



MIDDLE SCHOOL MATH PROGRAM REVIEW

February 17, 2026

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STRATEGIC PLAN 21-25

Our mission is to:

Empower an
inclusive, diverse
community of
learners to innovate
and thrive as global
citizens.



OUR GOALS & STRATEGIES

This presentation falls under the:

Student Achievement Goal

Refine and extend instructional practices, programs, and services to ensure all learners are academically ready for high school and beyond.



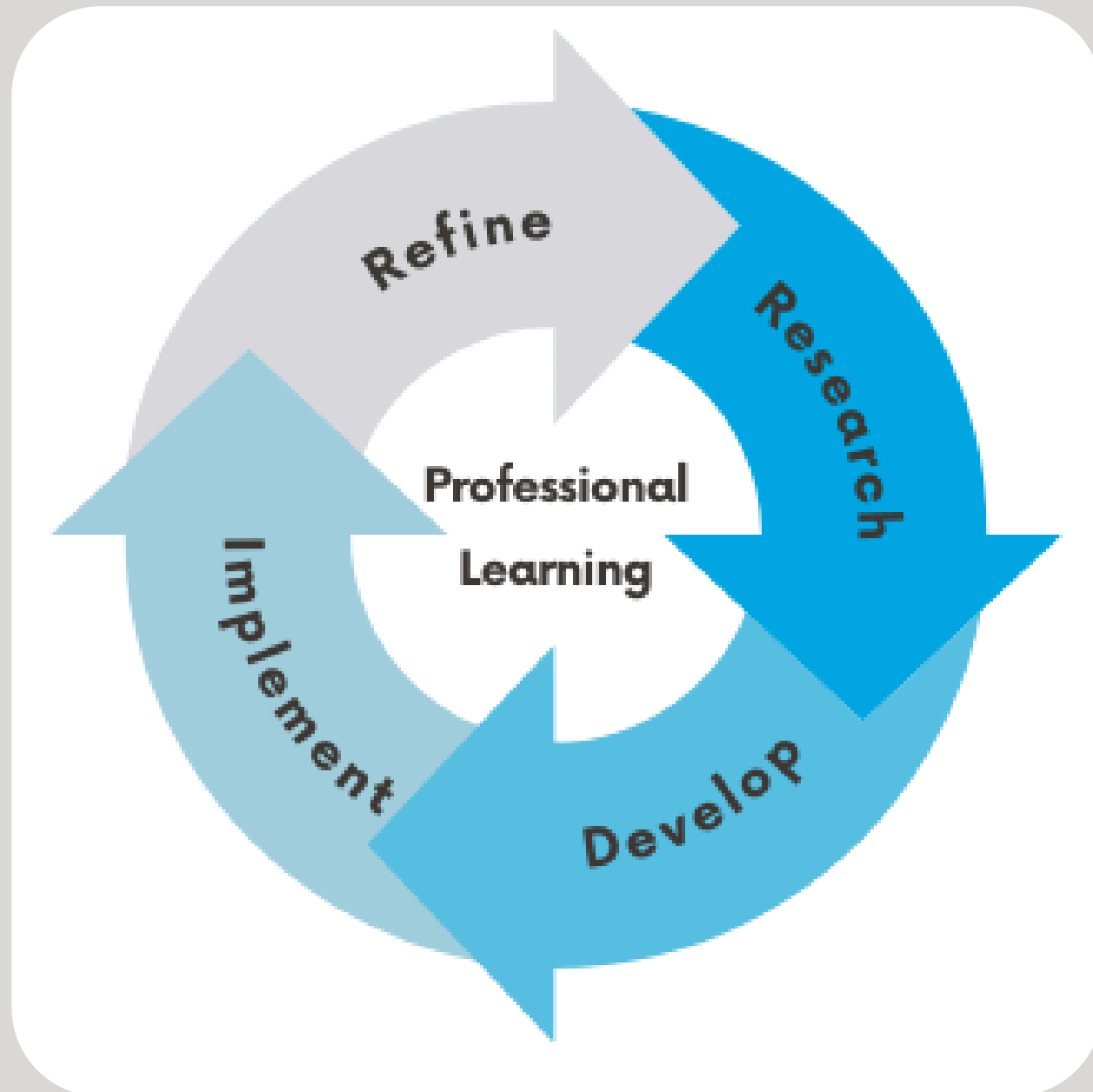


AGENDA

This presentation will cover:

1. Program Review Process
2. Middle School Math Timeline
3. Fiscal Impact
4. Instructional Impact

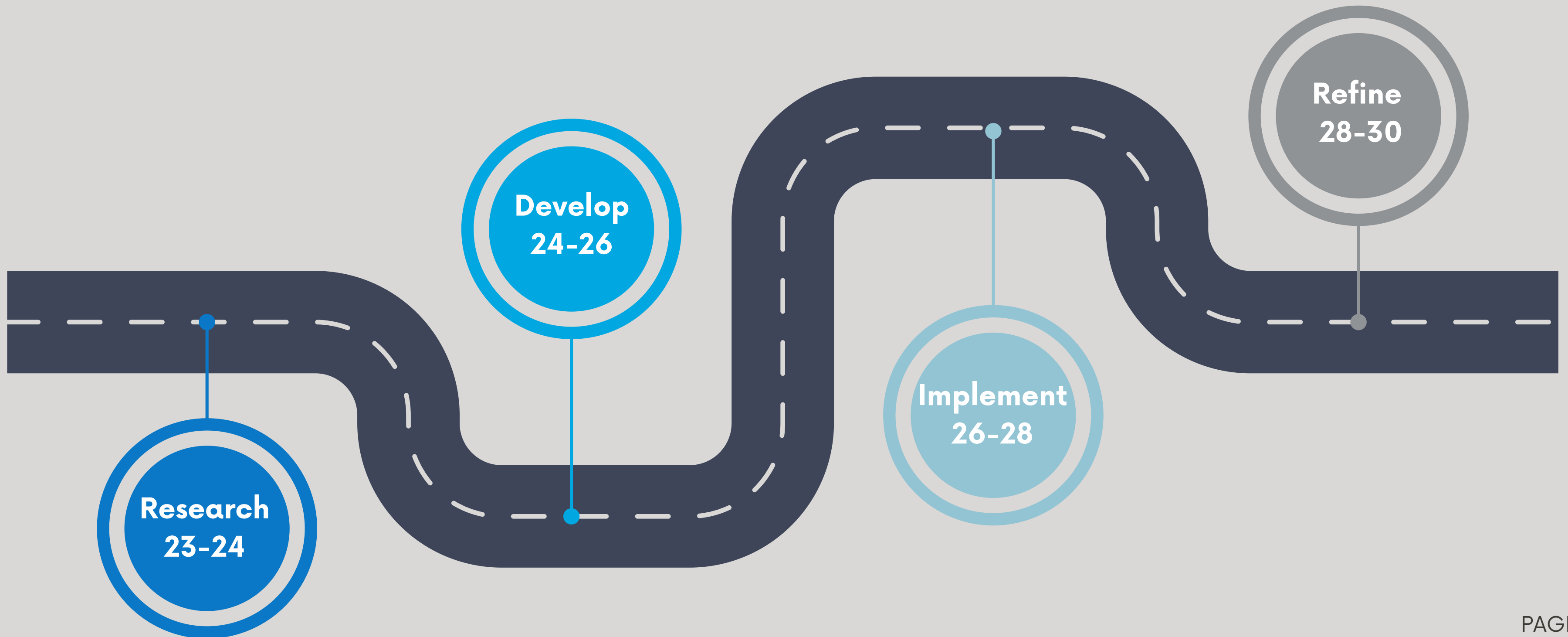
D25 PROGRAM REVIEW PROCESS



***PROFESSIONAL LEARNING IS ONGOING
THROUGHOUT THE PROCESS**

- **Research** (1 year)
 - Analyze student performance and best practices
 - Set implementation goals
 - Develop a professional learning and implementation plan
- **Develop** (2 years)
 - Pilot programs and submit recommendations (if applicable)
 - Provide professional learning for a steering committee
 - Customize resources for teachers and students
- **Implement** (2 years)
 - Ensure use of new resources or instructional practices
 - Provide ongoing, curriculum-based professional learning
 - Support staff with ongoing student-centered coaching
- **Refine** (2 years)
 - Collect and review feedback
 - Assess progress toward implementation goals
 - Refine based on data and input from interested parties

MIDDLE SCHOOL MATH TIMELINE



RESEARCH



2023-2024

- Reviewed current research, best practices, standards, and assessment data
- Identified potential High-Quality Instructional Materials (HQIM)
- Outlined program review structure and timeline
- Drafted preliminary plans for High-Quality Professional Learning (HQPL)
- Formed program review committee

DEVELOP



2024-2026

- 2024-2025 Department Committee
 - Math Department Teachers from both middle schools
 - Middle School Associate Principals
 - Assistant Superintendent of Student Learning
 - DSL Coordinators
- 2025-2026 Steering Committee
 - Math Teachers, including Department Chairs and Math Interventionist
 - Middle School Principal and Associate Principal
 - Assistant Superintendent of Student Learning
 - DSL Coordinators
- Developed Core Belief Statements
- Previewed and piloted curricular resources

DEVELOP



2024-2026

- Professional Learning
 - National Council of Teachers of Mathematics (NCTM) Annual Meeting
 - Teaching Mathematics in the Visible Learning Classroom, Grades 6-8 by John Almarode, Douglas Fisher, John Hattie, Nancy Frey, et. al book study
 - Understanding the role of rigor, difficulty, and complexity aligned to Illinois grade-level standards; and executive function and its role in mathematics with Susan Resnick, consultant
 - Curriculum-based professional learning for pilots and early implementation
- Best practices & resource training for all Math Teachers
- Identified instructional practices aligned with NCTM effective teaching practices
- Reviewed key themes in Draft Illinois Comprehensive Numeracy Plan

DRAFT IL COMPREHENSIVE NUMERACY PLAN



- Goal 1: Equity & Access – Eliminate achievement gaps by providing high-quality, culturally relevant instruction for every student.

(Adopt High-Quality Instructional Materials)



- Goal 2: Rigorous Instruction – Balance conceptual understanding and procedural fluency while embedding the Standards for Mathematical Practice (SMPs). **(High-Quality Professional Learning supporting implementation, involving Math Teachers, Administrators, and Instructional Coaches)**
- Goal 3: Cohesive Systems – Build a connected K-12 learning continuum supported by MTSS and shared responsibility among families, educators, and leaders. **(Involvement of Math Interventionists & Special Education Teachers, mathematical visualization strategies aligned with K-5 math resources)**

D25 CORE MATH BELIEFS



Classroom Environment | We believe in creating a collaborative and supportive learning environment that fosters the development of a growth mindset by encouraging different approaches to problem solving, productive struggle, perseverance and embracing challenges in mathematics.

Access & Equity | We believe it is essential to provide access to grade-level content that readies students for new learning. The curriculum offers tasks with diverse pathways for engagement, in which all students are welcomed, valued, and supported in their learning.

Instruction | We believe in an instructional approach that is inclusive, fosters connections among concepts, and encourages reflection for both students and educators, ensuring that math instruction is accessible to all learners through differentiation regardless of their backgrounds or abilities.

D25 CORE MATH BELIEFS



Curriculum | We believe in a rigorous math curriculum that offers tasks with diverse pathways for engagement, enhancing skill proficiency and deeper mathematical connections.

Assessment | We believe that an excellent mathematics program integrates assessment as a fundamental component of instruction. Effective assessment provides clear evidence of student proficiency and meaningful feedback for students. The insights gained from assessments drive our instructional decisions and contribute to the continuous improvement of our mathematics program.

Professional Learning | We believe that effective mathematics teaching and learning are rooted in a strong understanding of concepts, educational practices, and the diverse needs of all students. We are committed to continuous improvement through high-quality professional development, supporting one another to inspire and empower all learners to reach their full potential in mathematics.

RECOMMENDED RESOURCE



Savvas enVision+

- Meets the standard of comprehensive, High-Quality Instructional Materials
- Top-rated by EdReports
- Evidence-based program aligned with Illinois math content & practice standards
- Emphasizes problem-solving, critical thinking, and practical real-world application to strategically build deep understanding
- Robust technology platform and professional learning supports
- Aligns with our D25 Core Math Beliefs and the goals in Illinois' DRAFT Comprehensive Numeracy Plan
- Considerations for learners with multicultural, advanced, and specialized needs

IMPLEMENT



2026-2028

IMPLEMENTATION PLAN		
YEARS	D25 COURSES	SAVVAS ENVISION MATERIALS
2026-2027	• 6th Grade Math • 7th Grade Math • 8th Grade Math	• enVision+ Grade 6 • enVision+ Accelerated Grade 7 • enVision+ Grade 8
2027-2028	• 6th Grade Advanced Math • 7th Grade Advanced Math • 8th Grade Honors Algebra	• enVision+ Accelerated Grade 7 • enVision Algebra 1 • enVision Algebra 1

- Ongoing professional learning & Instructional Coach support

REFINE



2028-2030

- Monitor IAR Math, MAP Math, and other student achievement and classroom performance data
- Monitor student engagement
- Monitor alignment with evolving educational standards and best practices
- Refine instructional practices and implementation support

FISCAL IMPACT



Savvas enVision+

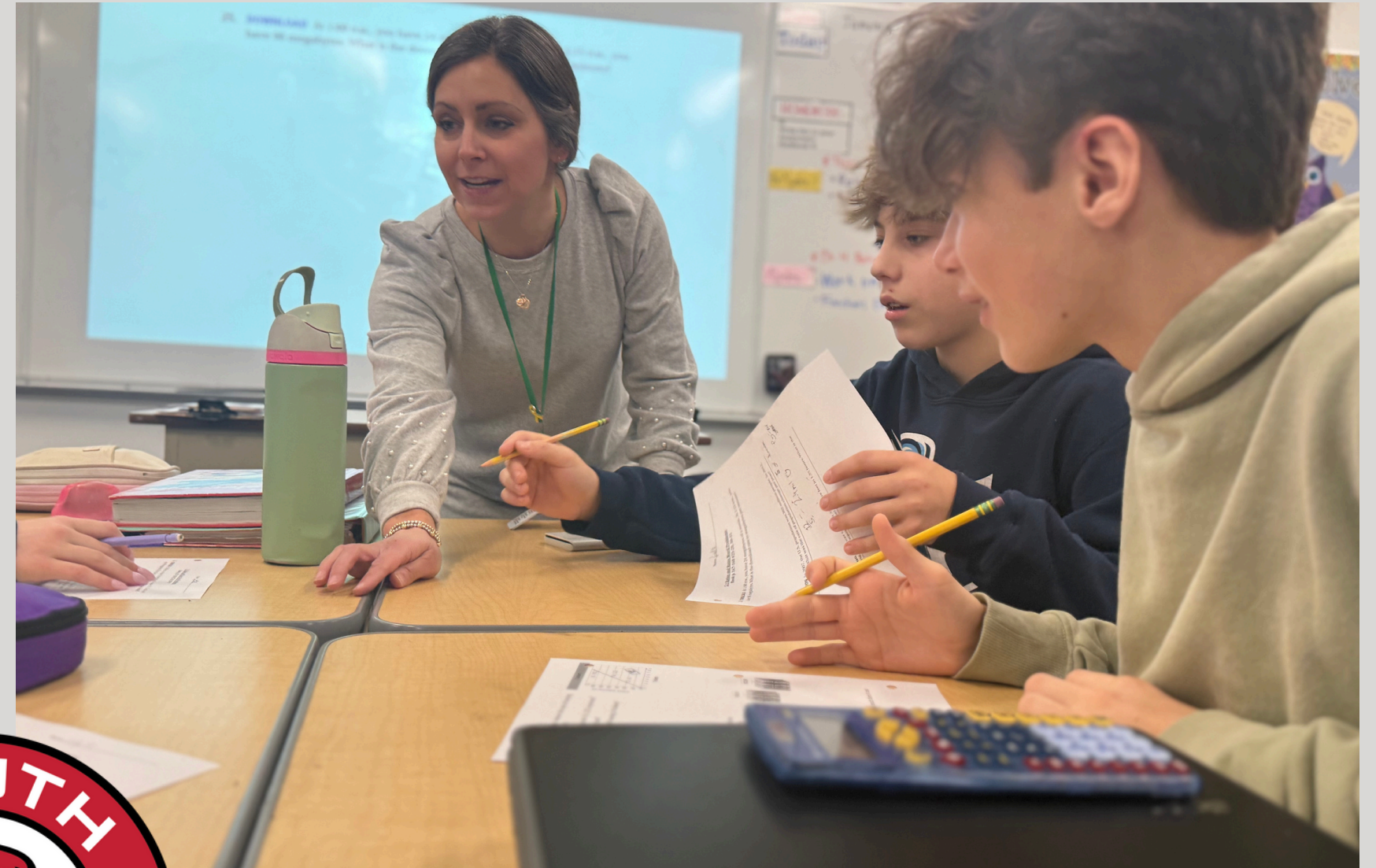
MATERIALS	CONTRACT LENGTH	COST
Teacher Materials, Student Materials, and Digital Licenses	1-year contract	\$169,073.46
	7-year contract	\$391,716.97 *savings in excess of \$234,000 over 7 years

*excludes additional years shipping and any inflationary increases

INSTRUCTIONAL IMPACT



Mrs. Maddie Mowery
Math Teacher
South



Mrs. Tiffany Marston
Math Teacher
South



QUESTIONS?