

Math Pilot Implementation Checklist

April 2013

Component	Progress	Notes
Begin pilot	Done	Began on Oct. 1
Materials/online	Done	All three programs, Everyday Math, Math in Focus, Envision
Training	Done	All pilot teachers have received training from all programs
Parent letter for beginning	Done	Was sent the week of Oct. 1
Budget for new materials	Done	Have quotes for both Math in Focus and enVision
Collecting data from each program	Done	Everyday Math teachers are collecting data on the alignment with Common Core Other two programs are collecting data on the differences between EDM and the programs they are using. Programs already align with CC.
Use of NWEA scores Alternative assessment	Done	The first NWEA tests have been completed. Students in pilot classrooms will take a shorter NWEA test in the early winter and the longer test again in the spring. Logistics of doing another NWEA test was not feasible. Common Core math test given first week of March. Will check NWEA scores done in April.
Pilot teachers to meet 3 times per year Was changed to two times due to work being completed.	Done	The first meeting was in November. Second meeting was on Feb. 12, 2013
Observations by administration	Done	An observation form was designed and given to all elementary principals and assistant principals. The expectation is that 2 observations per pilot classroom will be done by each before the holiday break. Data will be collected and analyzed during the administrative plc.
Parent information	In progress	An initial letter was sent, report cards are being discussed in terms of math and

		<p>another letter was sent with the first report cards</p> <p>Will send a letter wrapping up the pilot process.</p> <p>Will send letter for summer time and how to support students with new program</p>
Parent feedback	<p>1st done</p> <p>2nd done</p>	<p>The first parent survey has been designed and is awaiting input from the pilot teachers. Will be sent home to parents in early Dec.</p> <p>Second survey was done first week of March.</p>
Student feedback	<p>1st done</p> <p>2nd done</p>	<p>The first student survey has been designed and is awaiting input from the pilot teachers. Will be done with parents in early Dec.</p> <p>Second survey was done first week of March.</p>
Site visits by pilot teachers to other schools	Done	<p>enVision teachers visited Windham elementary schools.</p> <p>Math in Focus teachers visited Epping Elementary school.</p>
Criteria checklist to rate all programs	Done	<p>Criteria checklist was developed by administrative team and pilot teachers.</p> <p>Materials have been to all schools, middle school, and SAU.</p> <p>Math Committee also reviewed both pilot programs.</p>
Check all programs against school board policies	Done	<p>Policies have been collected.</p> <p>enVision checked against all policies</p>
Data collected	<p>1st done</p> <p>2nd done</p>	Ongoing throughout the pilot.
Districts in NH surveyed	Done	Have results
Final recommendation to C and A committee and school board	In progress	<p>Presented to C and A committee on March 14. Unanimous vote to accept enVision as the elementary math program beginning in 2013-14 school year.</p> <p>On school board agenda for presentation April 4, 2013</p>

enVISION			MATH IN FOCUS		Everyday Math	
K	Toniann Hamilton	Pollard	Stephanie Mezquita	Danville	Cathy Daenz	North
K					Kim Stewart	North
1	Jenn McDonough	North	Kathy Charmanski	Danville	Leslie Laudani	Pollard
1	Amy Difeo	North	Jodi McFarlin	Pollard		
2	Sally Decost	Danville	Shirley Toscano	Pollard	Jen Spires	Atkinson
2	Pam Dulong	Atkinson			Nadine MacDougall	Atkinson
2	Leanne Perron	Atkinson				
3	Linda Janvrin	North	Lynn Ouellette	Atkinson	Denise St. Hillaire	North
3	Lisa Paladino	North	Nicki Shawley	Atkinson	Lisa Furman	Danville
3			James Pelletier	Atkinson		
4	Jenn Robinson	Danville	Kami Douglas	Central	Barbara Kane	Pollard
4	Donna Richard	Danville	Jan Gilman	Central	Nicole Bailey	Atkinson
4	Meghan Pearson	Danville				
5	Julie Hazelton	Pollard	JoAnn Robichaud	Pollard	Brian Shawley	Atkinson
5	Lisa Kennedy	Pollard	Cathy Riley	Central		

School	enVision	Math in Focus	Everyday Math	Total # of teachers
Atkinson	2	3	3	8
Danville	4	2	1	7
Pollard	3	3	2	8
Sandown	4	3	3	10

Killen, Kelli

From: Pereira, Kristen
Sent: Tuesday, October 23, 2012 12:08 PM
To: Armfield, Debra; Decost, Sally; Difeo, Amy; Dulong, Pamela; Elementary.Administration; Hamilton, Toniann; Hazelton, Julie; Janvrin, Linda; Kennedy, Lisa; McDonough, Jennifer; Paladino, Lisa; Pearson, Meghan; Perron, Leanne; Richard, Donna; Robinson, Jennifer; Charmanski, Kathleen; Douglas, Kami; Gilman, Jan; Mezquita, Stephanie; Ouellette, Lynne; Pelletier, James; Riley, Catherine; Robichaud, JoAnn; SantyMcfarlin, JoelAnn; Shawley, Nicole; Toscano, Shirley
Cc: Mckay, Sandra; Locore, Janice
Subject: Pilot Training

Good Morning!

A workshop day has been scheduled for BOTH pilot groups on Friday, November 9th in the Atkinson Academy PLC Room, from 8:30-3:30. We'll review and collect some implementation data, share impressions thus far, and discuss report card issues. Please do whatever you need to do in your building so that a substitute may be hired for you. Thanks. Kristen

Complete training dates for 2012....

October 30 Math in Focus

November 9 Math in Focus AND envision

December 6 enVision

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
30 Greenough Rd. • Plaistow, NH 03865 603/382-6119
Fax 603/382-3334

Serving The
Timberlane Regional School District
Hampstead School District

September 28, 2012

Dear Family,

We are excited to announce that Timberlane and your child's teacher have chosen to pilot a new, innovative and rigorous math program called enVisionMATH Common Core! Pilot teachers will be covering the same math standards and content as their colleagues, but in a visually stimulating, technology rich and problem solving format.

What can you expect from the enVisionMATH pilot?

You can expect:

- That the pilot teachers have been thoroughly trained and feel comfortable, prepared, and supported in the program.
- That your child will have a textbook and/or a homework workbook.
- That your child will get homework appropriate to his/~~or~~ her ability level on a regular basis.
- That you will have resources that will allow you to help your child with homework and see what concepts your student studied each day.
- That your child will reach deep mathematical conceptual understanding.
- That Pearson will provide on-going professional development for your child's teacher who is piloting enVisionMATH.

How is enVisionMATH Different?

enVisionMATH is:

- Problem-based interactive learning that develops problem solving strategies.
- A highly visual program including both text book and digital animation ("Visual Learning Bridges").
- Activity intense, involving students in hands-on and minds-on activities daily.
- Skills rich with plenty of opportunity for practice.
- Tailored to individual student's ability levels (below, on, and above grade level content for every lesson).
- Research based and completely written to the new Common Core Standards.

We are excited about the engaging, NEW, and award winning enVisionMATH program! We invite families to explore the enVisionMATH website to learn more about this innovative program at www.pearsonschool.com/index.cfm?locator=PS1zHe

Sincerely,



Kelli R. Killen

Director of Elementary Education

Scott Foreman·Addison Wesley
en**Vision**MATH™
Common Core

Timberlane NH Envision 01.04.13

School Information:

DISTRICT 55 TIMBERLANE REG

School/District Name

30 Greenough Rd

Address

Plaistow, NH 03865

City / State / ZIP

Phone Number

Purchase Summary

Description	Amount Free	Amount Charged
enVision Math Common Core 2012 Grade K	\$29,935.33	\$12,675.69
enVision Math Common Core 2012 Grade 1	\$48,737.70	\$19,183.74
enVision Math Common Core 2012 Grade 2	\$42,358.86	\$17,014.39
enVision Math Common Core 2012 Grade 3	\$56,122.36	\$14,880.18
enVision Math Common Core 2012 Grade 4	\$52,176.96	\$13,294.23
enVision Math Common Core 2012 Grade 5	\$61,559.90	\$16,132.45
Professional Development - Elementary	\$0.00	\$24,000.00
Subtotal	\$290,891.11	\$117,180.68
6% Shipping & Handling		\$5,590.84
Total		\$122,771.52

6% shipping approved by northeast RVP Greg Cantone

* Prices effective through Sept. 30, 2013.
 ** Prices do not include applicable taxes.
 **** Titles are subject to change without notice.

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 sch0796_N00045725 01.04.2013

enVision Math Common Core 2012 Grade K

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Grade K							
Student Edition							
1	MATH COMMON CORE STUDENT EDITION 24 PACK AND 1 YEAR DIGITAL LICENSE PACKAGE GRADE K	9780328682614	647.47	0	9	\$0.00	\$5,827.23
Teacher's Edition							
1	MATH 2012 COMMON CORE ENGLISH TEACHER EDITION AND RESOURCE PACKAGE GRADEK	9780328679096	524.97	9	0	\$4,724.73	\$0.00
Ancillaries							
1	MATH 2012 COMMON CORE RETEACHING AND PRACTICE WORKBOOK GRADE K	9780328697830	9.47	208	0	\$1,969.76	\$0.00
2	MATH 2012 COMMON CORE MATH DIAGNOSIS AND INTERVENTION SYSTEM PART 1	9780328697915	131.47	9	0	1,183.23	0.00
3	MATH 2012 COMMON CORE MATH LIBRARY AND TEACHER GUIDE PACKAGE GRADE K	9780328697847	41.97	9	0	377.73	0.00
4	MATH 2012 COMMON CORE TOPIC STORIES BIG BOOK GRADE K	9780328697717	125.97	9	0	1,133.73	0.00
5	MATH 2009 CLASSROOM MANIPULATIVES KIT PACKAGE GRADE K	9780328364992	399.97	0	9	0.00	3,599.73
6	MATH 2011 PROFESSIONAL DEVELOPMENT DVD GRADE K/2	9780328492800	103.47	9	0	931.23	0.00
7	MATH 2012 COMMON CORE READY MADE CENTERS KIT GRADE K	9780328704026	360.97	0	9	0.00	3,248.73
8	MATH 2012 COMMON CORE ASSESSMENT SOURCEBOOK GRADE K	9780328731312	34.97	9	0	314.73	0.00
9	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE K	9780328756834	5.47	209	0	1,143.23	0.00
10	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE K	9780328756902	19.47	9	0	175.23	0.00
Technology							
1	MATH 2012 COMMON CORE DIGITAL TEACHER RESOURCE PACKAGE GRADE K	9780328679027	1,997.97	9	0	\$17,981.73	\$0.00

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
				Subtotal		\$29,935.33	\$12,675.69

enVision Math Common Core 2012 Grade 1

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Grade 1							
Student Edition							
1	MATH COMMON CORE STUDENT EDITION 24 PACK AND 1 YEAR DIGITAL LICENSE PACKAGE GRADE 1	9780328682652	647.47	0	12	\$0.00	\$7,769.64
Teacher's Edition							
1	MATH 2012 COMMON CORE ENGLISH TEACHER EDITION AND RESOURCE PACKAGE GRADE 1	9780328679102	524.97	15	0	\$7,874.55	\$0.00
Ancillaries							
1	MATH 2012 COMMON CORE RETEACHING AND PRACTICE WORKBOOK GRADE 1	9780328697588	9.47	270	0	\$2,556.90	\$0.00
2	MATH 2012 COMMON CORE MATH DIAGNOSIS AND INTERVENTION SYSTEM PART 1	9780328697915	131.47	15	0	1,972.05	0.00
3	MATH 2012 COMMON CORE MATH LIBRARY AND TEACHER GUIDE PACKAGE GRADE 1	9780328697854	41.97	15	0	629.55	0.00
4	MATH 2012 COMMON CORE TOPIC STORIES BIG BOOK GRADE 1	9780328697724	125.97	15	0	1,889.55	0.00
5	MATH 2011 PROFESSIONAL DEVELOPMENT DVD GRADE K/2	9780328492800	103.47	15	0	1,552.05	0.00
6	MATH 2009 CLASSROOM MANIPULATIVES KIT PACKAGE GRADE 1/2	9780328365005	399.97	0	15	0.00	5,999.55
7	MATH 2012 COMMON CORE READY MADE CENTERS KIT GRADE 1	9780328704033	360.97	0	15	0.00	5,414.55
8	MATH 2012 COMMON CORE ASSESSMENT SOURCEBOOK GRADE 1	9780328731329	34.97	15	0	524.55	0.00
9	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE 1	9780328756841	5.47	270	0	1,476.90	0.00
10	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE 1	9780328756919	19.47	15	0	292.05	0.00
Technology							

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
1	MATH 2012 COMMON CORE DIGITAL TEACHER RESOURCE PACKAGE GRADE 1	9780328679034	\$1,997.97	15	0	\$29,969.55	\$0.00
Subtotal						\$48,737.70	\$19,183.74

enVision Math Common Core 2012 Grade 2

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Grade 2							
Student Edition							
1	MATH 2012 COMMON CORE STUDENT EDITION 24 PACK AND 1 YEAR DIGITAL LICENSE PACKAGE GRADE 2	9780328682690	647.47	0	11	\$0.00	\$7,122.17
Teacher's Edition							
1	MATH 2012 COMMON CORE ENGLISH TEACHER EDITION AND RESOURCE PACKAGE GRADE2	9780328679119	524.97	13	0	\$6,824.61	\$0.00
Ancillaries							
1	MATH 2012 COMMON CORE RETEACHING AND PRACTICE WORKBOOK GRADE 2	9780328697595	9.47	242	0	\$2,291.74	\$0.00
2	MATH 2012 COMMON CORE MATH DIAGNOSIS AND INTERVENTION SYSTEM PART 1	9780328697915	131.47	13	0	1,709.11	0.00
3	MATH 2012 COMMON CORE MATH LIBRARY AND TEACHER GUIDE PACKAGE GRADE 2	9780328697861	41.97	13	0	545.61	0.00
4	MATH 2012 COMMON CORE TOPIC STORIES BIG BOOK GRADE 2	9780328697731	125.97	13	0	1,637.61	0.00
5	MATH 2009 CLASSROOM MANIPULATIVES KIT PACKAGE GRADE 1/2	9780328365005	399.97	0	13	0.00	5,199.61
6	MATH 2011 PROFESSIONAL DEVELOPMENT DVD GRADE K/2	9780328492800	103.47	13	0	1,345.11	0.00
7	MATH 2012 COMMON CORE READY MADE CENTERS KIT GRADE 2	9780328704040	360.97	0	13	0.00	4,692.61
8	MATH 2012 COMMON CORE ASSESSMENT SOURCEBOOK GRADE 2	9780328731336	34.97	13	0	454.61	0.00
9	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE 2	9780328756858	5.47	242	0	1,323.74	0.00
10	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE 2	9780328756926	19.47	13	0	253.11	0.00

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Technology							
1	MATH 2012 COMMON CORE DIGITAL TEACHER RESOURCE PACKAGE GRADE 3	9780328679058	1,997.97	14	0	\$27,971.58	\$0.00
Subtotal						\$56,122.36	\$14,880.18

enVision Math Common Core 2012 Grade 4

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Grade 4							
Student Edition							
1	MATH 2012 COMMON CORE STUDENT EDITION GRADE 4 + 6 YEAR DIGITAL LICENSE	9780328672622	65.97	273	0	\$18,009.81	\$0.00
Teacher's Edition							
1	MATH 2012 COMMON CORE ENGLISH TEACHER EDITION AND RESOURCE PACKAGE GRADE 4	9780328679133	524.97	12	0	\$6,299.64	\$0.00
Ancillaries							
1	MATH 2012 COMMON CORE RETEACHING AND PRACTICE WORKBOOK GRADE 4	9780328697618	9.47	0	273	\$0.00	\$2,585.31
2	MATH 2012 COMMON CORE MATH DIAGNOSIS AND INTERVENTION SYSTEM PART 2	9780328697922	131.47	0	12	0.00	1,577.64
3	MATH 2012 COMMON CORE MATH LIBRARY AND TEACHER GUIDE PACKAGE GRADE 4	9780328697885	41.97	12	0	503.64	0.00
4	MATH 2009 CLASSROOM MANIPULATIVES KIT PACKAGE GRADE 3/4	9780328365012	399.97	0	12	0.00	4,799.64
5	MATH 2011 PROFESSIONAL DEVELOPMENT DVD GRADE 3/6	9780328492794	103.47	12	0	1,241.64	0.00
6	MATH 2012 COMMON CORE READY MADE CENTERS KIT GRADE 4	9780328704064	360.97	0	12	0.00	4,331.64
7	MATH 2012 COMMON CORE ASSESSMENT SOURCEBOOK GRADE 4	9780328731350	34.97	12	0	419.64	0.00
8	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE 4	9780328756872	5.47	273	0	1,493.31	0.00
9	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE 4	9780328756940	19.47	12	0	233.64	0.00

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Technology							
1	MATH 2012 COMMON CORE DIGITAL TEACHER RESOURCE PACKAGE GRADE 4	9780328679065	1,997.97	12	0	\$23,975.64	\$0.00
Subtotal						\$52,176.96	\$13,294.23

enVision Math Common Core 2012 Grade 5

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Grade 5							
Student Edition							
1	MATH 2012 COMMON CORE STUDENT EDITION GRADE 5 + 6 YEAR DIGITAL LICENSE	9780328672639	65.97	290	0	\$19,131.30	\$0.00
Teacher's Edition							
1	MATH 2012 COMMON CORE ENGLISH TEACHER EDITION AND RESOURCE PACKAGE GRADES 5	9780328679140	524.97	15	0	\$7,874.55	\$0.00
Ancillaries							
1	MATH 2012 COMMON CORE RETEACHING AND PRACTICE WORKBOOK GRADE 5	9780328697625	9.47	0	290	\$0.00	\$2,746.30
2	MATH 2012 COMMON CORE MATH DIAGNOSIS AND INTERVENTION SYSTEM PART 2	9780328697922	131.47	0	15	0.00	1,972.05
3	MATH 2012 COMMON CORE MATH LIBRARY AND TEACHER GUIDE PACKAGE GRADE 5	9780328697892	41.97	15	0	629.55	0.00
4	MATH 2009 CLASSROOM MANIPULATIVES KIT PACKAGE GRADE 5/6	9780328365029	399.97	0	15	0.00	5,999.55
5	MATH 2011 PROFESSIONAL DEVELOPMENT DVD GRADE 3/6	9780328492794	103.47	15	0	1,552.05	0.00
6	MATH 2012 COMMON CORE READY MADE CENTERS KIT GRADE 5	9780328704071	360.97	0	15	0.00	5,414.55
7	MATH 2012 COMMON CORE ASSESSMENT SOURCEBOOK GRADE 5	9780328731367	34.97	15	0	524.55	0.00
8	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK GRADE 5	9780328756889	5.47	290	0	1,586.30	0.00
9	INVESTIGATIONS 2014 COMMON CORE STANDARDS PRACTICE WORKBOOK TEACHER GUIDE GRADE 5	9780328756957	19.47	15	0	292.05	0.00

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Technology							
1	MATH 2012 COMMON CORE DIGITAL TEACHER RESOURCE PACKAGE GRADE 5	9780328679072	1,997.97	15	0	\$29,969.55	\$0.00
Subtotal						\$61,559.90	\$16,132.45

Professional Development - Elementary

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Professional Development - Elementary							
Miscellaneous							
1	ELEMENTARY MATH 1 DAY CURRICULUM FOLLOW UP DAY PREPAID	0000000115710	1,500.00	0	16	\$0.00	\$24,000.00
Subtotal						\$0.00	\$24,000.00
Purchase Subtotal						\$290,891.11	\$117,180.68
6% Shipping & Handling							\$5,590.84
Totals						\$290,891.11	\$122,771.52

Proposal Grand Total: \$122,771.52

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* Prices effective through Sept. 30, 2013.

** Prices do not include applicable taxes.

*** Titles are subject to change without notice.

Note: This is a cost proposal. It is not a formal contract.

MATH PROGRAM REVIEW: enVision

	NO			YES
The teachers' manual is user friendly.			2	10
Lesson components match the <i>4-Part Lesson Format</i> .			2	10
Learning Targets can be easily derived from the lesson plans.			3	9
Lessons are compatible with the <i>Model of Instruction</i> .			1	11
Lessons move from the concrete to the representational to the abstract.		1	5	6
Lessons are easily differentiated for small group instruction.			6	5
Problem solving is an essential component in each lesson.			2	10
Lessons require students to explain their thinking.			1	11
Adequate instructional time is spent on each concept/skill before moving onto the next.			6	6
Students are provided adequate time to practice new skills/concepts.			6	6
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	1	4	4	3
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.			4	8
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.			2	4
Online resources are easy to navigate.		1	6	4
Online resources are engaging for students.			1	8
Content area information is included in each lesson to assist with building a teacher's math capacity.			3	9
TOTALS:	1	6	54	120

MATH PROGRAM REVIEW: ENVISION

Feb. 12, 2013

	NO			YES
The teachers' manual is user friendly.	0	0	0	14
Lesson components match the <i>4-Part Lesson Format</i> .	0	0	3	11
Learning Targets can be easily derived from the lesson plans.	0	0	0	14
Lessons are compatible with the <i>Model of Instruction</i> .	0	1	0	13
Lessons move from the concrete to the representational to the abstract.	0	0	2	12
Lessons are easily differentiated for small group instruction.	0	1	4	9
Problem solving is an essential component in each lesson.	0	0	1	13
Lessons require students to explain their thinking.	0	1	1	12
Adequate instructional time is spent on each concept/skill before moving onto the next.	0	0	2	12
Students are provided adequate time to practice new skills/concepts.	0	1	1	12
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	0	4	6	5
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.	0	0	1	12
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	0	0	2	12
Online resources are easy to navigate.	0	0	5	8
Online resources are engaging for students.	0	0	4	9
Content area information is included in each lesson to assist with building a teacher's math capacity.	0	0	2	12
TOTAL	0	7	34	180

MATH PROGRAM REVIEW: Math in Focus

	NO			YES
The teachers' manual is user friendly.		5	2	3
Lesson components match the <i>4-Part Lesson Format</i> .			7	4
Learning Targets can be easily derived from the lesson plans.			4	6
Lessons are compatible with the <i>Model of Instruction</i> .			2	9
Lessons move from the concrete to the representational to the abstract.		2	3	6
Lessons are easily differentiated for small group instruction.		4	5	2
Problem solving is an essential component in each lesson.		2	3	6
Lessons require students to explain their thinking.		2	3	7
Adequate instructional time is spent on each concept/skill before moving onto the next.		1	2	7
Students are provided adequate time to practice new skills/concepts.			5	6
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	2	1	4	2
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.		2	3	6
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	2	1	1	2
Online resources are easy to navigate.		3	6	1
Online resources are engaging for students.		4	3	2
Content area information is included in each lesson to assist with building a teacher's math capacity.			5	5
TOTALS:	4	27	58	74

MATH PROGRAM REVIEW: MATH IN FOCUS

Feb. 12, 2013

	NO			YES
The teachers' manual is user friendly.	0	0	4	6
Lesson components match the <i>4-Part Lesson Format</i> .	0	0	3	6
Learning Targets can be easily derived from the lesson plans.	0	0	1	9
Lessons are compatible with the <i>Model of Instruction</i> .	0	0	0	10
Lessons move from the concrete to the representational to the abstract.	0	0	1	9
Lessons are easily differentiated for small group instruction.	0	3	4	3
Problem solving is an essential component in each lesson.	0	0	0	10
Lessons require students to explain their thinking.	0	0	3	6
Adequate instructional time is spent on each concept/skill before moving onto the next.	0	0	6	5
Students are provided adequate time to practice new skills/concepts.	0	0	4	6
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	0	1	6	3
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.	0	0	4	6
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	0	0	1	9
Online resources are easy to navigate.	1	6	3	0
Online resources are engaging for students.	0	6	1	1
Content area information is included in each lesson to assist with building a teacher's math capacity.	0	0	1	9
TOTAL	1	16	42	98

MATH PROGRAM REVIEW: EVERYDAY MATH
February 2013

Please place an X in the box that indicates your response along the continuum.

	NO			YES
The teachers' manual is user friendly.	0	1	0	6
Lesson components match the <i>4-Part Lesson Format</i> .	2	2	3	0
Learning Targets can be easily derived from the lesson plans.	0	1	3	3
Lessons are compatible with the <i>Model of Instruction</i> .	3	1	3	0
Lessons move from the concrete to the representational to the abstract.	3	2	1	1
Lessons are easily differentiated for small group instruction.	2	4	0	1
Problem solving is an essential component in each lesson.	2	2	2	1
Lessons require students to explain their thinking.	0	3	3	1
Adequate instructional time is spent on each concept/skill before moving onto the next.	6	1	0	0
Students are provided adequate time to practice new skills/concepts.	6	0	1	0
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	6	1	0	0
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.	1	2	2	2
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	2	5	0	0
Online resources are easy to navigate.	0	2	2	3
Online resources are engaging for students.	0	1	3	3
Content area information is included in each lesson to assist with building a teacher's math capacity.	0	3	3	1
Total:	33	31	26	35

MATH PROGRAM REVIEW: EVERYDAY MATH
March 2013

Please place an X in the box that indicates your response along the continuum.

	NO			YES
The teachers' manual is user friendly.	0	0	2	4
Lesson components match the <i>4-Part Lesson Format</i> .	0	2	3	0
Learning Targets can be easily derived from the lesson plans.	0	1	2	3
Lessons are compatible with the <i>Model of Instruction</i> .	0	4	1	1
Lessons move from the concrete to the representational to the abstract.	3	3	0	0
Lessons are easily differentiated for small group instruction.	1	3	2	0
Problem solving is an essential component in each lesson.	1	2	3	0
Lessons require students to explain their thinking.	0	2	4	0
Adequate instructional time is spent on each concept/skill before moving onto the next.	4	1	0	0
Students are provided adequate time to practice new skills/concepts.	5	1	0	0
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	3	3	0	0
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.	1	3	1	1
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	0	6	0	0
Online resources are easy to navigate.	1	1	3	1
Online resources are engaging for students.	0	1	3	2
Content area information is included in each lesson to assist with building a teacher's math capacity.	1	2	3	0
Total:	20	35	27	12



math pilot grade 1

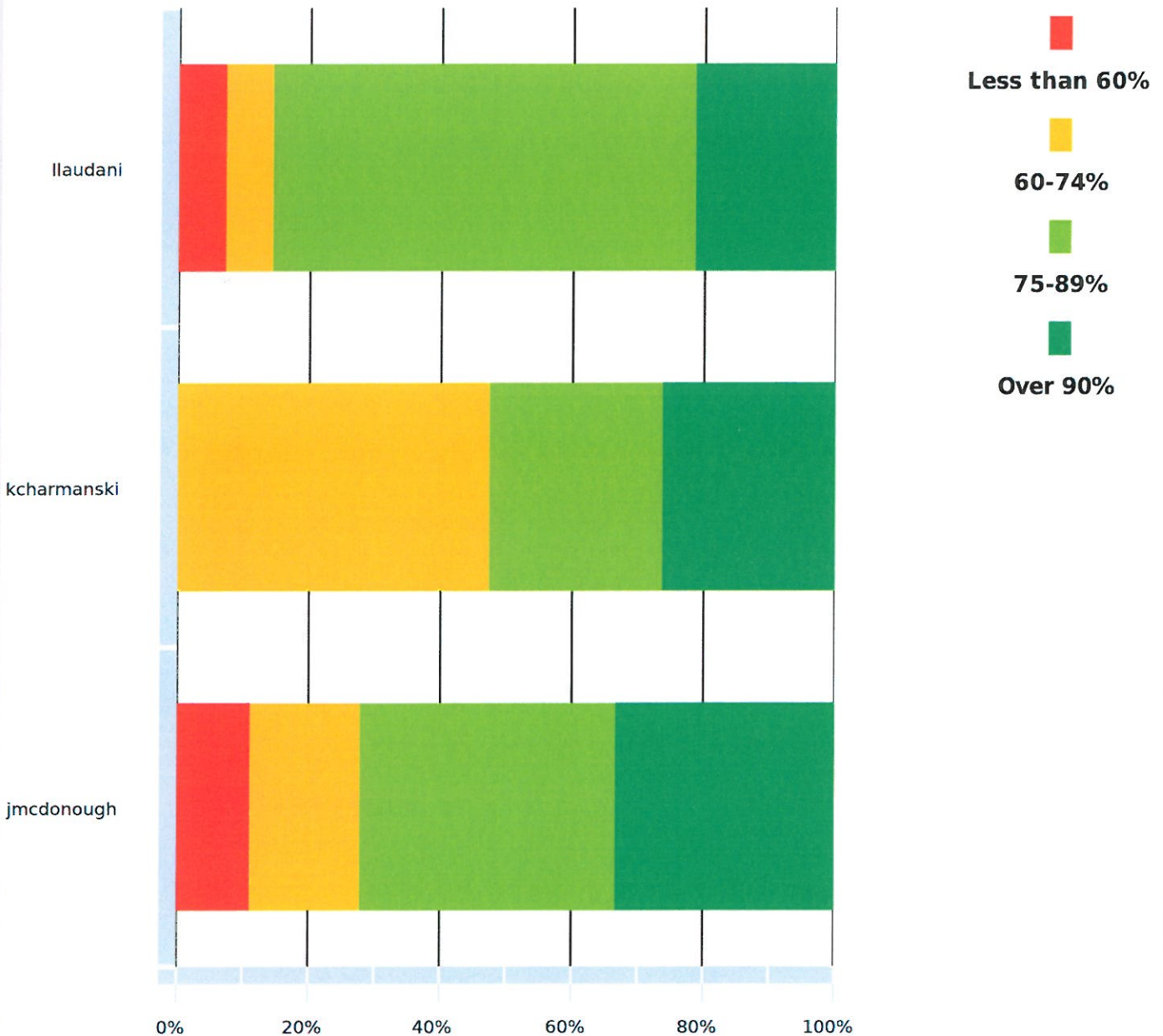
State: New Hampshire **District:** Timberlane **Teachers:** jmcdonough (Sandown North), kcharmanski (Danville Elementary), llaudani (Pollard School)

Students: All

Grade-Subjects: Grade 1 Math **Tests:** cc math first grade

Period covered: Feb 2013 to Mar 2013 **Report Date:** Fri Mar 29 2013

Teacher	Less than 60%	60-74%	75-89%	Over 90%
jmcdonough	11.1%	16.6%	38.8%	33.3%
kcharmanski	0%	47.3%	26.3%	26.3%
llaudani	7.1%	7.1%	64.2%	21.4%





math pilot grade 2

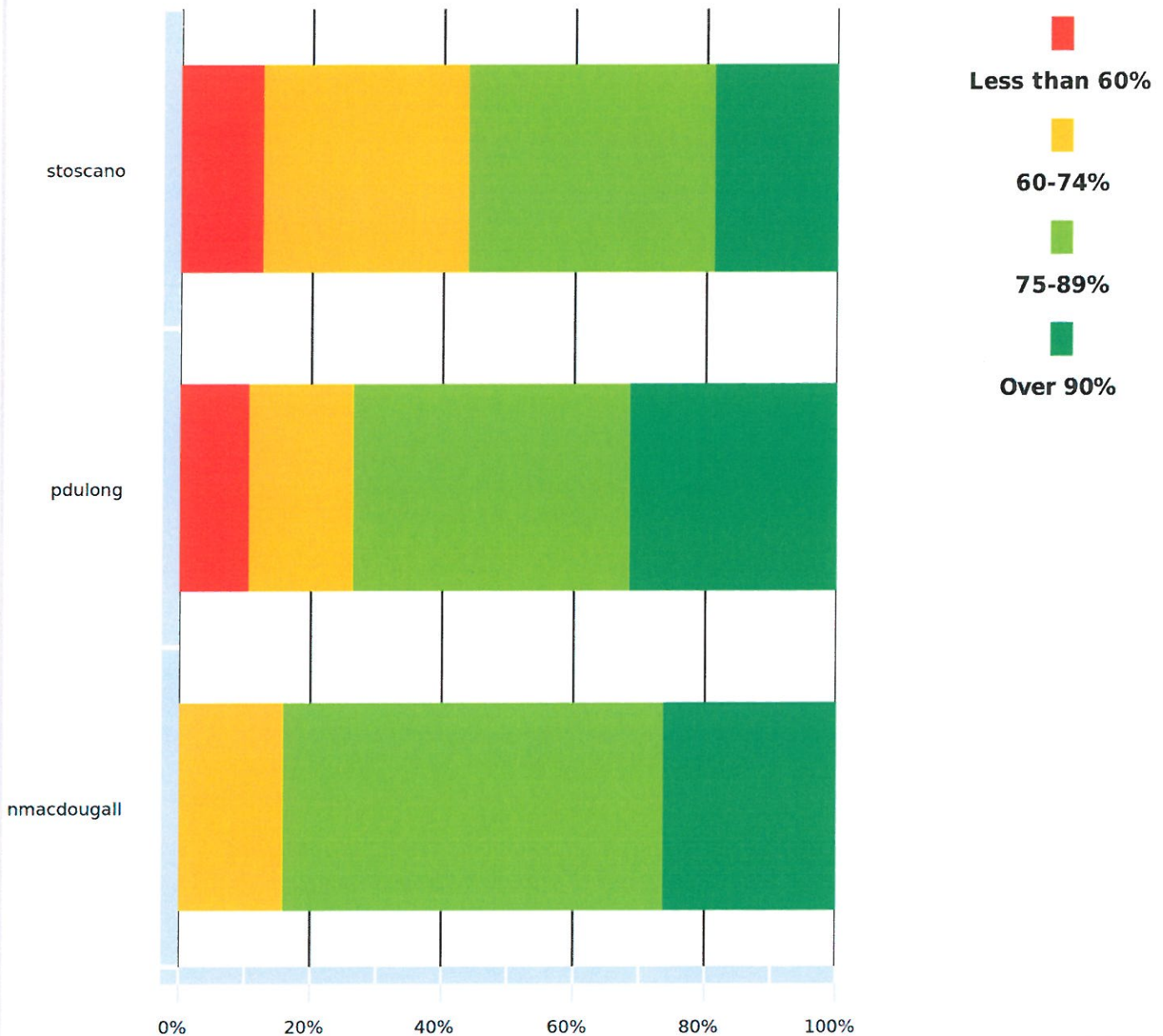
State: New Hampshire **District:** Timberlane **Teachers:** pdulong, nmacdougall (Atkinson Academy), stoscano (Pollard School)

Students: All

Grade-Subjects: Grade 2 Math **Tests:** LinkIt! G2 CC Math Form A MC Only

Period covered: Feb 2013 to Mar 2013 **Report Date:** Fri Mar 29 2013

Teacher	Less than 60%	60-74%	75-89%	Over 90%
nmacdougall	0%	15.7%	57.8%	26.3%
pdulong	10.5%	15.7%	42.1%	31.5%
stoscano	12.5%	31.2%	37.5%	18.7%





New Report 2

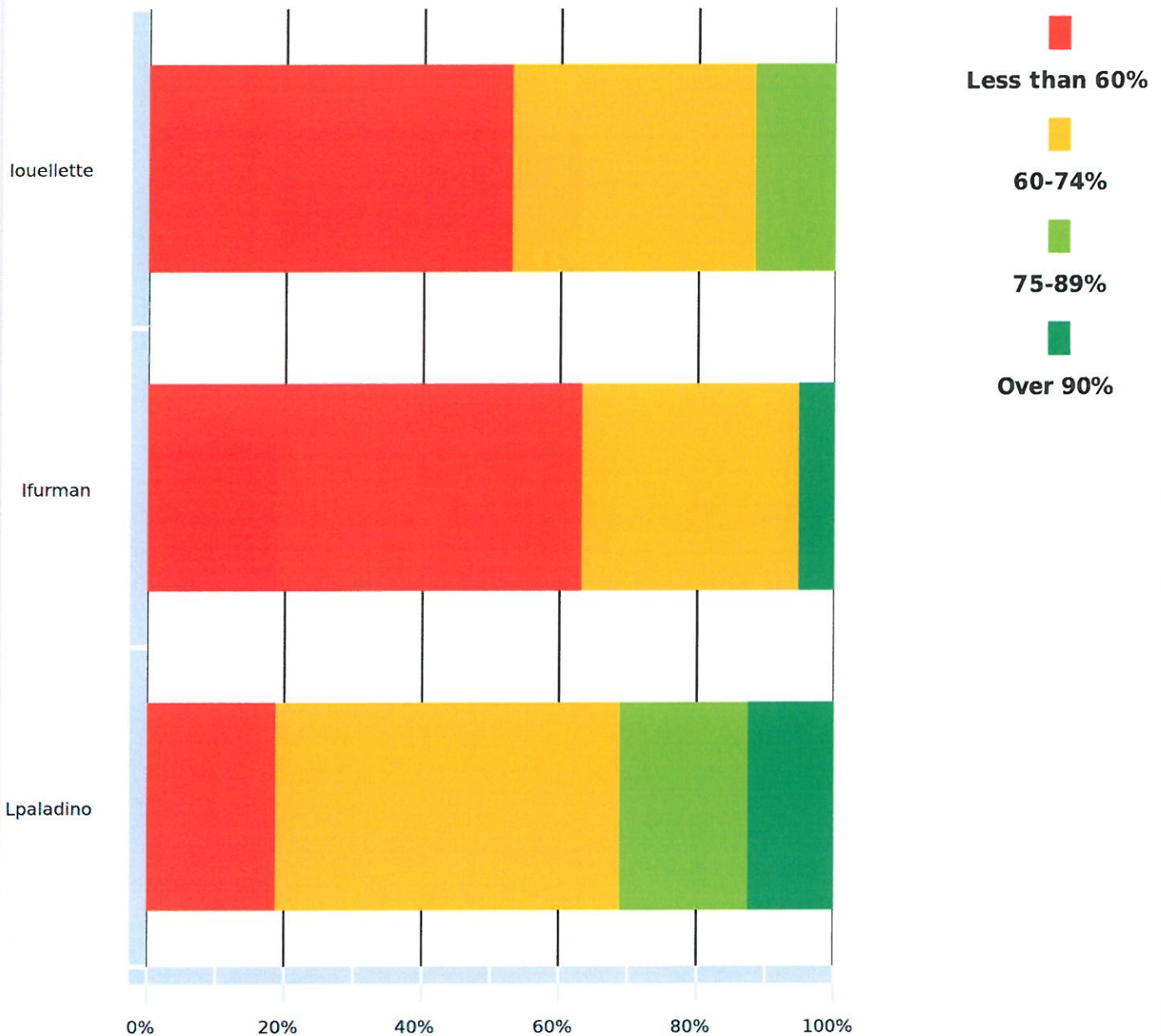
State: New Hampshire **District:** Timberlane **Teachers:** Lpaladino (Sandown North), Ifurman (Danville Elementary), louellette (Atkinson Academy)

Students: All

Grade-Subjects: Grade 3 Math **Tests:** LinkIt! G3 CC Math Form A MC Only

Period covered: Feb 2013 to Mar 2013 **Report Date:** Fri Mar 29 2013

Teacher	Less than 60%	60-74%	75-89%	Over 90%
Lpaladino	18.7%	50.0%	18.7%	12.5%
Ifurman	63.1%	31.5%	0%	5.2%
louellette	52.9%	35.2%	11.7%	0%





math pilot grade 4

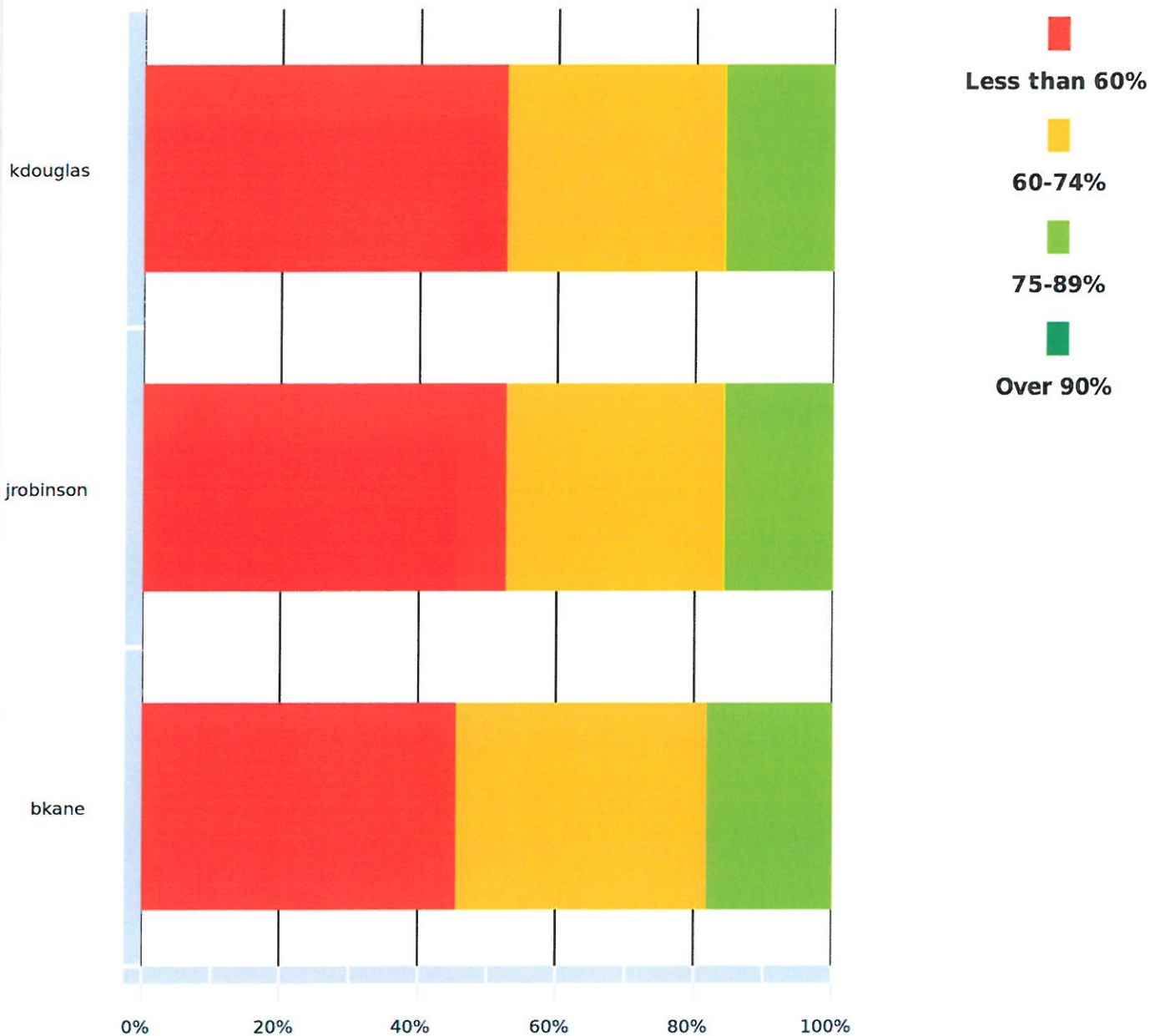
State: New Hampshire **District:** Timberlane **Teachers:** kdouglas (Sandown Central), jrobinson (Danville Elementary), bkane (Pollard School)

Students: All

Grade-Subjects: Grade 4 Math **Tests:** LinkIt! G4 CC Math Form A MC Only

Period covered: Feb 2013 to Mar 2013 **Report Date:** Fri Mar 29 2013

Teacher	Less than 60%	60-74%	75-89%	Over 90%
bkane	45.4%	36.3%	18.1%	0%
jrobinson	52.6%	31.5%	15.7%	0%
kdouglas	52.6%	31.5%	15.7%	0%





math pilot grade 5

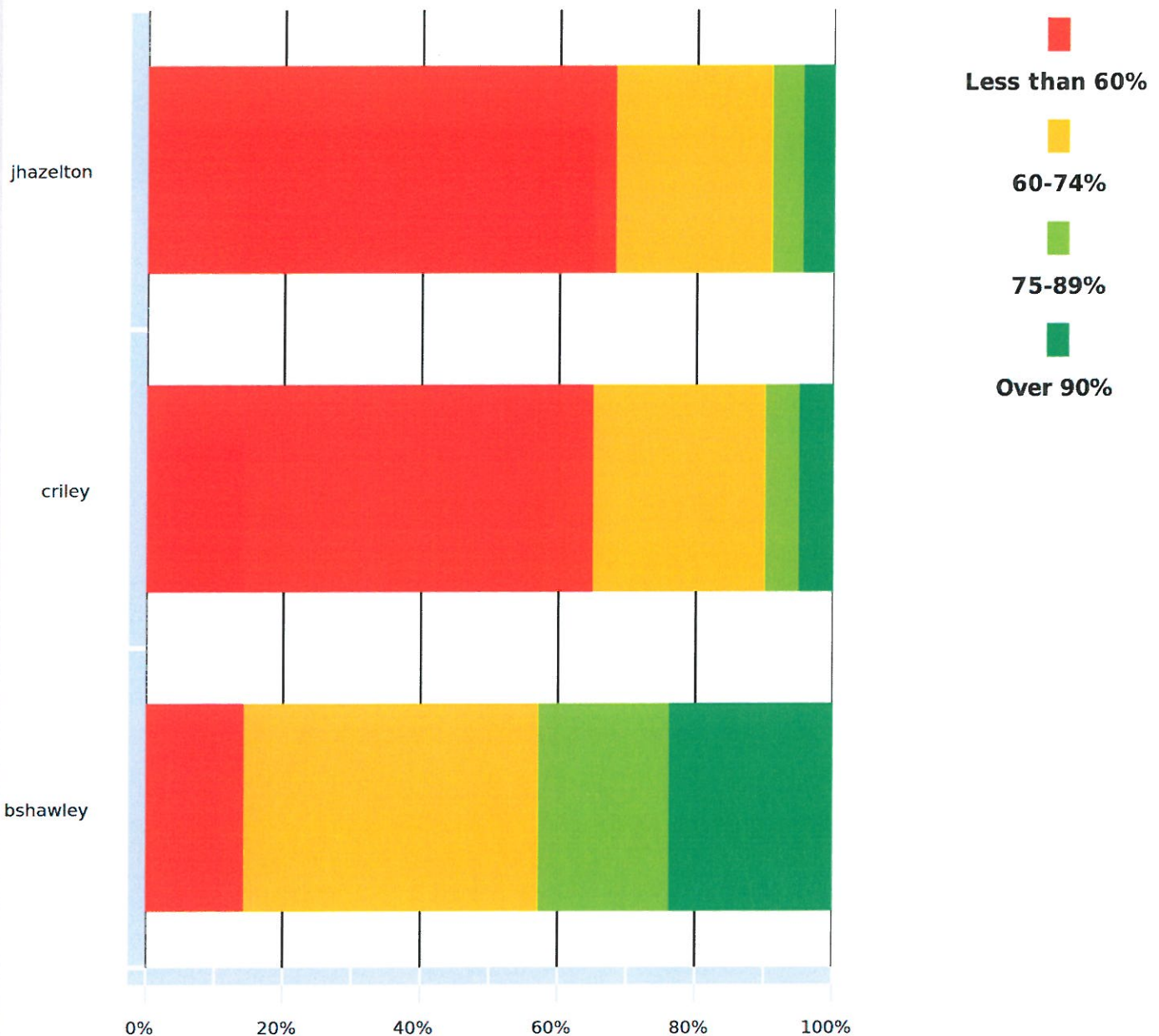
State: New Hampshire **District:** Timberlane **Teachers:** criley (Sandown Central), bshawley (Atkinson Academy), jhazelton (Pollard School)

Students: All

Grade-Subjects: Grade 5 Math **Tests:** LinkIt! G5 CC Math Form A MC Only

Period covered: Feb 2013 to Mar 2013 **Report Date:** Fri Mar 29 2013

Teacher	Less than 60%	60-74%	75-89%	Over 90%
bshawley	14.2%	42.8%	19.0%	23.8%
criley	65.0%	25.0%	5.0%	5.0%
jhazelton	68.1%	22.7%	4.5%	4.5%



Date _____

Teacher _____

The teacher is

- teaching a whole group lesson.
- teaching a small group lesson.
- working with individual students.

The students are

- participating in a whole group lesson.
- working in a small group.
- working independently.
- working at stations.
- completing an assessment.

The teacher is

- thinking out-loud
- guiding student practice
- doing a quick check (formative assessment)
- other: _____

The students are

- practicing a skill
- practicing math facts
- problem solving
- explaining their thinking

Lesson Materials Used:

- manipulatives
- online resource
- workbook (or foldable)
- student textbook

Components of the **4-Part Lesson Format** can be observed: warm up, word/number work, skill/strategy, close

Learning Targets are transparent. Yes/no

The lesson is compatible with the **Model of Instruction**. Yes/no

The lesson includes concrete to the representational to the abstract. Concrete/representational/abstract

Students are actively engaged. Yes/no

Students can articulate the learning target. Yes/no

Technology used: (list all seen)

What do you notice that is different from EDM?

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
30 Greenough Rd. • Plaistow, NH 03865 603/382-6119
Fax 603/382-3334

Serving The
Timberlane Regional School District
Hampstead School District

Dear Families,

As your teacher was preparing for report cards for the first trimester, it became apparent that the current report card was not going to work with the math learning that your child has been receiving through the Envision program. The current report card is aligned to New Hampshire's Frameworks, while your child has been learning the Common Core Standards.

In order to provide accurate information on your child's progress in math, the math pilot teachers have come together and devised the attached information which they feel will best give you an indication of the math skills your child currently has and what your child needs to work on in math.

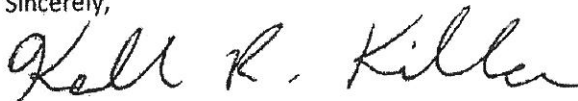
Attached is a sample of what you will see when your child's report packet comes home in a couple of weeks. The cover page tells you the topics (chapters) that have been completed thus far and the Common Core Standards that your child has been learning in the first four topics. You will see your child's test results for each of the topic (chapters) tests. You will also see benchmark test results. The benchmark assesses skills that your child learned in the four topics.

Attached you also have the Common Core Standards for your child's grade level. These are the standards that are to be mastered by the end of the year. As part of the last report in June, you will receive this cumulative report showing what your child has mastered in math and also the areas where your child may need more time and practice for mastery.

In place of a traditional report card for math, you will be receiving this packet of information after each benchmark test, approximately three more times this year, plus the cumulative report at the end of the year.

As always, if you have questions or concerns, please do not hesitate to contact your child's classroom teacher, your curriculum coordinator, or myself.

Sincerely,



Kelli R. Killen

Director of Elementary Education

MATH – Common Core State Standards

Topic Report

Attached please find your child's Benchmark and Test Reports for Topics 1-4.

Topic 1:	Numeration
Topic 2:	Number Sense: Addition and Subtraction
Topic 3:	Using Place Value to Add and Subtract
Topic 4:	Meanings of Multiplication

Reports provide you with three pieces of information:

1. an overall test score
2. a list of skills that your child has successfully completed
3. a list skills that your child will continue to work on this year

Successful completion of any skill means that your child has demonstrated grade level progress toward mastery of the following end-of-year grade level standards:

- Represent and solve problems involving multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

If you have any questions regarding this information, please contact your child's classroom teacher.

SAMPLE

Help Close

Student

Teacher

[Redacted Student Name], [Redacted Teacher Name]

→ * Topic 2 Test

Test Report

Your score is 14 out of 20 : **70%**

Successfully completed:

- Lesson 2-6: Estimating Sums
- Lesson 2-1: Addition Meanings and Properties
- Lesson 2-7: Estimating Differences
- Lesson 2-8: Making Sense of Addition and Subtraction Equations

You need to continue working on :

- Lesson 2-5: Rounding
- Lesson 2-9: Problem Solving: Reasonableness
- Lesson 2-3: Using Mental Math to Add
- Lesson 2-4: Using Mental Math to Subtract
- Lesson 2-2: Subtraction Meanings

Question Number

1	●	11	×
2	●	12	●
3	●	13	●
4	●	14	●
5	×	15	●
6	×	16	●
7	×	17	●
8	×	18	●
9	●	19	×
10	●	20	●

● = Correct

× = Incorrect

SAMPLE

Help Close

STUDENT

TEACHER

→ Benchmark Test 1

Test Report

Your score is 18 out of 24 : **75%**

Successfully completed:

- Lesson 1-2: Ways to Name Numbers
- Lesson 1-1: Representing Numbers
- Lesson 3-3: Adding 3-Digit Numbers
- Lesson 2-5: Rounding
- Lesson 1-6: Comparing Numbers
- Lesson 2-7: Estimating Differences
- Lesson 3-6: Subtracting with an Expanded Algorithm
- Lesson 4-2: Arrays and Multiplication
- Lesson 1-7: Ordering Numbers
- Lesson 4-3: The Commutative Property
- Lesson 2-6: Estimating Sums
- Lesson 3-4: Adding 3 or More Numbers

Question Number

1	●	11	●	21	●
2	●	12	×	22	●
3	×	13	×	23	●
4	●	14	●	24	●
5	●	15	●		
6	●	16	×		
7	●	17	●		
8	●	18	●		
9	●	19	×		
10	●	20	×		

● = Correct

× = Incorrect

You need to continue working on :

- Lesson 3-10: Problem Solving: Draw a Picture and Write a Number Sentence
- Lesson 4-1: Multiplication as Repeated Addition
- Lesson 3-1: Adding with an Expanded Algorithm
- Lesson 3-9: Subtracting Across Zero
- Lesson 2-8: Making Sense of Addition and Subtraction Equations

Timberlane Regional School District
**Report Card Pilot for Common Core--Third
 2012-2013**

MATH—Common Core Standards

Grade	Mastery
Effort (X+, X, X-)	
Operations and Algebraic Thinking	
Represents and solves problems involving multiplication and division within 100.	
Understands properties of multiplication and the relationship between multiplication and division.	
Multiplies and divides within 100.	
Solves problems involving the four operations, and identifies and explains patterns in arithmetic.	
Number and Operations in Base Ten	
Uses place value understanding and properties of operations to perform multi-digit arithmetic.	
Number and Operations--Fractions	
Develops understanding of fractions as numbers.	
Measurement and Data	
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Represents and interprets data (scaled picture and bar graphs, using ruler with halves and fourths).	
Geometric measurement: understands concepts of area and relates area to multiplication and to addition.	
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.	
Geometry	
Reasons with shapes and their attributes (divide shapes into equal areas).	

Mastery (M) – Performance demonstrates mastery of the grade level standard.

Progress (P) – Performance demonstrates progress toward, but not mastery of, the grade level standard.

enVision Math Parents

Q1= My child is responding positively to the math materials (workbook pages, student text books, hw) used in this pilot

Q2=The math materials (workbook pages, student text books, hw) used in this pilot are challenging my child appropriately

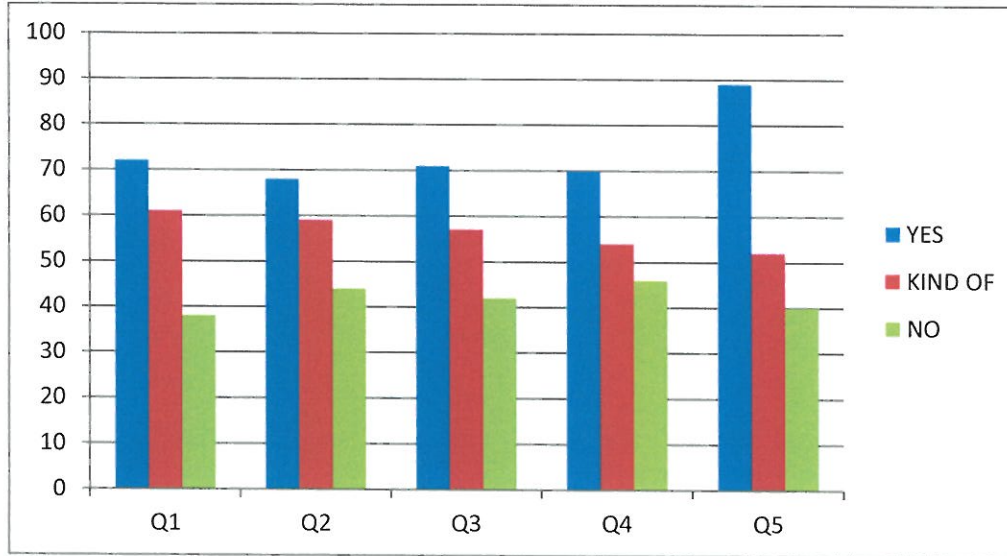
Q3= I know what's going on in my child's math class most of the time

Q4=My child is able to complete the hw independently and in a reasonable amount of time

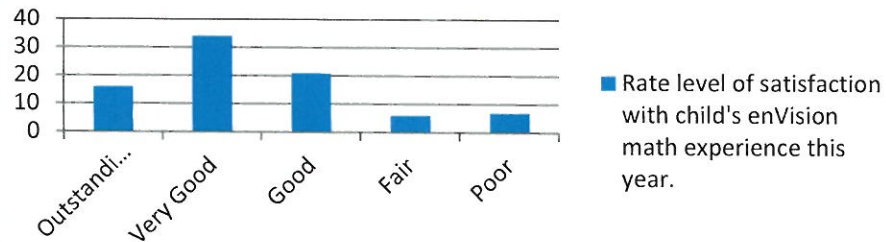
Q5= I am able to support my child with the math as needed.

Total Surveys: 171

All Parents EnVision Math



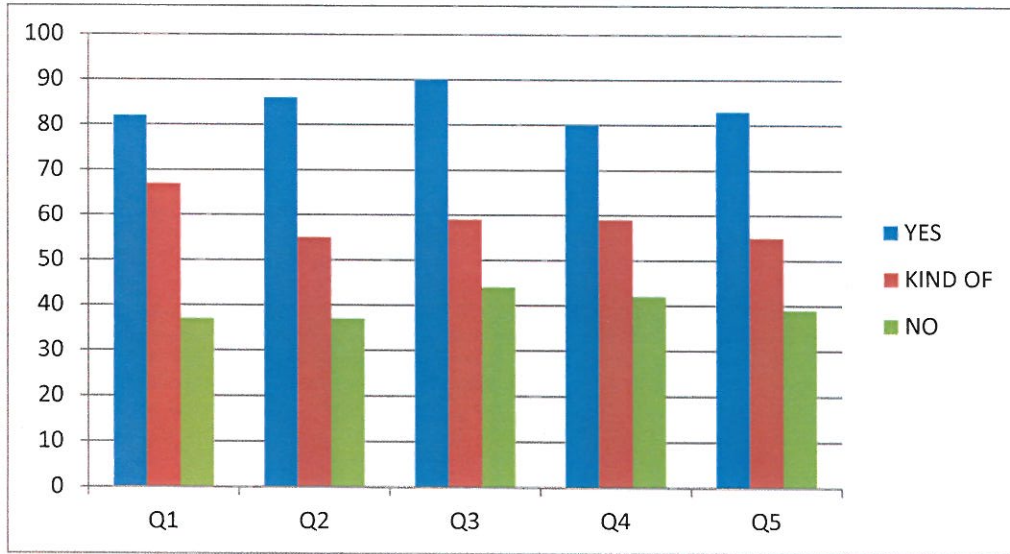
Rate level of satisfaction with child's enVision math experience this year.



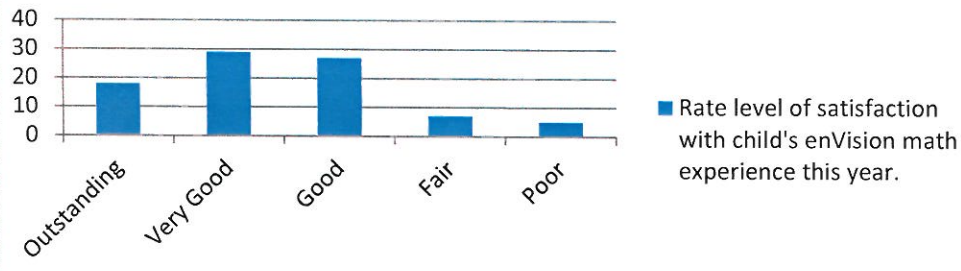
- Q1= My child is responding positively to the math materials (workbook pages, student text books, hw) used in this pilot
- Q2=The math materials (workbook pages, student text books, hw) used in this pilot are challenging my child appropriately
- Q3= I know what's going on in my child's math class most of the time
- Q4=My child is able to complete the hw independently and in a reasonable amount of time
- Q5= I am able to support my child with the math as needed.

All Parents EnVision Math

total # surveys= 131



Rate level of satisfaction with child's enVision math experience this year.

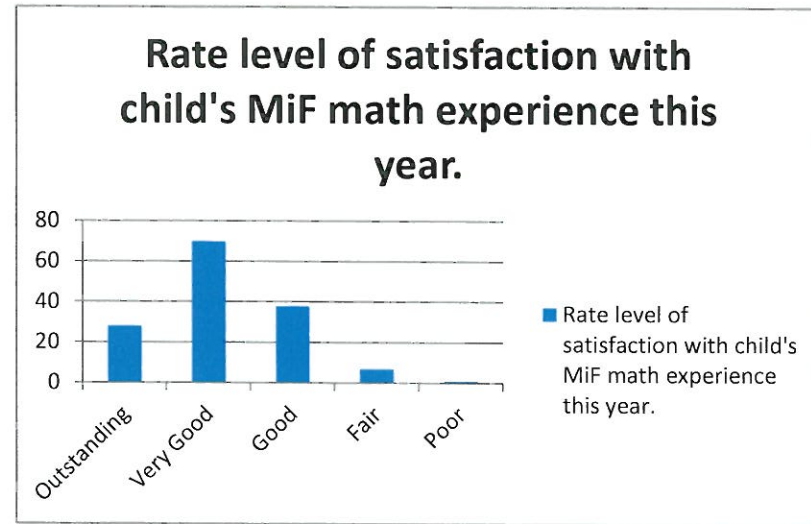
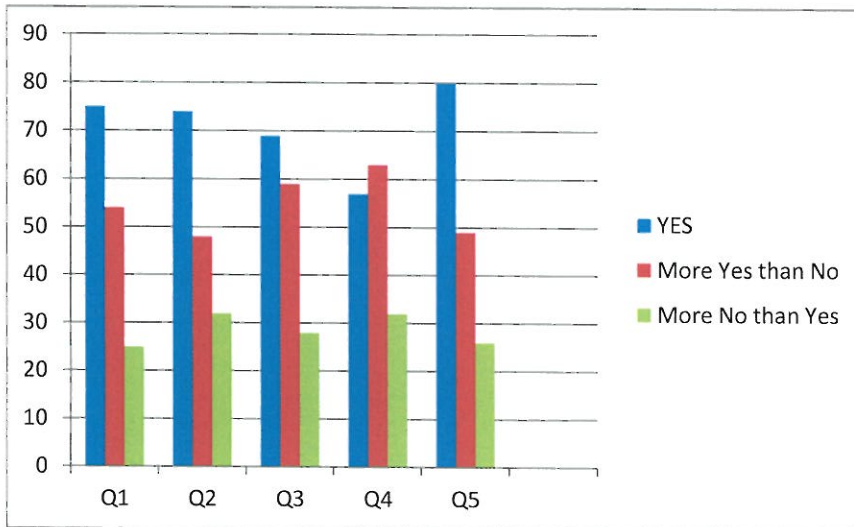


Math In Focus ALL Parents

- Q1= My child is responding positively to the math materials (workbook pages, student text books, hw) used in this pilot
Q2=The math materials (workbook pages, student text books, hw) used in this pilot are challenging my child appropriately
Q3= I know what's going on in my child's math class most of the time
Q4=My child is able to complete the hw independently and in a reasonable amount of time
Q5= I am able to support my child with the math as needed.

total surveys= 148

Math In Focus ALL Parents



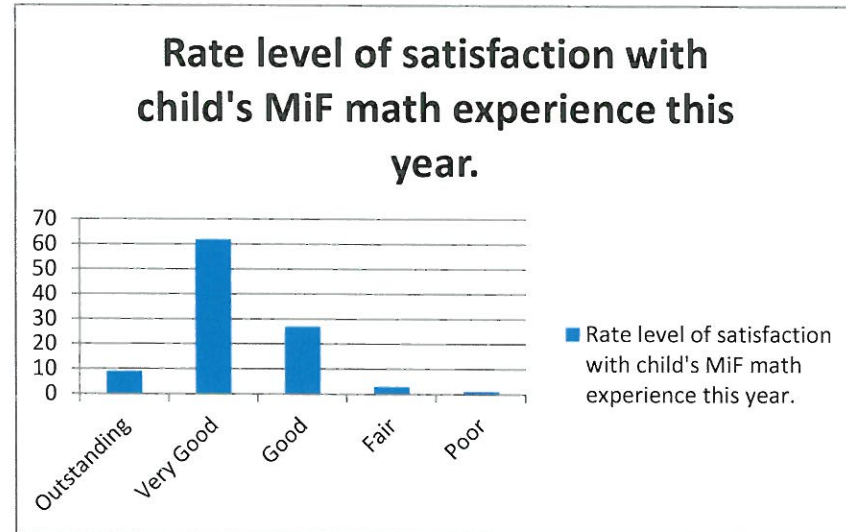
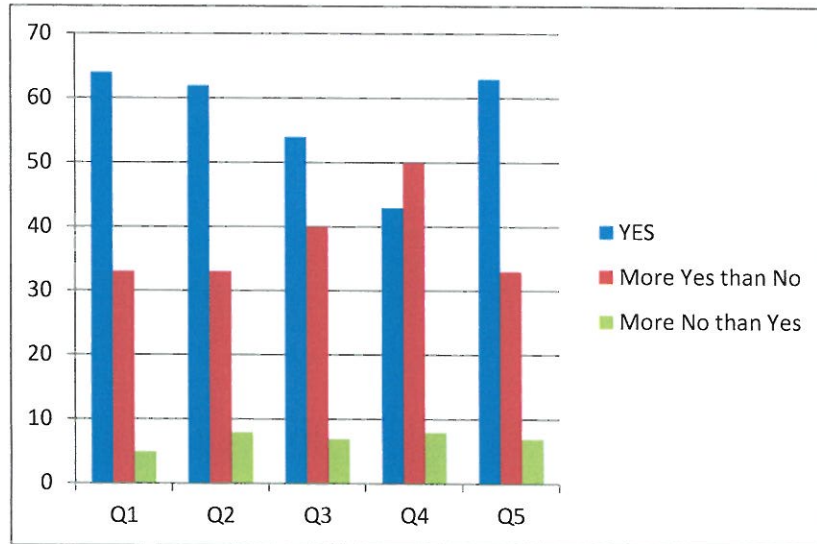
Math In Focus ALL Parents

MARCH 2013

- Q1= My child is responding positively to the math materials (workbook pages, student text books, hw) used in this pilot
 Q2=The math materials (workbook pages, student text books, hw) used in this pilot are challenging my child appropriately
 Q3= I know what's going on in my child's math class most of the time
 Q4=My child is able to complete the hw independently and in a reasonable amount of time
 Q5= I am able to support my child with the math as needed.

total surveys= 103

Math In Focus ALL Parents



All Parents Summary

	YES	More Yes than No	More No than Yes
Q1	64	33	5
Q2	62	33	8
Q3	54	40	7
Q4	43	50	8
Q5	63	33	7

Outstanding	Very Good	Good	Fair	Poor
9	62	27	3	1

Rate level of satisfaction with child's MiF math experience this year.

EVERYDAY Math ALL Parents

MARCH 2013

Q1= My child is responding positively to the math materials (workbook pages, student text books, hw) used in this pilot

Q2=The math materials (workbook pages, student text books, hw) used in this pilot are challenging my child appropriately

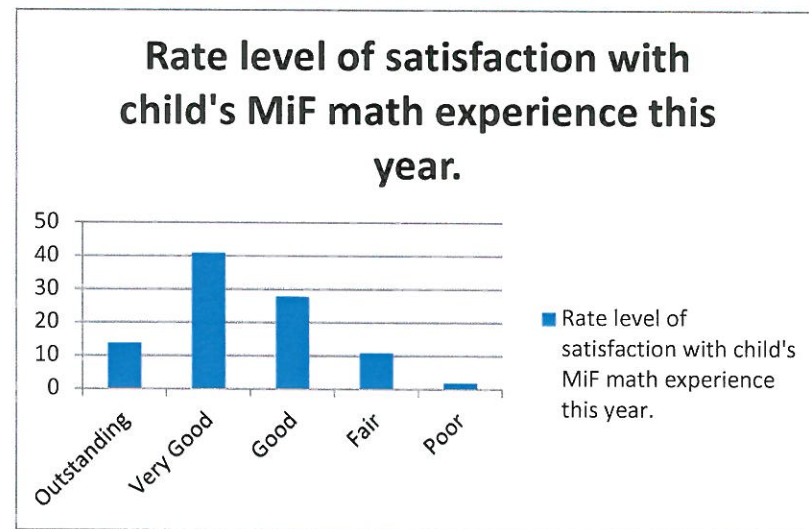
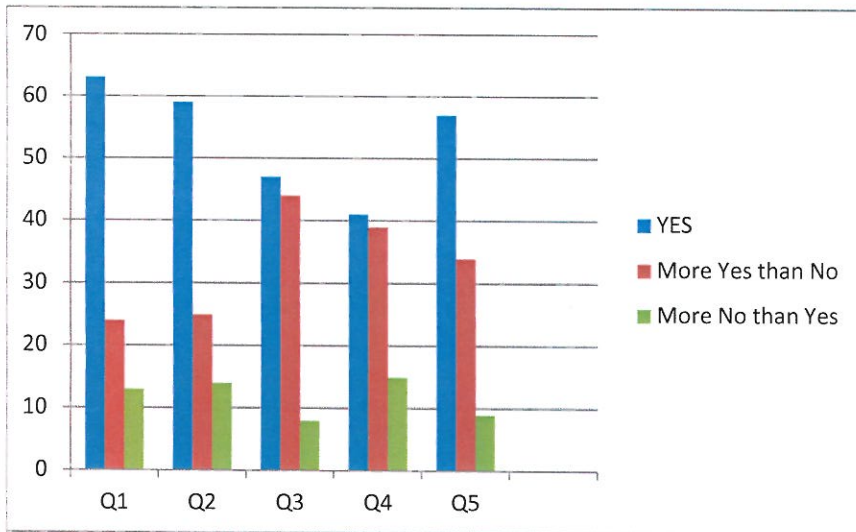
Q3= I know what's going on in my child's math class most of the time

Q4=My child is able to complete the hw independently and in a reasonable amount of time

Q5= I am able to support my child with the math as needed.

total surveys= 96

Everyday Math ALL Parents



enVision Math Students

Q1= I like Math this year. The lessons are fun!

Q2= I like math materials I'm using this year.

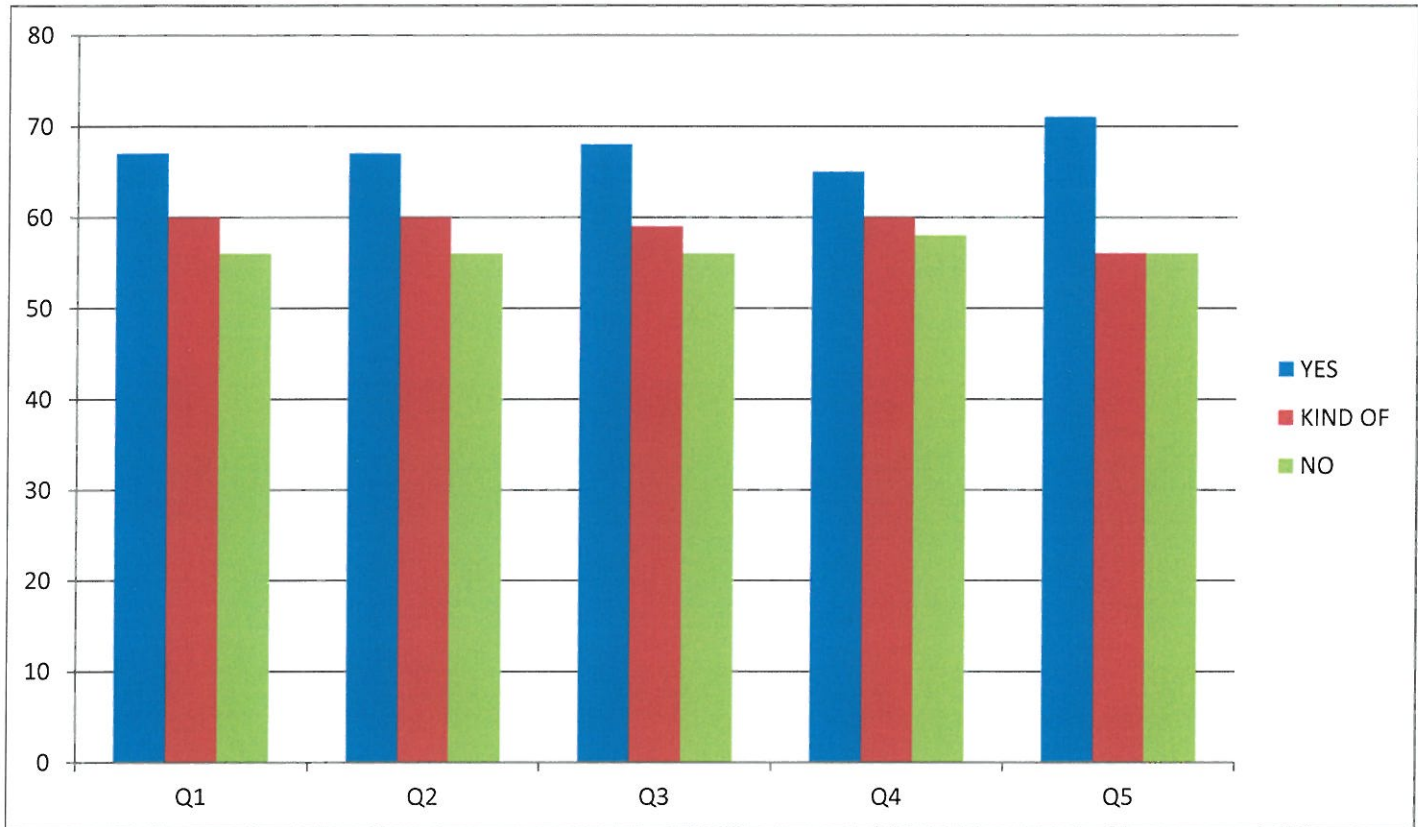
Q3= I understand what I'm learning in math this year.

Q4 I can do my math homework all by myself most of the time

Q5= My parents can help me with my homework if I'm having trouble

Total Surveys: 183

All Students EnVision Math



Which math program do you like best?

Last year's 11

This year's 71

Both 6

Q1= I like Math this year. The lessons are fun!

Q2= I like math materials I'm using this year.

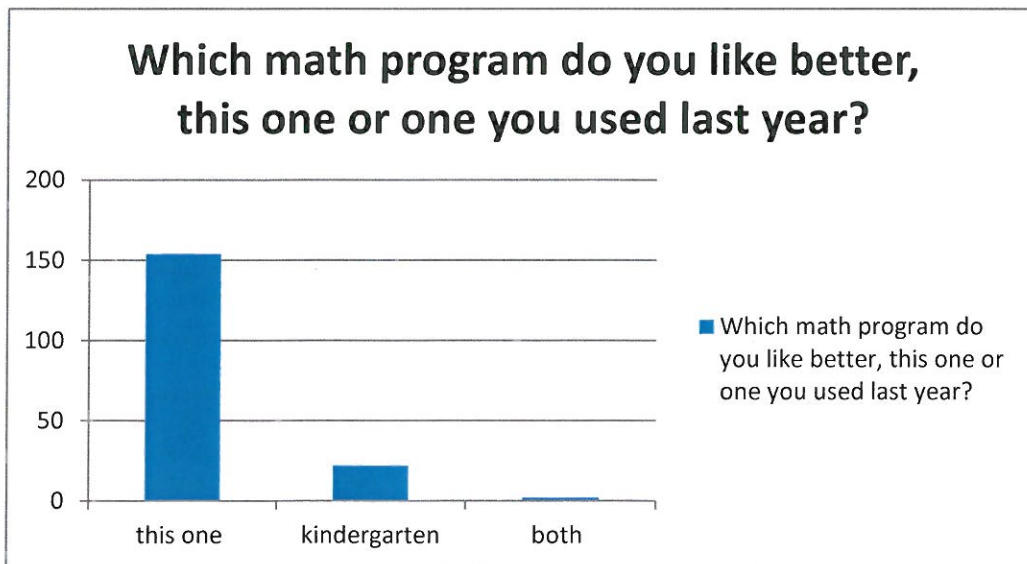
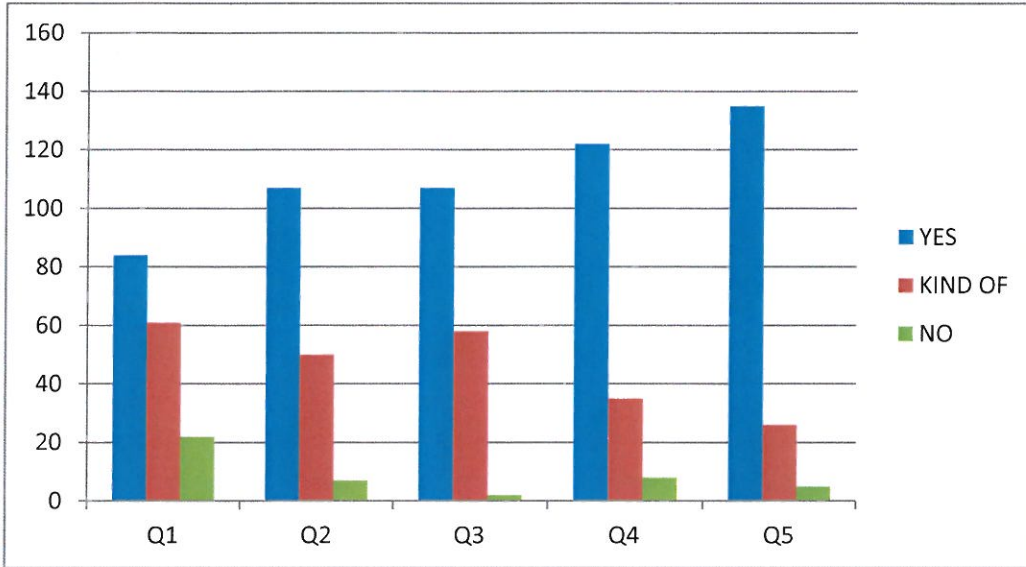
Q3= I understand what I'm learning in math this year.

Q4 I can do my math homework all by myself most of the time

Q5= My parents can help me with my homework if I'm having trouble

All Students EnVision Math

total surveys= 200



Math In Focus ALL Students

Q1= I like Math this year. The lessons are fun!

Q2= I like math materials I'm using this year.

Q3= I understand what I'm learning in math this year.

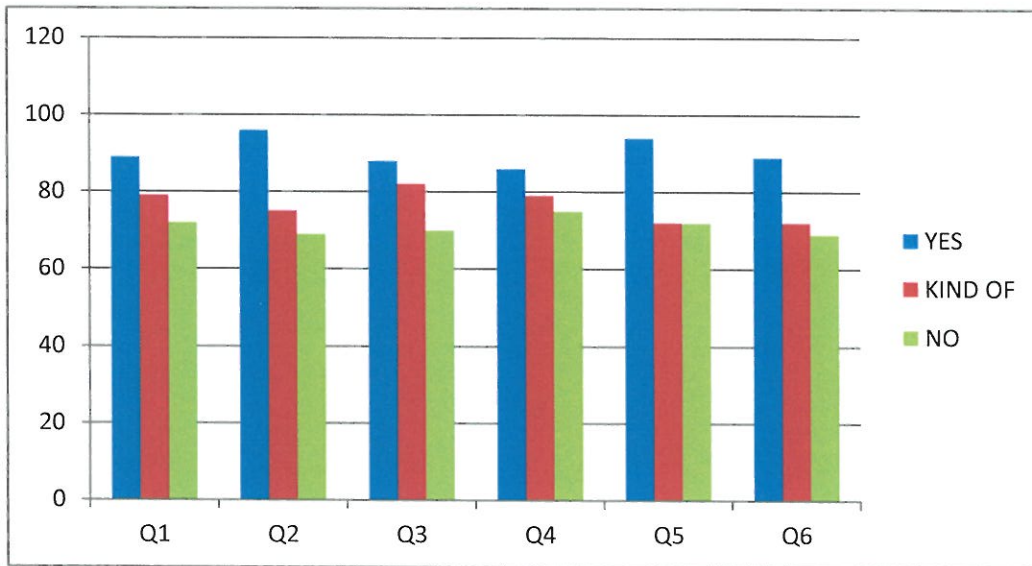
Q4 I can do my math homework all by myself most of the time

Q5= My parents can help me with my homework if I'm having trouble

Q6= I like using the online materials.

survey total = 172

Math In Focus ALL Students



Which math did you like better?

last year's 39

this years 108

Math In Focus ALL Students

MARCH 2013

Q1= I like Math this year. The lessons are fun!

Q2= I like math materials I'm using this year.

Q3= I understand what I'm learning in math this year.

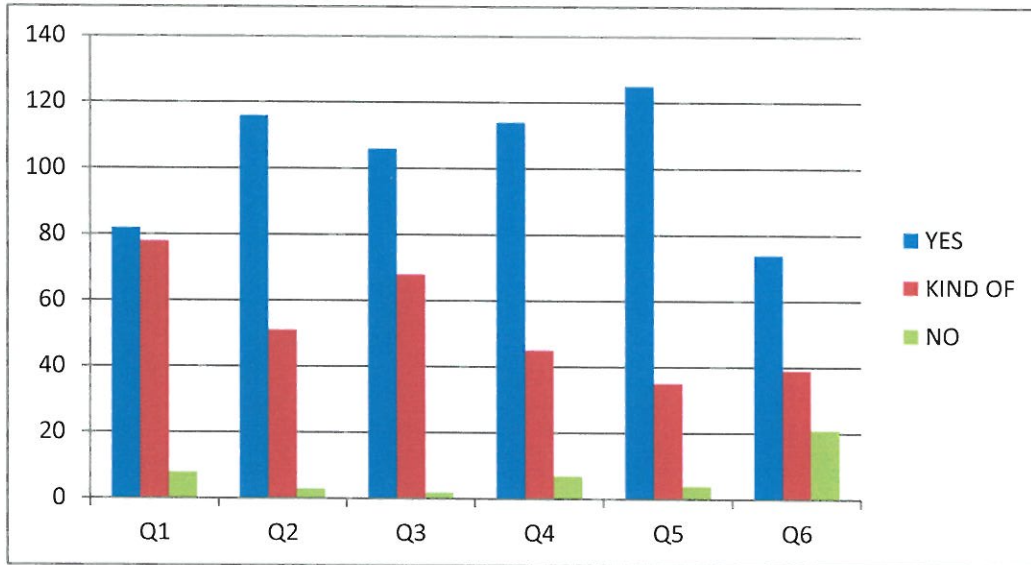
Q4 I can do my math homework all by myself most of the time

Q5= My parents can help me with my homework if I'm having trouble

Q6= I like using the online materials.

survey total = 172

Math In Focus ALL Students



	YES	KIND OF	NO
Q1	82	78	8
Q2	116	51	3
Q3	106	68	2
Q4	114	45	7
Q5	125	35	4
Q6	74	39	21

Which math did you like better?

Last years= 26

This years= 134

EVERYDAY Math ALL Students

MARCH 2013

Q1= I like Math this year. The lessons are fun!

Q2= I like math materials I'm using this year.

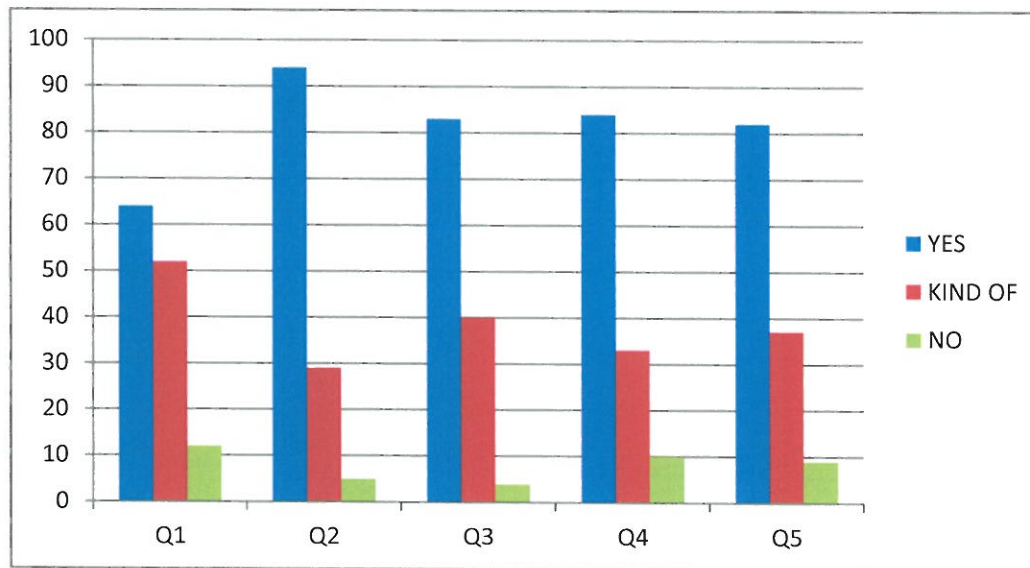
Q3= I understand what I'm learning in math this year.

Q4 I can do my math homework all by myself most of the time

Q5= My parents can help me with my homework if I'm having trouble

survey total = 128

EVERYDAY Math ALL Students



Math Program Review

Program Title _____ Publisher _____

Grade Reviewed _____ Reviewer _____

Position of Reviewer _____

Rating:

√+ Exceeds criteria. √ Meets criteria. √- Partially meets criteria. ∅ Does not meet the criteria.

could not find or rater needs more information

Curriculum

Component	Rating	Comments
1. Direct and explicit instruction of:		
Counting and cardinality—K Operations and algebraic thinking Number and operations in base ten 1-5 Number and operations: fractions 3-5 Measurement and data geometry		
2. Lessons are compatible with the model of instruction.		

<p>3. Lessons show move from concrete to representational to abstract at all levels.</p>		
<p>4. Classroom Organization: Instructional organization: balance between procedural skill and conceptual understanding Learning environment: how time is organized during the day and during the math period.</p>		
<p>5. Has mastery of concepts at each grade level</p>		
<p>6. Has a scope and sequence.</p>		
<p>7. Is aligned with the common core math standards.</p>		
<p>8. Is aligned with the math practices from the common core.</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools 		

<p>strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>		
<p>Instruction</p>		
<p>1. Differentiation</p> <p>Instruction for students that have met the goals in the core program.</p> <p>Instruction for students that have not met the goal.</p> <p>Can differentiate the following:</p> <p>Product</p> <p>Process</p> <p>Standards</p> <p>Small group instruction</p> <p>Independent Math</p> <p>Homework is differentiated.</p>		
<p>2. Teacher's manual is user friendly.</p>		

<p>3. Supplemental programs are linked to the universal instruction.</p> <p>Intervention/remedial:</p> <p>ESL program:</p> <p>Intensive:</p> <p>Special Education:</p> <p>Enrichment:</p>		
<p>4. Resources for guided practice.</p>		
<p>5. Resources for collaborative groups include lessons/activities.</p>		
<p>6. Resources for project-based learning.</p>		
<p>7. Writing is a component.</p>		
<p>8. Relevant connections are made to students' lives.</p>		

<p>9. Aligns with the Instructional Strategies</p> <p>Identifying similarities and differences. Summarizing and Note Taking. Homework and Practice Representing Knowledge Learning Groups Generating and Testing Hypotheses Specific Types of Knowledge</p>		
<p>Assessment</p>		
<p>1. Has universal screening assessments.</p>		
<p>2. Formative assessments are included.</p> <p>Pre-tests Record charts are available for individual and class. Weekly assessment</p>		
<p>3. Summative assessments are included.</p> <p>Post-test Record charts are available for individual and class. Performance-based assessment</p>		
<p>4. Assessments can be differentiated.</p>		

Other		
1. Online resources For teachers For students For parents		
2. Connections with home		
3. Technology integration. Uses technology to teach the concepts.		
From Math Committee Represent examples in different ways Explain their thinking Different ways to solve a problem Use of manipulatives/visuals Adequate practice Games Hands on tools Connections to real world Discovery learning Opportunities to apply learning Think alouds Promotes automaticity Modeling metacognition of math thinking Checks for understanding		

Matches the state Numeracy Plan		
Addresses the shifts in the math common core. Focus Coherence Fluency Deep understanding Application Deep intensity		
Adaptable for substitutes		
Transition to middle school Concepts Vocabulary algorithms		

Total of: _____ v+ _____ v _____ v-
 _____ Ø _____ #

Math Program Review Criteria Sheet Results

Materials and criteria sheets were made available at the following locations for review:

- Sandown North
- Sandown Central
- Danville Elementary
- Pollard School
- Atkinson Academy
- Middle School—all math teachers reviewed and gave collective feedback, did not complete the criteria sheets
- SAU building for C and A committee, school board, and community (no criteria sheets were completed)

17 total criteria sheets were completed

2 position unknown

4 teachers

11 pilot teachers

		Math in Focus (7)	enVision (10)
v+	Exceeds criteria.	5	192
v	Meets criteria.	122	151
v-	Partially meets criteria.	20	10
∅	Does not meet the criteria.	3	2
#	could not find or rater needs more information	69	0

Districts in NH EDM survey

District	Currently or did use EDM	Staying	Piloting	Adopting (ed)
Newmarket	Yes	yes		
Bow	Yes	yes		
Windham	yes			enVision
Littleton	Yes		Math in focus	
Sunapee	Yes	Yes for now		
Epping	Yes			Math in focus
Hampton	Yes	yes	Have looked at math in focus and enVision	
Litchfield	Yes			enVision
Nashua	Yes	Will look at changing in 3 yrs.		
Sanborn	Yes	Yes		
Sau50 Greenland, rye, Newington	Yes			One school to Math in Focus
Oyster river	Yes	Yes		
Barrington	Yes	Yes—waiting to see		
Sau20	Yes	yes		
Pittsfield	Yes	Yes with modifications for CC		
Manchester	Yes	Yes		
Merrimack	Yes	Yes		
Sau #6	Yes		Want to look at something different	
Milton—sau #64	Yes		Beginning to look at enVision and math in Focus	
Somersworth	Yes	Yes—revising to fit CC		
Sau 16	Yes	Yes until first round of assessment		
SAU 24	Yes	Yes—have aligned on their own to CC,		

		waiting for first assessment		
Kearsarge	Trailblazers		Looking at enVision, Math in Focus, On Core Math	

► Windham

New math program adds up to success

BY APRIL GUILMET

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With a successful pilot in grades kindergarten through 5 completed last year, Windham educators said this year's first semester had shown continued success with the new enVision Math program.

During the Feb. 19 School Board meeting, Golden Brook School Principal Christi Michaud and Center School Principal Kori Becht shared a progress report of the new program, which replaced the controversial Everyday Math program at the start of the current school year.

Last year, a dozen district teachers gave the program a successful test drive of enVision Math, which emphasizes problem-based, interactive learning and visual learning to deepen students' conceptual understanding of mathematics.

The School Board approved a permanent change this past

spring, Superintendent Henry LaBranche said.

Becht said the program is aligned to the common math core.

"We looked at a variety of resources," she told the board, noting that teachers attended professional development sessions shortly before summer vacation last year in preparation for the changes.

"What we wanted to do was make sure all the materials were in the teachers' hands prior to summer break," Becht said.

As the current school year began, district parents and teachers were encouraged to monitor the program's process online at www.pearsonsuccessnet.com, the program's accompanying website.

Last fall, parents were given passwords allowing them to access all online materials to familiarize themselves with the program's curriculum and also be able to assist their children in their studies at home.

A survey of Windham teachers in grades kindergarten through 5 offered further insight.

Becht said around 35 teachers responded to the survey and initial feedback indicated that the program definitely challenges kids to look at math instruction in new ways and the level of engagement is high.

However, the teachers also indicated the need for additional program support in the areas of reading and writing skills, particularly for students who already struggle with such skills.

With that in mind, further professional development for teachers is planned for March.

A parent survey to encourage further feedback on the enVision Math program will take place sometime this spring, school officials said.

"I think this is a very exciting program," School Board Vice Chairman Michelle Farrell said. "So far I've been hearing a lot of positive things."

Pilot Math Program Summary:

Program Strengths

Both Programs	envision	Math in Focus
<ul style="list-style-type: none"> • student confidence and enjoyment • generalization of skills – applied in many different ways • lesson pacing allows for mastery • transition guide • number writing at lower grades • chapter overview is user friendly • vocabulary building • differentiation • parent letter • target writing • differentiated HW • diagnostic boxes to help with re-teaching • practice books • user-friendly manual • online planning • at-home technology access 	<ul style="list-style-type: none"> • online assessments • manipulatives at <u>all</u> levels • technology pieces are great • HW practices skill taught that day • learning targets are fool proof • intervention kit • no teacher prep – centers are ready-made as well • daily problem-solving (including writing) • substitute teacher friendly • daily quick checks • reporting system generates information for teachers 	<ul style="list-style-type: none"> • teacher autonomy with instruction • “test prep” • enrichment

Pilot Math Program Summary:

Program Challenges

	Easily Addressed	Able to be Addressed, but with Much Time/Effort	Unable to Overcome
enVision	<ul style="list-style-type: none"> • need enrichment opportunities for top 1% of class • computer lab scheduling for online assessments 		
Math in Focus	<ul style="list-style-type: none"> • need a pacing guide for each grade level • need to define which assessments to use 	<ul style="list-style-type: none"> • no prescribed homework • games are limited and not engaging 	<ul style="list-style-type: none"> • technology is not user friendly • lack of “concrete to abstract” instruction in the upper grades

Pilot Math Program Summary:

Talking Points: Why was enVision chosen over Math in Focus?

PROGRAM COMPONENTS

- problem-solving occurs on a daily basis
- students are required to write about their thinking every day
- all lessons move from the concrete to the abstract at every grade level
- an intervention kit is included

TEACHER PLANNING and INSTRUCTION

- teacher manuals are similar to Reading Street, and therefore easy for teachers to assimilate
- very little individualized planning is required with this program, thereby ensuring consistency across the district
- learning targets are fool proof and will assist teachers in using the Model of Instruction
- small group instruction is clearly defined and therefor more easily implemented
- differentiating homework is easier and reinforces the skill taught that day

ASSESSMENT

- assessments are online and very user friendly
- remediation is automatically assigned to students based upon assessment results
- students are able to re-take the assessment once the remediation activities are completed
- reports require very little (or no) teacher preparation

PARENT RESOURCES

- parent letters are more informative
- online resources include parent components
- reporting system is extremely easy for parents to understand

enVision Group Planning Day in April

- create pacing guides for each grade level
- decide what components from the program are essential
- review and finalize the “start up tips” sheet
- list of materials that teachers will need more of
- transition packets for the rest of the school year (review topics)
 - specific lessons from manuals that can be tagged to do
 - other ideas – EM games, computer programs, EM lesson
 - problem solving process to use (what does each grade level do?)
- plan the rest of the training sessions for May

PD for each grade level for May 2013

Morning session orientation to program materials by enVision consultant

Afternoon session conducted by pilot teachers

- Start up tips
- Transition packets for the rest of this school year so teachers and students are better prepared to start the program

2013-2014 Professional Development Needs

See a lesson being taught – video?

Problem-solving process/model

Assigning a unit test and printing reports – reporting system

Bar modeling

Grade level algorithms

Establishing fact fluency

Special Education – how to modify assessments, etc.