

NPS Math Priority Focus Areas 2025-27

CATEGORY	ROLE	
	Administration/District	Educators
Curriculum	- Budget for curriculum resources - Provide regular common planning time for educators for curriculum development - Scheduled common planning time - Align district professional development time - Support structures for ongoing data-based analysis of student progress - K-5 – 3x coaches-led meetings 6-8 – 3x teacher leader (CEL) led meetings 9-12 – 3x instructional leader (ILT) led meetings - Facilitate annual MCAS analysis & reporting of progress data to community	- Deepen understanding of K12 vertical math standards - Participate in Ongoing Standards-based Planning - Course Maps - Pacing Guides - Unit Development - Automaticity Guides - Evaluate Resources through curriculum review cycle - Middle: Savvas - Elementary: iReady - Data-based analysis of student progress - Understand data & application/use (iReady, common assessment, MCAS) - Participate in protocols
Instruction	- Budget for K-6 coach and vertical teacher leadership - Support development of mathematical discourse strategies - Evaluate effective use of iReady MyPath (K-8) - Identify best practices for automaticity	- K-12: Building Thinking Math Strategies Professional Development 6-12: Evaluate effective use of technology - K-5: Continue coaching for effective use of iReady products
Intervention	9-12: pilot intervention block for grade 9; conduct needs analysis and recommend possible structures/resources 6-8: Reimagine Flex, possible pilot for FY26; Analyze effectiveness of afterschool bootcamp - K-5: Continue data oversight by math coach; Implement Math Recovery	- K-12: Support administration in identifying intervention needs & intervention resources 6-8: teachers develop pilot of flex models - K-5: intervention teachers begin implementation of Math Recovery
Time on Learning	- K-12: conduct analysis of instructional time to provide realistic structure for planning - K-12: look to increase instructional time while also meeting school culture & development goals	- K-12: Develop pacing guides and unit plans based on realistic number of class meetings - Effectively use classroom instructional time

CATEGORY	ROLE	
	Administration/District	Educators
Homework	• Develop shared, developmentally appropriate expectation • Support accountability (student, teacher, parents) • Communicate expectations - teachers, students, parents • Strategically phase in any new approach	For every level implementing homework (HW) (focus on 6-12) • Provide meaningful & well planned practice sets • Connect HW to instruction • Identify roadblocks & strategies for supporting students who do not complete work • Communicate w/parents • Provide effective after school support (high, middle)
Grading	• Middle: Phased evaluation & analysis of retake policy; begin standards-based grading conversation • K-12: Develop long term grading analysis plan (support alignment between standardized testing and grades) ◦ K-3 align with standards-based report card project • K-12: Communicate grading strategies to parents, teachers	• 6-8 ◦ Assess effectiveness of retake policies • K-12 ◦ Does student testing data align with student grades? ◦ What steps need to be taken to ensure alignment? (different conversations at each level)
OTHER TOPICS FOR BOTH GROUPS	• <i>Math Professional Development</i> – planning for effective and relevant programs for math educators • <i>Special Education Professional Development</i> – building capacity in content knowledge and instructional strategies • <i>Transition Planning</i> ◦ Design and implement an annual transition planning where educators know what standards have been taught/missed ◦ 8-12: ongoing analysis of student placement in leveled courses • <i>iReady Diagnostic Ongoing Evaluation</i> ◦ How are we using data? ◦ Is the data helping us? ◦ What impact does taking the 3x yearly assessment have on time on learning? • <i>Accelerated Learning</i> ◦ Facilitate exploratory discussion using current research and NPS data • <i>Creating a culture of learning amongst the parent/guardian community</i> – what strategies can be used to encourage parents to see themselves as partners in providing enriching math experiences at home?	