meeting Westside Community Schools

Student Name:	DOB:	Today's Date:
School:	Current/Most Recent Grade Completed:	

**Participants in the conference** (could include - building administrator, current math teacher, math curriculum chair, EY teacher, counselor, parent, student)

Name	Position

## Factors to Consider for Math Acceleration

### 1. Student Math Achievement Scores

It is important to consider the student's current level of math achievement and what the student is ready to learn. Placement in honors math is based on multiple data points confirming that math acceleration is the best fit for the student. The tests listed below are considered as a part of math acceleration. A student should have a **minimum of 2** qualifying scores to be considered for math acceleration.

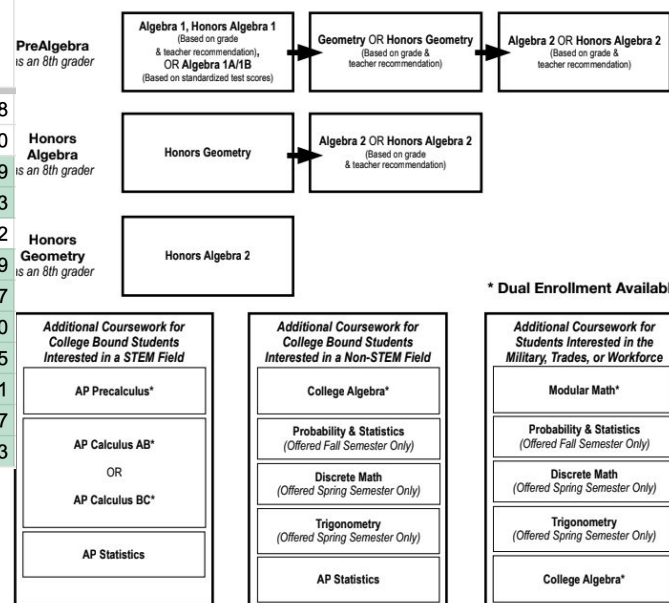
Data Point	Student's Score	Minimum Qualifying Score	Data Point Met?
Orleans Hanna		70	
District Criterion Referenced Test (CRT)		70	
NSCAS Growth Spring (previous year)		80th percentile	
MAP Growth Fall		80th percentile	
MAP Growth Winter		80th percentile	

2024-2025 NWEA Math Spring Test Percentile	2025-2026 NWEA Math Fall Test Percentile	2025-2026 NWEA Math Winter Test Percentile
	59	68
23	21	50
99	99	99
73	59	83
21	24	42
98	99	99
82		87
65	61	80
87	94	85
78	76	91
51	78	87
92	91	93

## Westside High School Math Program

The starting course in the high school mathematics program is Algebra 1. Depending on the student's previous math courses, it is possible for some 9th grade students to start in Honors Geometry or Honors Advanced Algebra. High school graduation requirements include Algebra 1, Geometry, and Algebra 2. However, students may need to complete additional mathematics coursework for college admission. Course recommendations are based on the students' mastery of mathematics standards in their current math course. Please review course descriptions for prerequisites and dual enrollment opportunities.

If there are any questions regarding your course selection, please speak with your current math teacher.



# High School Math ACT Preparation

## Grade Level and Junior Dominated Courses

- **Algebra 1:** Addition of the double mod Extended Algebra course (2024-2025) to raise struggling students to grade level. Potential new textbooks include increased ACT review.
- **Geometry:** All assessments include ACT questions.
- **Algebra 2:** Students are creating an ACT portfolio which includes [Albert.io](https://albert.io) practice, calculator & DESMOS tips, along with testing taking strategies.
- **AP Precalculus:** “Yay - CT” reviews to spiral content from high school math standards.



WESTSIDE  
COMMUNITY SCHOOLS  
COMMUNITY • INNOVATION • EXCELLENCE

QUESTIONS?

*Thanks!*