

SSFUSD Math Board Presentation

Grades 6—Algebra 2 Math Materials Adoption Recommendation &
Grades 3—5 Math Pilot Update

April 24, 2025



Board Presentation Agenda

1

Math Engagement Activity

2

Overview of Adoption and
Recommendation Process

3

Implementation Plan and Support
Structures

4

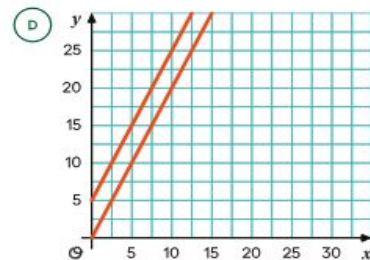
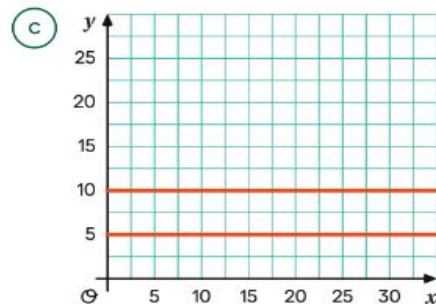
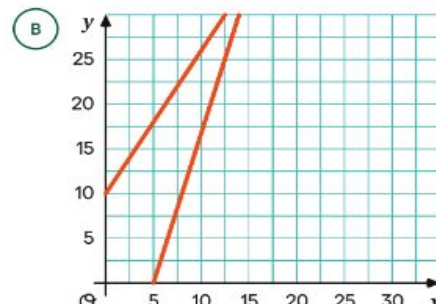
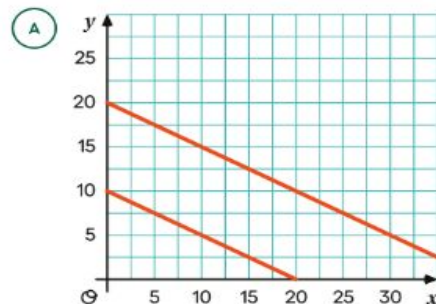
Grades 3-5 Pilot Update

5

Recommendation for Board Approval
of Math Adoption Grades 6-Algebra 2



Which Three Go Together and Why?



Our Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values



Strategic
Priorities /
LCAP Goals



Portrait of a
Graduate

C

Community is our strength

A

Authentic relationships matter

R

Resilience propels us forward

E

Equity is our north star



Exceptional Instruction



Engaged Students



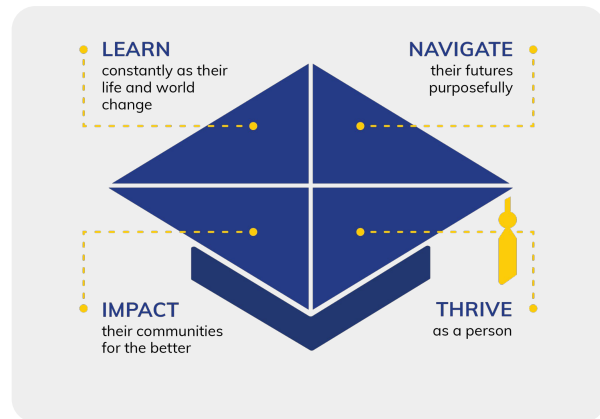
Purposeful Partnerships



Empowered Educators

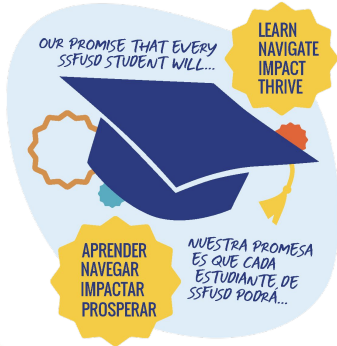


Equity-Centered Systems



As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

SSFUSD's Portrait of a Graduate



GRADUATE AIM

CHARACTERISTIC

DESCRIPTION

LEARN

constantly as their life and world change

Intellectual curiosity and critical thinking
Academic excellence
Creativity and resourcefulness

- Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence
- Demonstrates mastery of all academic disciplines needed for post-secondary success
- Explores their creativity and finds new and innovative ways to solve problems

THRIVE

as a person

Self-awareness
Wellness
Real-world readiness

- Confidently embraces their identities and understands their values, intentions, and impact on others
- Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being
- Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful

NAVIGATE

their future purposefully

Career and/or college readiness
Technology skills
Financial literacy

- Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose
- Uses current technologies fluently to meet their needs and solve problems
- Understands the importance of money management and has the skills to make informed short and long-term financial decisions

IMPACT

their community for the better

Collaboration
Community service and engagement

- Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal
- Finds opportunities to support others and be involved in their communities

Tonight's Outcomes

- ❑ Present an overview of the Grades 6–Algebra 2 curriculum adoption and recommendation process
- ❑ Outline the implementation plan, including professional learning and support structures
- ❑ Provide an update on the Grades 3–5 pilot meeting
- ❑ Recommend board approval for the adoption of Imagine Learning Illustrative Mathematics for Grades 6 through Algebra 2



#1: Exceptional Instruction B. | Pilot Math curriculum & assessments

Owner: Jason Brockmeyer

Key Supports: Irish, Imagine Learning (IL), PSI, TOSAs (Mullassery, Seigel)

EoY Goal / Evidence of Success: By **March 14**, EDS & Cabinet will decide whether to recommend Illustrative Mathematics (IM) to the Board based on student data and a clear, supportive piloting process, then share the decision with the Board on **April 10**

Key Actions for Semester 1:

- ✓ Conduct study session for Board on Math on **8/29**
- ✓ Finalize coaching / support plan for pilot teachers by **9/20**
- ✓ Administer Math common assessment for all 3rd through Algebra 2 students by **9/27**
- ✓ Share pilot timeline with community in newsletter by **10/9**
- ✓ Provide one (1) release day for piloting teachers by **11/1**
- ✓ Present Math framework & IM pilot at **11/1 PL Day** to share info with non-piloting ES / Math teachers and answer questions, share brightspots & get feedback
- ✓ Host IM PL session for district leaders in **12/5 CAT Move to 2/20**
- ✓ Collect feedback from pilot participants via a survey re: support received by **12/20**
- ✓ Complete first round of Math classroom & site visits and share findings & pilot update in **12/12 Step-back**

Key Actions for Semester 2:

- ✓ Provide second release day for piloting teachers by **1/20**
- ✓ Administer second Math common assessment by **1/28**
- ✓ Provide pilot process update at **2/13 Board meeting** to share info with the community, answer questions & share brightspots
- ✓ Start process for recruiting K-2 pilot teachers by **3/3**
- ✓ Complete data analysis with piloting teachers by **3/20**
- ❑ Collect individual recommendations from pilot participants by **3/28**
- ❑ Recruit diverse constituents (e.g., principals, teachers, parents, students) for Board presentation & finalize materials for Cabinet's review by **3/31 Tactical meeting**
- ✓ Present pilot feedback to Cabinet & determine whether to move forward with a formal recommendation by **4/11**
- ✓ Present final recommendation at **4/24 Board meeting**



2024/2025 Milestones

August	- All piloting teachers received 2.5 days of training and were equipped with all necessary materials before the start of the school year. - Conducted board study session. - Site leaders participated in the second professional learning session
October	Initiated the first round of full-release days for piloting teachers.
November	- Completed initial classroom observations (96%). - Finished all secondary math department head meeting visits.
December	- Collected feedback for implementation support plans from pilot and non-pilot teachers. - Initiate elementary listening tours or staff presentations

January	Launch K-2 pilot recruitment. Initiate the second round of release days for piloting teachers.
February	- Conduct second board study session to review adoption and recommendation process. Finalize K-2 pilot teacher selections.
March	- Finalize individual pilot teachers' recommendations. - EDS reviews all data to determine whether to proceed with an adoption recommendation
April	- Seek board approval, pending EDS recommendation. - Initiate the materials procurement process. - Finalize implementation plan
June	Launch volunteer training for Grades 3-5 implementation and K-2 pilot teachers.

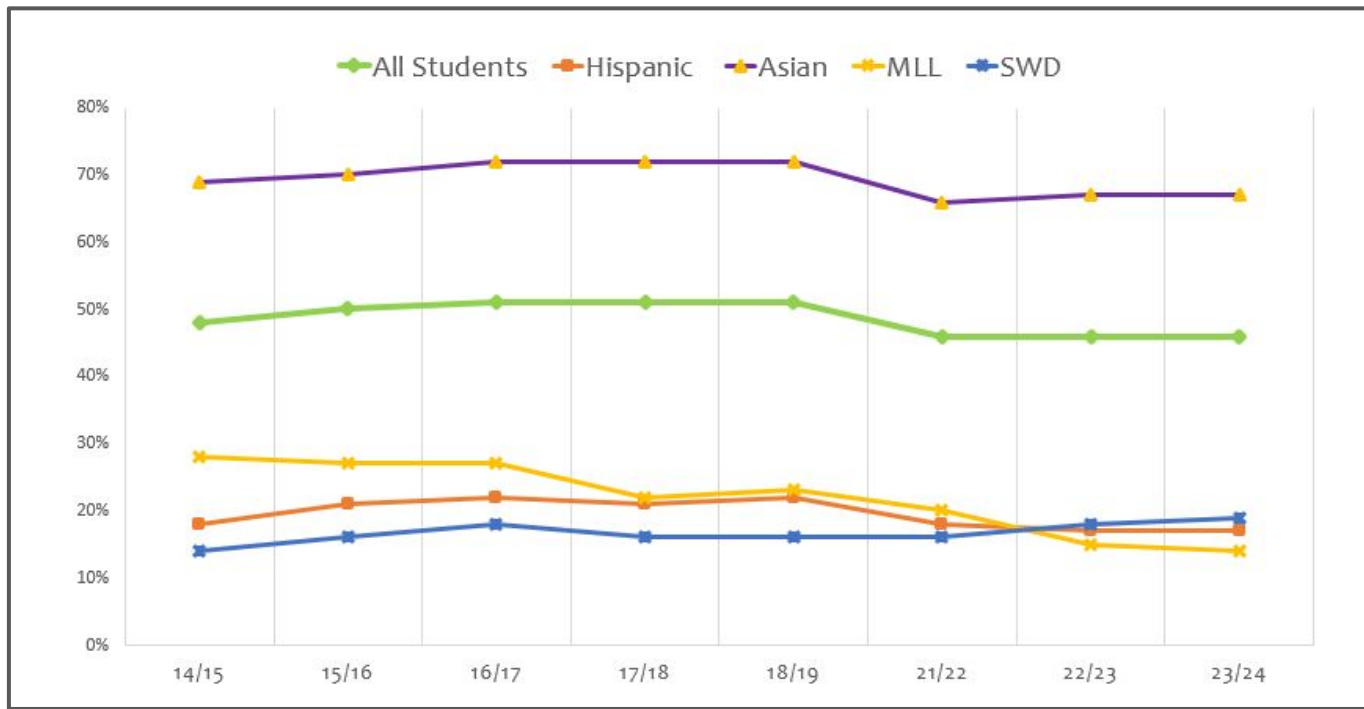


SSFUSD Math Vision

Our math classrooms will provide equitable support and opportunities to ensure that all students can succeed. We will foster a community of lifelong learners who collaborate effectively, think independently and critically, take risks, and persevere through challenges and mistakes.



Opportunity Gap - Math CAASPP Results 2014 - 2024

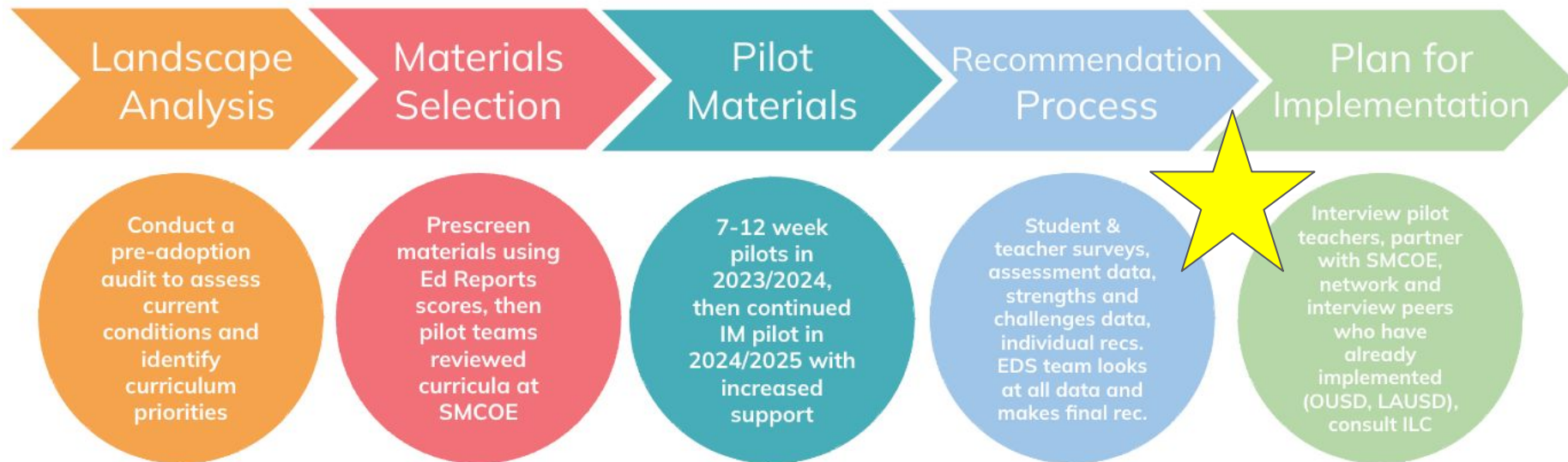


2024/2025 EDS Math Pilot Outcomes

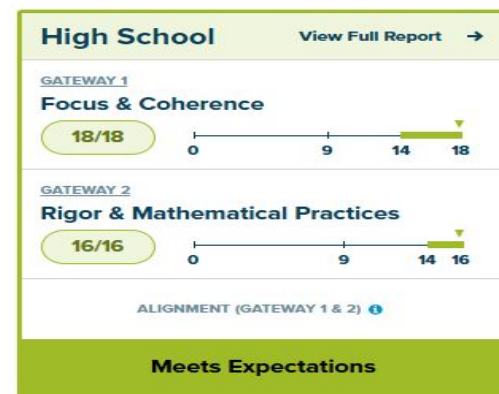
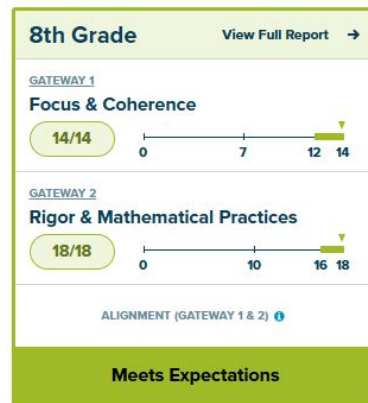
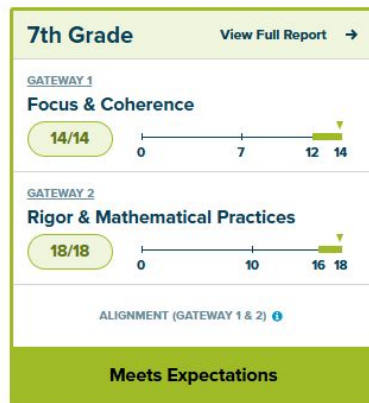
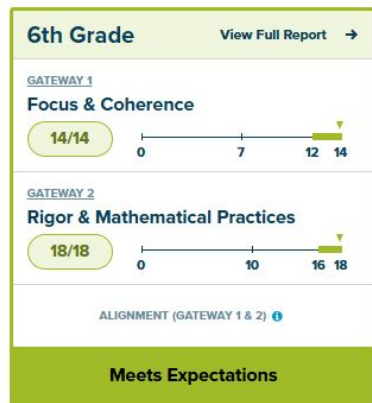
- ❑ Demonstrate the capability to offer meaningful and sustained support throughout the duration of the pilot
- ❑ Support all piloting educators in making individual recommendations based on strong evidence and reasoning aligned with math priorities.
- ❑ Ensure clarity and transparency in the adoption process*



Curriculum Adoption Process



EdReports Imagine Learning Illustrative Mathematics Ratings



Pilot Support and Collaboration

Teachers Currently Piloting

Elementary (3-5)	21 (30%)
Middle	9 (33%)
High	11 (41%)

Professional Learning Provided for Piloting Teachers 1st Sem.

August 8th & 9th	12 Hrs
August 13th	4 Hrs
Release Day (1)	6 Hrs
Nov. 1st	3 Hrs
District Collab	2 Hours
Total Hours	27 Hours

Professional Learning 2nd Semester

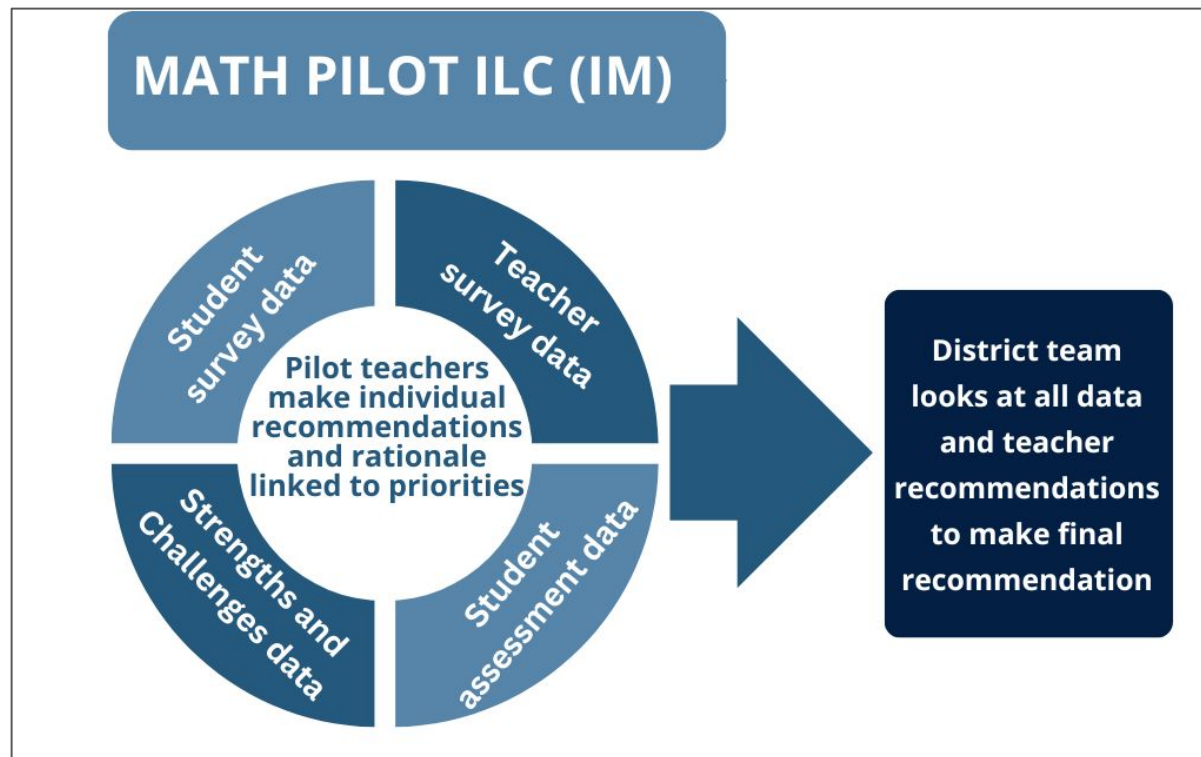
Release Day (1)	6 Hrs
Approx. 5 District Collab	12 Hrs
Total	18 Hrs

Total 24/25 Estimated Professional Learning Time

45 Hours

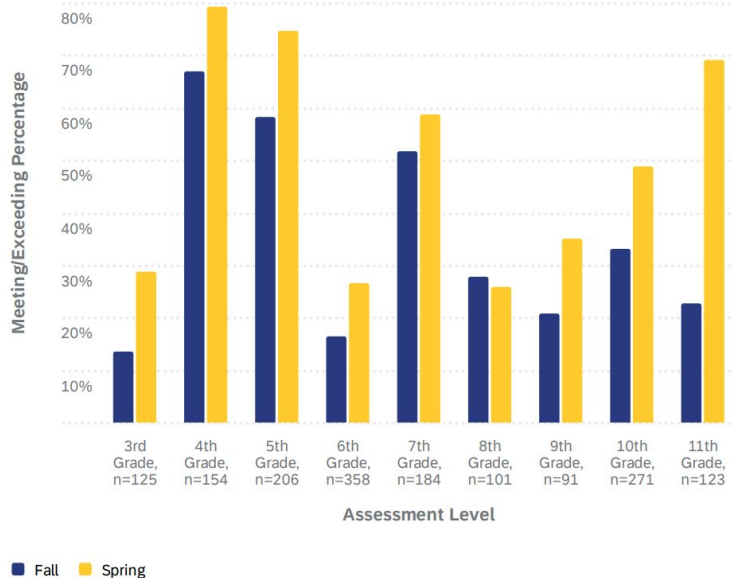


Data Reviewed and Recommendation Process



Pilot data

Pilot Group by Assessment Level ▾



DOK 3 Pilot Group by Assessment Level ▾

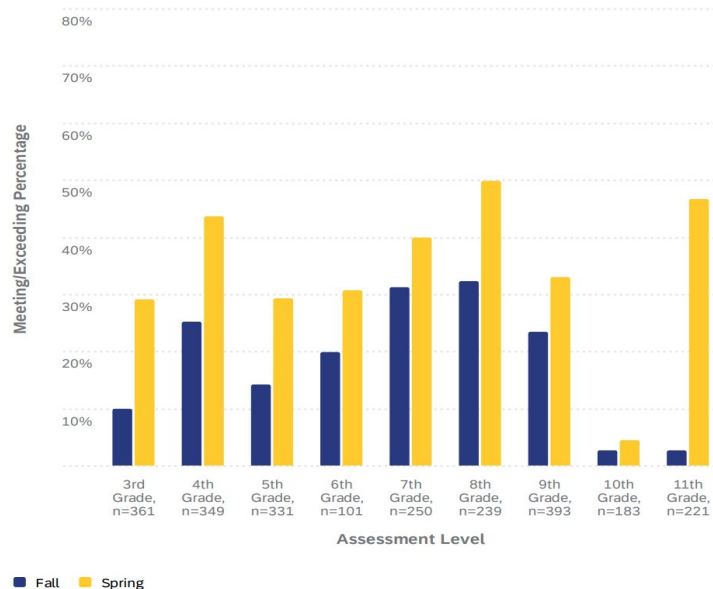


Non-pilot data

Non-pilot Group by Assessment Level



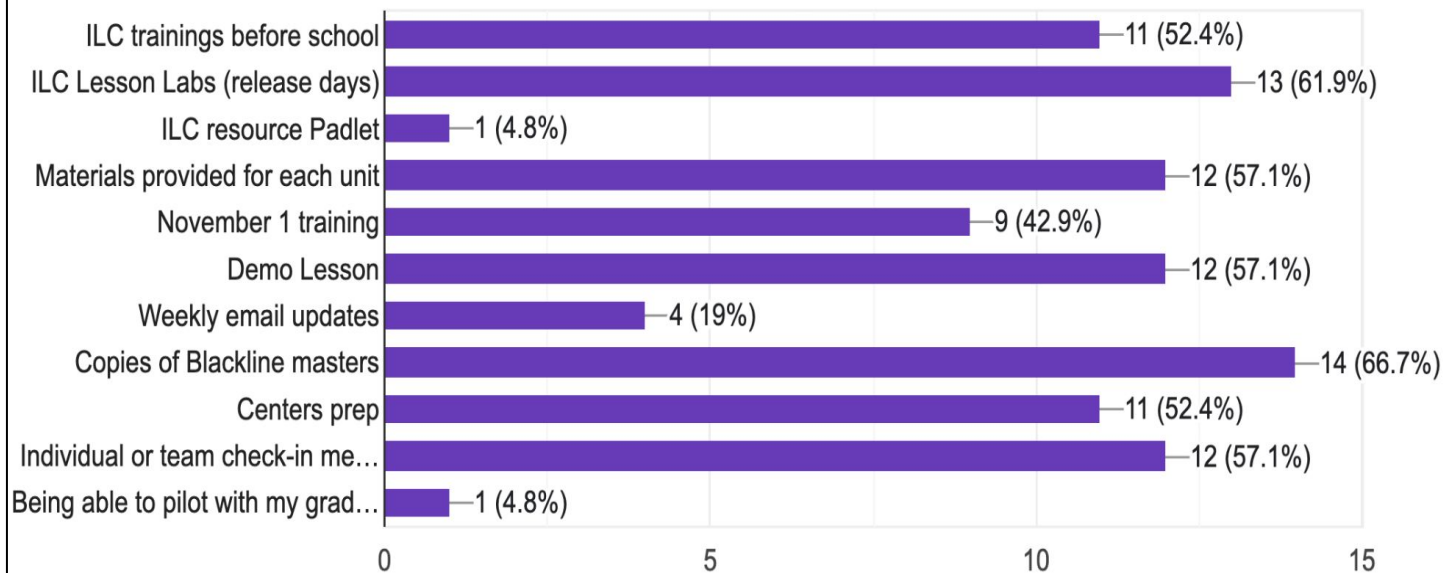
DOK 3 Non-pilot Group by Assessment Level



Support Data

What supports did you find useful this year? (Select all that apply)

21 responses



Secondary Piloting Team

Alta Loma MS	Parkway MS	Westborough MS	Baden HS	El Camino HS	South San Francisco HS
G. Cisneros S. Criswell J. Shim	E. Butchart D. Hung I. Szeto D. Wong	H. La A. Saelaw	F. Lazalde	M. Connery V. Culpepper	S. Li J. Oh S. Chang J. Horwitz C. Ly M. Haywood R. Lee Yee A. Villarin



EDS Review of Data

- ❑ Ms. Blackett
- ❑ Mr. Brockmeyer
- ❑ Dr. Hew
- ❑ Dr. Garcia
- ❑ Ms. Yacoub
- ❑ Mrs. Mullassery
- ❑ Ms. Seigel

Analyze student
survey



Analyze teacher
survey



Analyze Student
Assessment data



Analyze Strengths
and Challenges



Submit individual
recommendation



100% consent from all
secondary pilot teachers



Secondary Pilot Team Implementation Recommendations

From District Leadership

Communicate Clear Expectations: All secondary math teachers will implement the adopted curriculum.

Provide Access and Support for Technology: Offer opportunities for teachers to access iPads to support implementation of the new curriculum.

Ensure Materials Are Ready: Distribute card sorts on cardstock, curriculum kits, and teacher resource books (including blackline masters).

Dedicate Professional Learning and Collaboration Time: Use PL days and Districtwide Collaboration Days for training and PLCs. Approve all TLT meeting requests related to implementation.

Offer Differentiated Support: Fund additional support for teachers who need extra help implementing the curriculum.



Secondary Pilot Team Implementation Recommendations

From Site Leadership

Staff Support: Provide student teacher aides during prep periods (as requested) and allow use of roving subs for observations.

Protected Time: Ensure all site-based PLC time is prioritized for math teachers to support curriculum implementation.

Communication: TOSAs and site administrators partner to identify and ensure all secondary math teachers, including Special Education, receive the necessary support to implement the curriculum.



Implementation Plan Components and Timeline

	PURPOSE	WHEN
Publisher Professional Learning	Ensure all secondary math teachers, including Special Education teachers, receive foundational training directly from the publisher during district professional learning days.	2 days in summer 1 day in Jan
Site Based PLCs	Provide structured collaboration time for teachers to engage in continuous improvement cycles through peer observation, and instructional planning.	Weekly/Monthly
Principal Engagement	Build principal knowledge of the curriculum and their role in supporting effective site-level implementation.	1 in spring 1 in fall
Coaching	Offer 1:1 support for teachers who request additional time and guidance to implement the curriculum with confidence.	As needed
Math TLT projects	Create space, time and compensation for teams to identify and address real-time implementation challenges with timely solutions.	1 meeting monthly or as needed
Family & Community Engagement	To help families understand the new curriculum, its supports and its impact on learners.	2 spring 2 fall

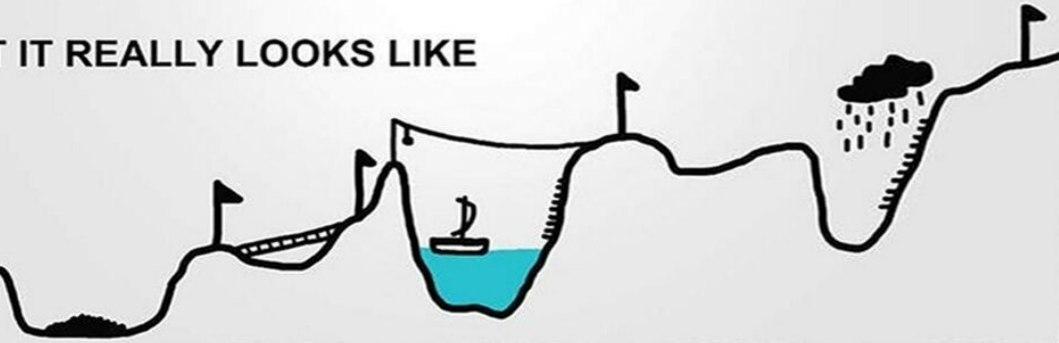


WHAT PEOPLE THINK IT LOOKS LIKE



SUCCESS

WHAT IT REALLY LOOKS LIKE



Pilot Team and EDS Recommendation

SSFUSD Secondary Pilot Team and Educational Services Leadership recommends the adoption of Illustrative Mathematics published by Imagine Learning Classroom 6th grade through Algebra 2.



Elementary Math Pilot Team Update

Educational Services to
provide an update on the
Grades 3–5 math pilot
meeting held on
Wednesday, April 23.



Appreciations

We want to extend our sincere thanks to the following organizations and dedicated educators for their support throughout this process:

- San Mateo County Office of Education
- Bay Ed Fund
- All pilot teachers who contributed their time, expertise, and feedback



BAY ED FUND



