Paradise Valley™
Unified School District

K-6 Math Curriculum Resource Adoption Committee Meeting #1

November 5, 2026

Call to Order



Paradise Valley Unified School District

Purpose of Committee

- The Curriculum and Instruction Department will be facilitating the K-6 Math Curriculum Resource adoption process to select a comprehensive Tier 1 math curriculum resource to propose to the Governing Board. This adoption will ensure resource aligns to the Arizona State Standards and supports high-quality instructional practices that build students' proficiency in math.

Our Committee

Addison Fimbrez - Administrator
Travis Schwan - Administrator
Kilee Covert - Administrator
Amber Smith - Parent
Susan Goldberg - Parent
Terry Len Mason - Parent
Melissa Schwan - Parent
Melissa Nelson - Parent
Marla Molvin - Parent
Riley O'Connor - Teacher
Sara Kuehner - Teacher
Gloria Perez - Teacher

Barb Jones - Teacher
Danielle Hartzel - Teacher
Kelly Romm - Teacher
Amber Johnson - Teacher
Aida Zjajo - Teacher
Jen Martin - Teacher
Kara Nakamura - Teacher
Rachel Albrecht-Rossi -Teacher
Tina Kraus - Teacher
Shannon Feaster - Teacher
Kim Fallon - Teacher
Kayla Vronoski - Teacher
Amy MacDonald - Instructional Coach

Committee Support

- Darlene Baumgartner- Director of Professional Development
  - Committee Sponsor
- Kaylen Miller- Elementary Math Curriculum Specialist
  - Committee Co-Facilitator
- Donna Dempsey- Math Consultant
  - Committee Co-Facilitator
- Dr. Dusty Sanchez- Secondary Math Curriculum Specialist
  - Committee Support

Timeline

Committee Meeting Dates:

Meeting #1: Thursday, November 5, 2026 DTC North

Meeting #2: Monday, November 16, 2026 DTC North

Meeting #3: Monday, December, 14, 2026 DTC South

Meeting #4: Tuesday, January 19, 2027 DTC South

Meeting #5: Monday, February 8, 2027 DTC South

Meeting #6: Monday, February 22, 2027 DTC South

Meeting #7: Monday, March 8, 2027 DTC South

Meeting #8: Monday, March 29, 2027 DTC South

Times will be approximately 4:00 - 6:30 p.m.

Agenda

Call to Order:

A. Welcome
   a. Purpose, Committee, Committee Support, Agenda
B. Committee Interactions
   a. Introductions
   b. Results, process and relationships
   c. Consensus Decision Making
C. Laws
   a. Curriculum Adoption Law
   b. Open Meeting Law
   c. Freedom of Information
   d. Vendor Contact and Disclosures
   e. Member Roles
D. Focused Decisions
   a. District Demographics
   b. Math Data
E. Effective Math Instruction
   a. Article Jigsaw
F. Curriculum Criteria
   a. Create List and Sort
G. Vendor Consideration
H. Public Comment
I. Next Meetings

Adjourn:

Paradise Valley Unified School District

Today's Purpose & Outcomes

Purpose:

To share the K-6 Math Curriculum Resource Adoption Process and develop a list of criteria that will drive our material review.

Outcomes:

- A shared understanding of the K-6 Math Curriculum Resource Adoption process so that we can make clear recommendations and communicate our progress to stakeholders.
- A shared understanding of the process we want to follow, and the way we want to work together.
- Discuss components of the math classroom
- Develop a list of criteria use to drive our material review process
- Review a list of vendors.

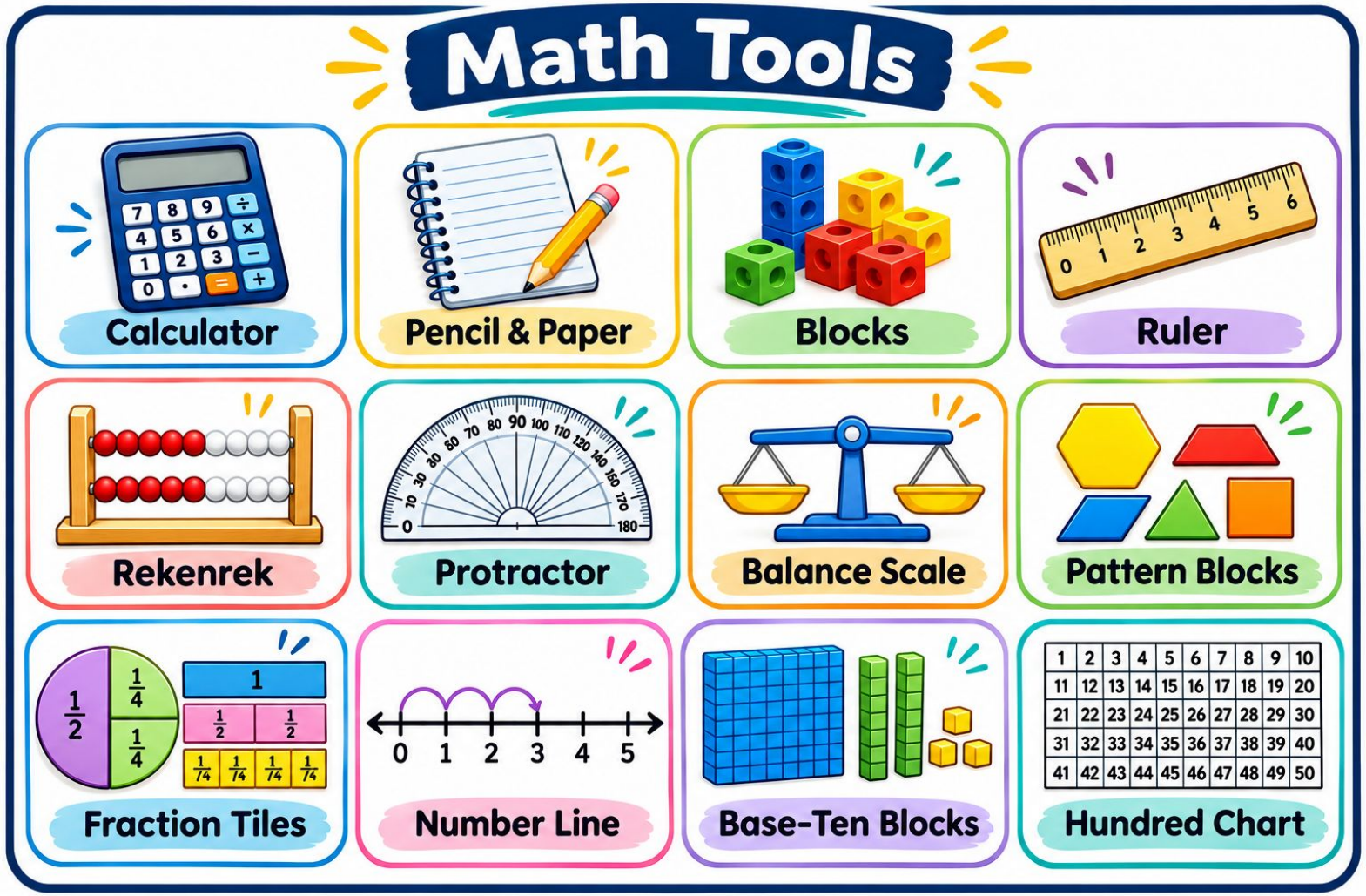
Introduce Yourself

Name:

Role:

I am most like a _____

because……



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Indicators of Success

CORE ANCHOR: Collective Ownership

Results

- Completion of the task
- Achievement of the goal

Process

- How the work gets done
- How the work is designed and managed
- How the work is monitored and evaluated

Relationship

- How people interact
- How people relate to the team, organization, or network
- How people feel about their involvement and contribution
- How much trust people have and mutuality people express toward one another

Consensus Decision Making Protocol

"We all may not get our way, but we will all get our say."

Definition of Consensus

Actively Seeking Perspectives: Ensuring all points of view are not just heard, but deliberately invited.

Constructive Alignment: Asking colleagues, *"What specific edit or addition would bring your rating to a 3 or higher?"* to strengthen agreement.

Recognizing Clear Group Will: Honoring the group's direction when the collective decision is clear, even to those who disagree with it.

Fist to Five Voting Scale

5	**5 Fingers:** I love this idea. I will champion it.
4	**4 Fingers:** I strongly agree with the proposal.
3	**3 Fingers:** The proposal is okay with me. I am willing to go along.
2	**2 Fingers:** I have reservations and am not yet ready to support this proposal.
1	**1 Finger:** I am opposed or possibly need more information for this proposal.
Fist	**Fist:** If I had the authority, I would veto this proposal regardless of the will of the group.

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Professional Participation Agreements

01 We keep every learner at the center.

02 We value diverse perspectives and honor all voices.

03 We are present, prepared, and punctual.

04 We ground decisions in evidence and process.

05 We commit to consensus and collective ownership.

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Curriculum Adoption and Open Meeting Law

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Curriculum Adoption Law (ARS 15-721)

- The governing board approves textbooks, supplements, and instructional computer software used.
- Curriculum being considered for adoption must be made available for public review for a period of 60 days prior to formal selection.
- The school district may purchase one textbook for each student in the largest group that would be receiving classroom instruction at any one time.
- All meetings of committees authorized for the purposes of textbook review and selection are open to the public.

Open Meeting Law (ARS 38-431)

- Paradise Valley seeks community involvement and feedback.
- We honor transparency with curriculum decisions for our students.
- We follow Open Meeting Law Guidelines and as such:
  - Meeting Information and Agenda posted to website and outside doors of lobby at least 24 hours in advance of meetings. Meeting minutes will be posted to the website and outside doors of the lobby within 3 days of meetings.
  - Community Members may attend meetings, but do not participate in discussion.
  - Community Members may participate in public comment at the end of each meeting.
  - Community Members will be able to provide feedback through a survey.
  - Community Members will be provided an opportunity to address the committee following the 60 day review period.

Freedom of Information

- Paradise Valley complies with all Public Records Requests
- Records requested may include:
  - Email correspondence
  - Rubrics for Vendors
  - Paper Documents or Electronic Documents

Vendor Contact and Disclosures

- Committee members should not communicate with vendors during the adoption process. Attempts at communication should be shared with facilitators.
- Gifts from vendors during the adoptions process cannot be accepted.
- If you have a connection to a vendor, it must be disclosed. Undisclosed connections can disrupt the adoption process.

Member Roles

- Will keep in mind needs of all stakeholders (those impacted by the outcome of our recommendations).
- Will communicate with their stakeholders (teachers, parents & community, and administration) regarding adoption process and share feedback with co-facilitators.
- Will share relevant information, expertise, or perspectives as needed.
- Are responsible for researching all options and completing the necessary work to be prepared for meetings.
- Are responsible for the final recommendations and attending all meetings.

Focused Decisions

District Demographics

Updated May, 2026

Paradise Valley Unified School District

100
Square Miles
Located in North Phoenix & North Scottsdale

K-12 Enrollment
24,362
Students

Schools

10 Pre-K & Early Childhood Development Programs
26 Elementary (K-6)
1 K-8
6 Middle (7-8)
5 High (9-12)
2 Alternative
1 Online Option

Learners

46.00% Free/Reduced Lunch
17.20% Special Education
15.60% Gifted Students
9.50% English Learners

Staff

3,406 Total Staff
2,039 Certified
1,259 Classified
108 Administrators

82 of which are National Board Certified

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Student Population

51.40% Caucasian
33.81% Hispanic
3.55% African American
4.50% Asian
1.05% Native American
5.69% Other

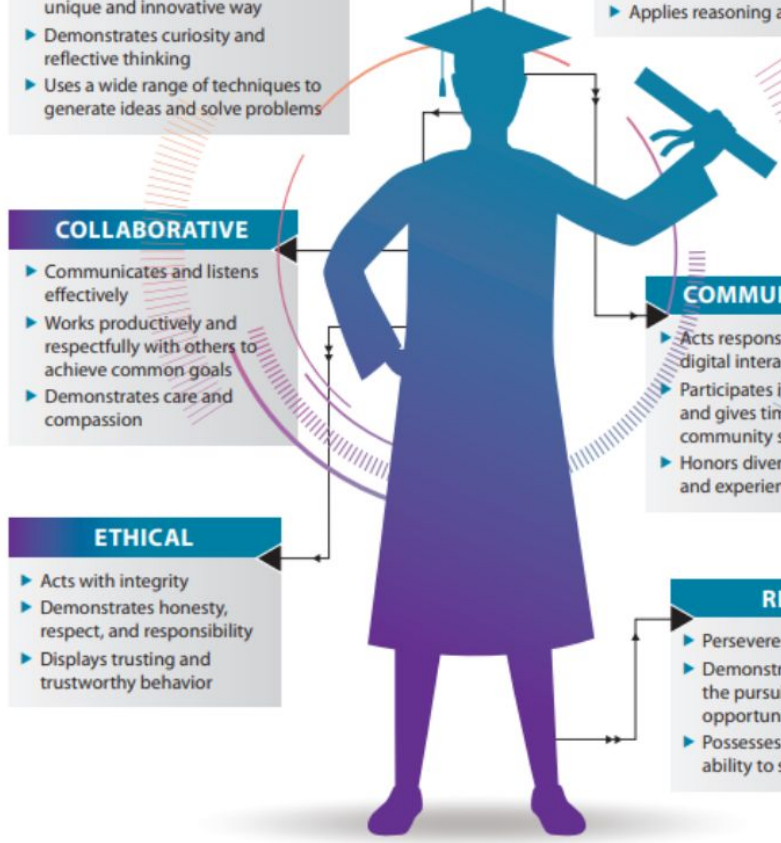
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1 Spanish Dual Language Immersion
1 Mandarin Dual Language Immersion

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Portrait of a PVSchools GRADUATE

A PVSchools graduate is prepared for career, college, and community involvement and embodies the following characteristics:



CREATIVE THINKER

- Connects patterns and ideas in a unique and innovative way
- Demonstrates curiosity and reflective thinking
- Uses a wide range of techniques to generate ideas and solve problems

CRITICAL THINKER

- Seeks solutions to problems
- Thinks independently
- Applies reasoning and logic to situations

COLLABORATIVE

- Communicates and listens effectively
- Works productively and respectfully with others to achieve common goals
- Demonstrates care and compassion

COMMUNITY MINDED

- Acts responsibly in personal and digital interactions
- Participates in civic responsibilities and gives time and energy to community service
- Honors diversity and the opinions and experiences of others

ETHICAL

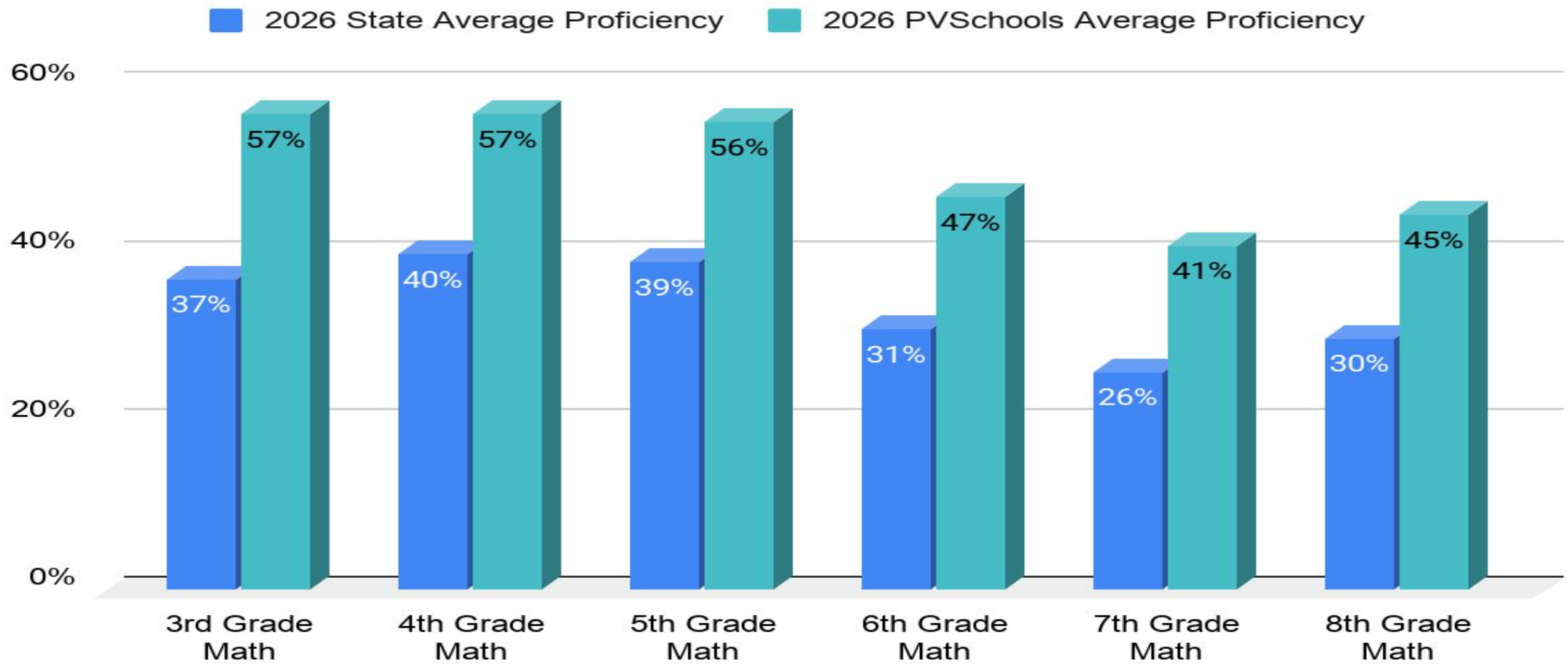
- Acts with integrity
- Demonstrates honesty, respect, and responsibility
- Displays trusting and trustworthy behavior

RESILIENT

- Perseveres through challenges
- Demonstrates flexibility in the pursuit of new ideas and opportunities
- Possesses confidence in the ability to succeed

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AASA MATH Average Proficiency Rates
PV Compared to the State



2026 AASA MATH

*Data gathered from Pearson AASA PAN reports

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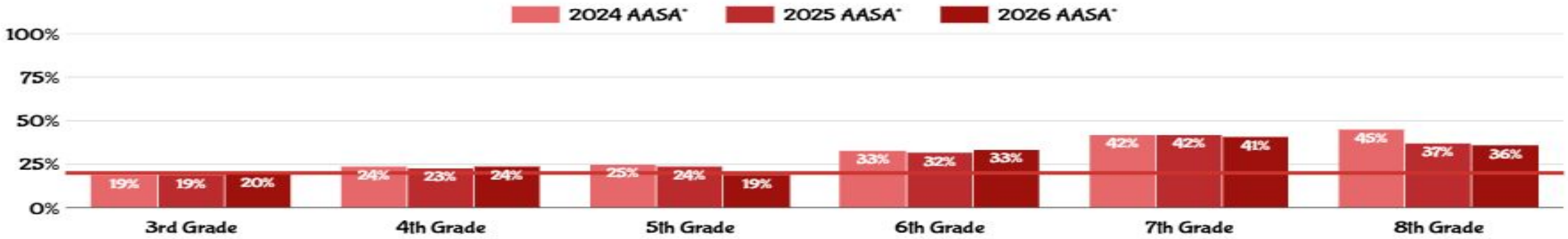
PVUSD MATH AASA

PROFICIENT/HIGHLY PROFICIENT



24% Partially Proficient | 20% Partially Proficient | 25% Partially Proficient | 20% Partially Proficient | 18% Partially Proficient | 19% Partially Proficient

MINIMALLY PROFICIENT



2026 AASA Math

*Data gathered from Pearson AASA PAN reports

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Math Data Trends

Math Glows (K-6)

- District math proficiency rates across grades 3 through 6 exceed the Arizona state average by 15 to 20 percentage points.
- Third grade math reached 57 percent proficiency compared to 37 percent statewide, marking a 20-point advantage.
- Fifth grade demonstrated strong gains, with an increase in proficient students and a decrease in minimally proficient students.
- Across PVSchools, 592 students earned perfect scores on the AASA math assessment.
- Overall math proficiency across grades 3 through 8 has grown from 47 percent to 51 percent over the past three years.

Math Grows (K-6 Data Focus)

- A significant portion of elementary students remain in the Partially Proficient range: 24 percent of third graders, 20 percent of fourth graders, 18 percent of fifth graders, and 19 percent of sixth graders.
- With overall 3-8 math proficiency at 51 percent, 49 percent of students are performing below grade-level proficiency standards.
- Cohort transitions outside of fifth grade reflect flat or declining growth.

Effective Math Instruction Jigsaw

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Questions to Consider

- What in your reading stuck out to you?
- What aspect of math education did this focus on?
- How does this relate to curriculum resources?

Curriculum Criteria

The district seeks a comprehensive math curriculum that includes high-quality, print-rich instructional materials to support hands-on learning, mathematical reasoning, and meaningful student engagement. While digital resources may complement instruction, the core curriculum should not rely primarily on screen-based materials and should provide robust opportunities for students to learn, practice, and demonstrate understanding through print-based and other non-digital learning experiences.

Criteria List and Sort



Consensus Decision Making Protocol

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Definition of Consensus

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Fist	**Fist:** If I had the authority, I would veto this proposal regardless of the will of the group.

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Vendors

Vendors

- Initial invitation sent to vendors
- Vendor information posted on the K-6 Math Curriculum Resource Adoption website
- Criteria list will be shared with vendors
- Materials must be received by December 4th

Public Comment

Next Meeting November 16th 4:00-6:30

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Meeting Adjourned



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