The Joy of Discovering Mathematics

*Inspiring **ALL** K-5 Math Learners to Reach their Potential*

K-5 Math Pilot Update

Oak Park Elementary School District 97
Board of Education Meeting
January 27, 2026

Presenters:
Dr. Tawanda Lawrence, Senior Director of Teaching and Learning
Ms. Jennifer Logan, Curriculum Coordinator (PreK-2)
Ms. Kristen Eunson, Curriculum Coordinator (3-5)

What’s the big idea?

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K-5 Math Pilot Update

Agenda

01 Anchoring **our K-5 Math Focus** in Best Practice

02 Prioritizing **our K-5 Math Initiatives** for SY25-26

03 Looking Ahead at **our K-5 Math Journey**

04 Questions from the Board of Education

“Good problem-solving tasks require students to get stuck and then to think, to experiment, to try and to fail, and to apply their knowledge in novel ways in order to get unstuck.”

—Peter Liljedahl

01

Anchoring our Math Focus in Best Practice



Mathematics and the Path to Equity

1) Offer all students high-level content

2) Work to change ideas about who can achieve in mathematics

3) Encourage students to think deeply about mathematics

Board Policy 7:12 Ensuring Racial and Educational Equity

A: Equitable Access

"D97 shall provide every student with equitable access to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources necessary for them to succeed."

C: Eliminating Disproportionality

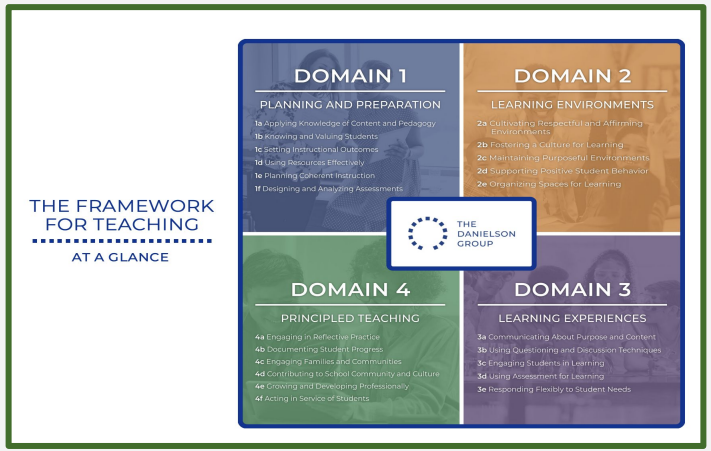
"District 97 will eliminate disproportionality in discipline, especially by race/ethnicity and gender, and support students' social, emotional, and cultural needs. The District shall achieve this through measures such as a district-wide emphasis on social-emotional learning and supports and culturally responsive teaching pedagogy."

F: Professional Development

"Our staff will also undergo training on the importance and value of a curriculum that is culturally relevant and not based on euro-centric traditions that have historically permeated all of our curricula. Teachers will continue to undergo training on effective in-class learning differentiation."

H: Recognizing and Valuing Diversity

"The District shall incorporate teaching and learning materials and assessments that are intentionally designed to reduce bias and are geared toward the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member."



4) Teach students to work together

5) Give girls and students of color additional encouragement to learn math

Boaler, 2022

Mathematics Resources Grounded in Best Practices

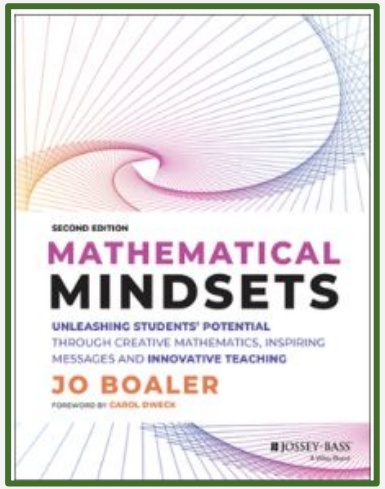
STANDARDS AND INSTRUCTION

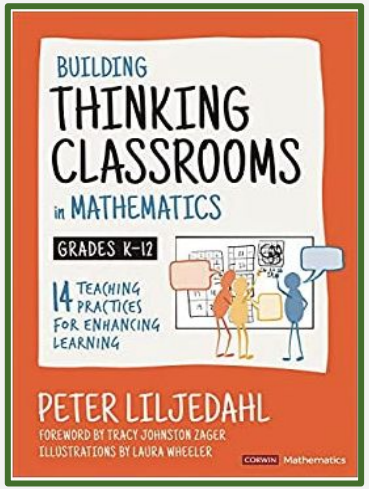
Illinois Comprehensive Numeracy Plan

STANDARDS AND INSTRUCTION

ILLINOIS COMPREHENSIVE NUMERACY PLAN

The Illinois State Board of Education is developing the Illinois Comprehensive Numeracy Plan, a statewide initiative to strengthen math learning for all students. Rooted in evidence-based practices and informed by voices from the field, this plan is designed to support educators, schools, and districts with the tools, resources, and professional learning they need to deliver high-quality math instruction at every grade level. The Illinois Comprehensive Numeracy Plan will guide shared efforts across the state to improve student achievement in mathematics and prepare all learners for future success.





D97 K-5 Math Mission Statement



D97 K-5 Math Curriculum Committee

Our mission is to inspire and empower all K-5 learners to develop a strong foundation of mathematical knowledge by fostering number sense, engaging in hands-on learning experiences, and cultivating a growth mindset. Through research and standards-based practices and a commitment to data driven instruction, students are equipped with the skills, confidence, flexibility, and creativity to apply their learning in meaningful ways. In the classroom, students experience the rigor and joy of discovering math with critical-thinking and problem-solving approaches that honor the unique strengths of every learner.

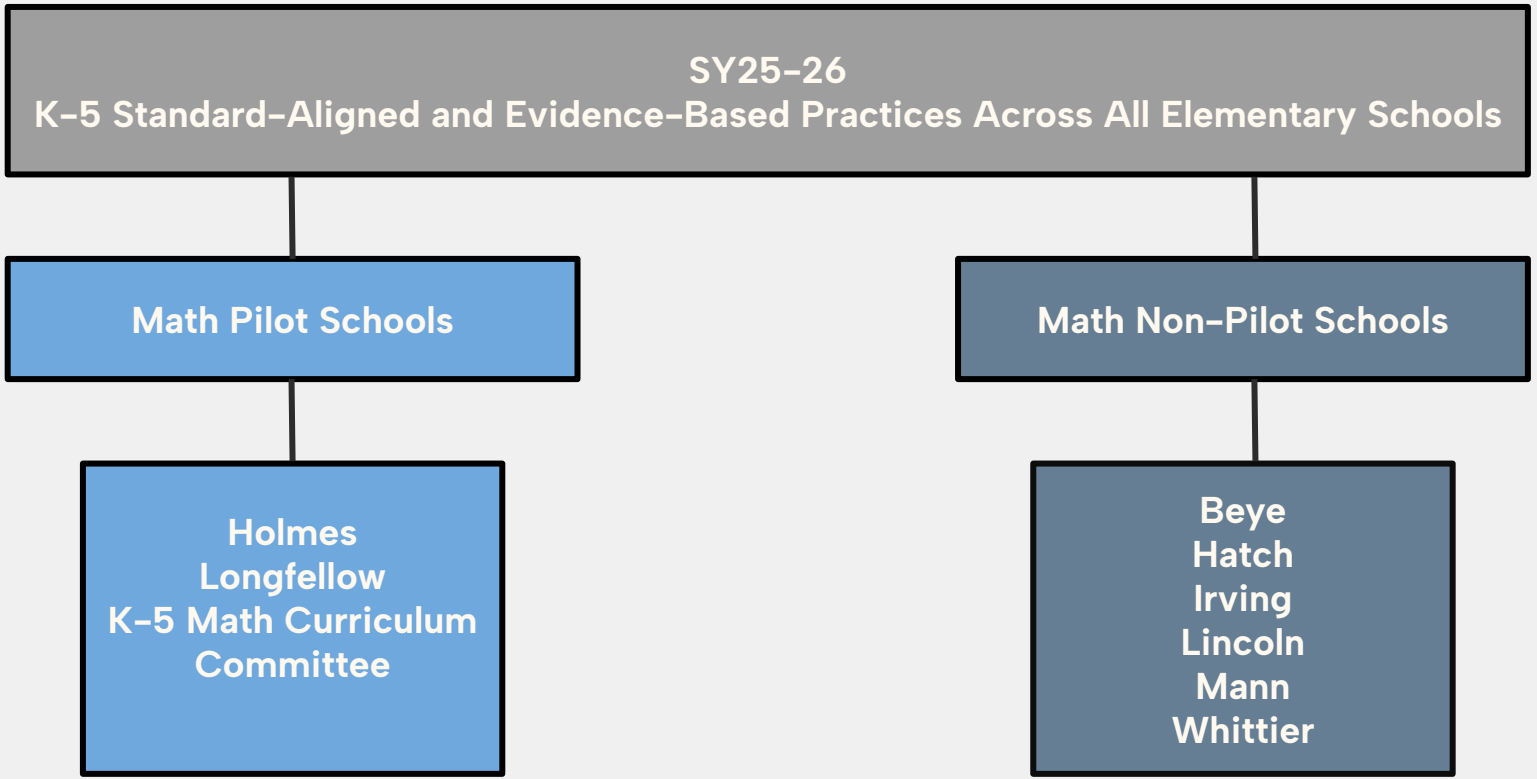
02

Prioritizing our K-5 Math Initiatives for SY25-26



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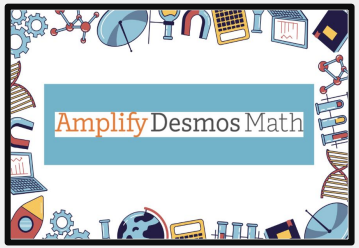


The Joy of Discovering Mathematics

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SY25-26
K-5 Standard-Aligned and Evidence-Based Practices Across All Elementary Schools

November 17- January 30



Math Pilot Schools
Holmes & Longfellow
K-5 Math Curriculum Committee

February 2 - March 27

BRIDGES™ IN MATHEMATICS

K-5 Math Resource Review

Pilot schools and K-5 Math Curriculum Committee members are piloting two evidence-based resources: Amplify Desmos Math & Math Learning Center Bridges in Mathematics

Professional Learning

Instructional coaches and pilot teachers are receiving initial & follow-up coaching to support effective mathematics instruction and the implementation of each pilot program with integrity

K-5 Math Pilot Update

7 Criteria

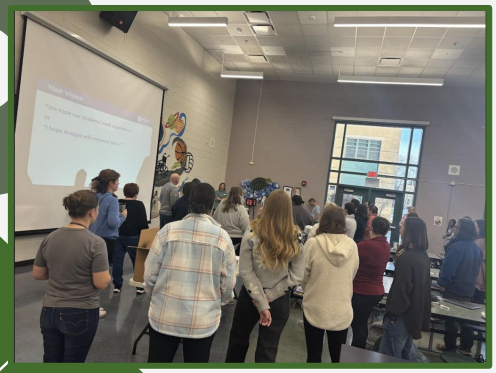
- Mission Statement Alignment
- IL Learning Standards for Mathematics and Standards of Mathematical Practices
- 3 Key Shifts: Conceptual Understanding, Procedural Fluency, and Application
- Instructional Approach (Systematic and Sequential)
- Assessment
- Culturally Responsive
- Differentiation, Accessibility and Technology Integration



K-5 Math Pilot Update

Pilot Training





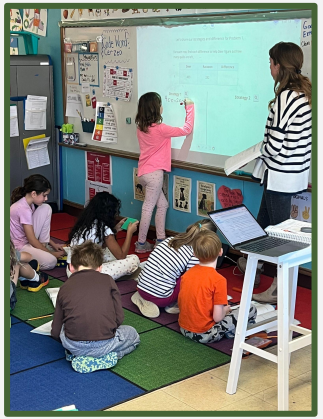
Teacher Collaboration



Student Engagement







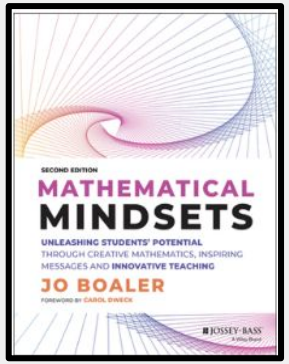


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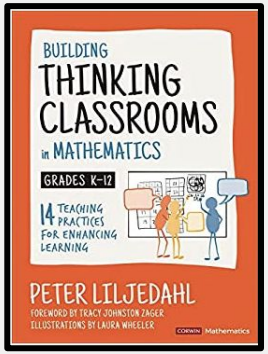
SY25-26
K-5 Standard-Aligned and Evidence-Based Practices Across All Elementary Schools

Math Non-Pilot Schools
Beye, Hatch, Irving, Lincoln, Mann, & Whittier

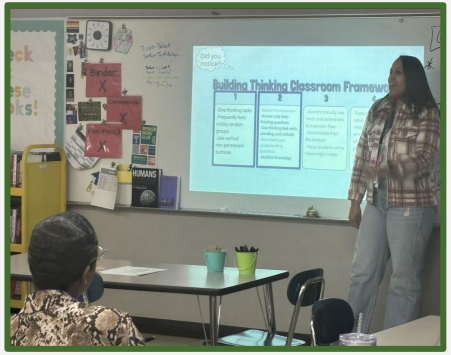


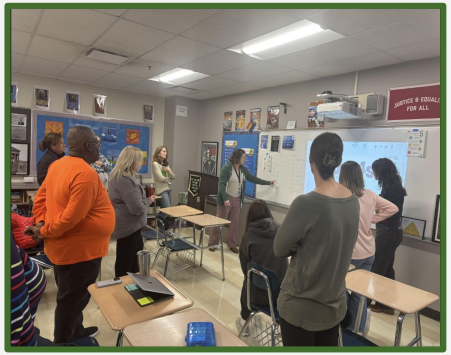
<u>Professional Learning</u>

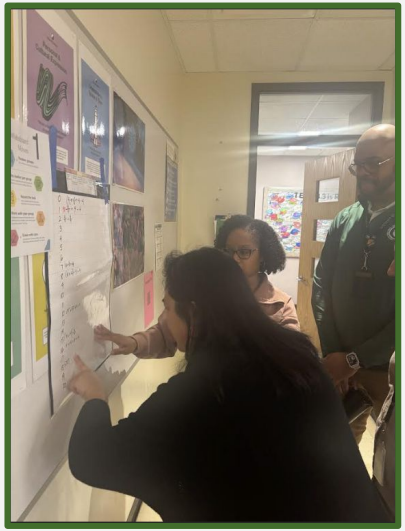
Professional learning opportunities are grounded in current research on evidence-based mathematics instruction and strategies from *Mathematical Mindsets* by Jo Boaler and *Building Thinking Classrooms* by Peter Liljedahl



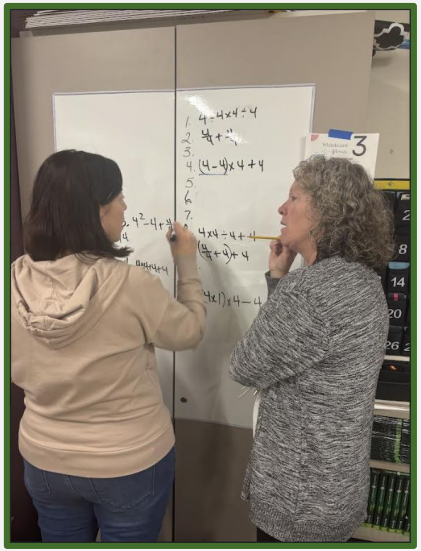
Institute Day - January 5, 2026
The Joy of Mathematical Thinking Choice Sessions











03

Looking Ahead at our K-5 Math Journey



2024 - 2026	Collaborate with the K-5 Math Curriculum Committee to identify a comprehensive, evidence-based mathematics resource for grades K-5 to recommend to the Board of Education for adoption in April

3 Stage Process: K-5 Math Resource Selection

Stage 1
Identify Resources to Review

✓Gather math resources recommendations from various stakeholders and school districts

✓Utilize EdReports to identify resources that Meet Expectations

✓Provide a survey of questions to all vendors

✓Score vendor survey responses & identify 5-6 vendors to present to the committee

Stage 2
Select Resources to Pilot

✓Conduct vendor presentations for 5-6 resources

✓Utilize demo accounts to explore each resource

✓Rate each resource utilizing the agreed upon evaluation tool(s)

✓Utilize a decision-making protocol to select 2 resources to pilot

Stage 3
Conduct Pilot & Gather Data

Conduct pilot of two resources at the selected pilot schools

Gather feedback from teachers, students, & families

Analyze pre/post assessment data

Rate each resource utilizing the agreed upon evaluation tool(s)

Utilize a research-based framework to determine resources to recommend for adoption

04

Questions

from the Board of Education



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Oak Park Elementary School District 97
Committee of the Whole Meeting
January 28, 2025

Presenters:
Patrick Robinson, Assistant Superintendent for Elementary Schools
Dr. Tawanda Lawrence, Senior Director of Teaching and Learning
Jennifer Logan, Curriculum Coordinator (PreK-5)

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01 Mathematics and the Path to Equity

02 K-5 Math Curriculum Committee Priorities for SY24-25

03 Timeline and Next Steps

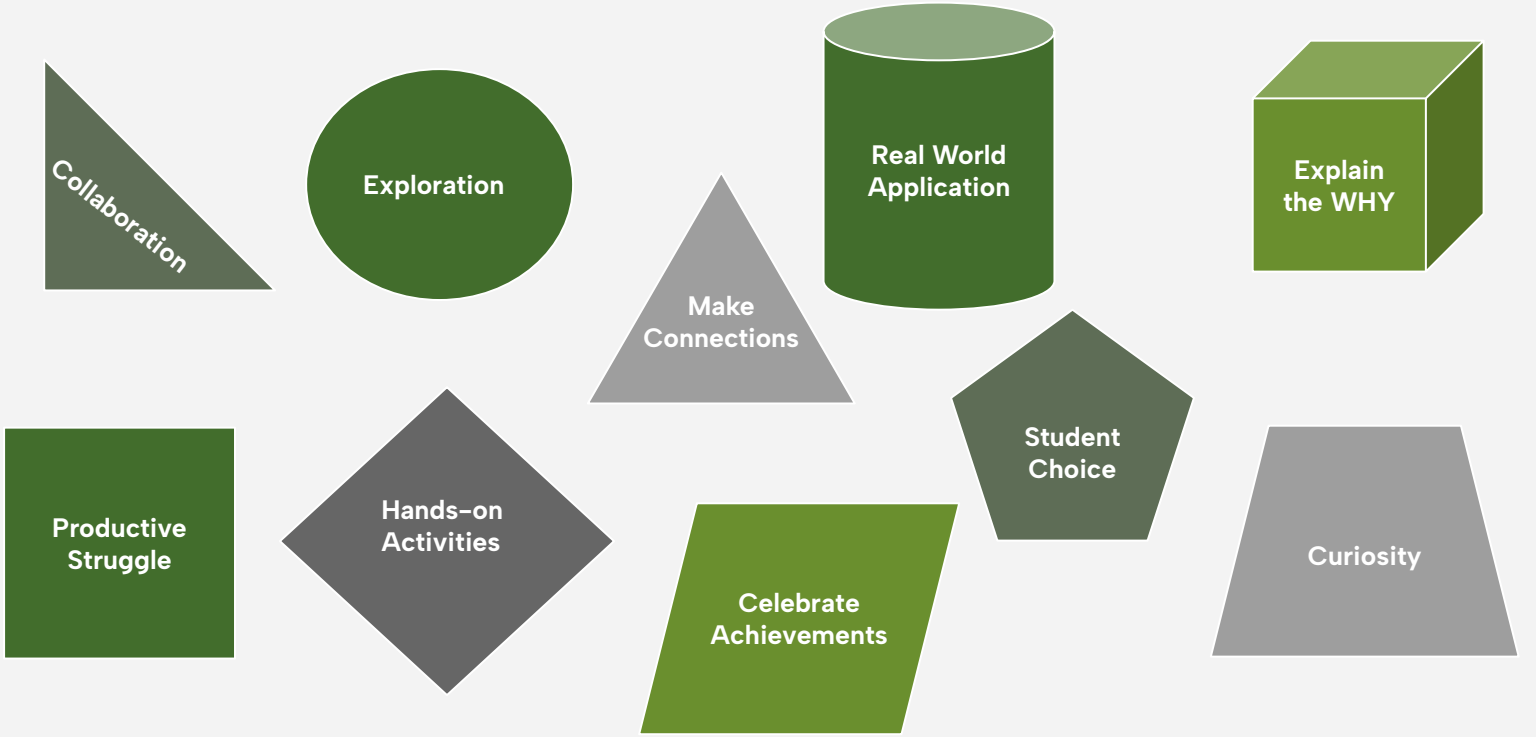
04 Questions from the Board of Education

“The powerful thinkers in today’s world are not those who can calculate fast, as used to be true; fast calculations are now fully automated, routine, and uninspiring. The powerful thinkers are those who make connections, think logically, and use space, data, and numbers creatively.”

—Dr. Jo Boaler

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01

Mathematics and the Path to Equity



Board Policy 7:12 Ensuring Racial and Educational Equity

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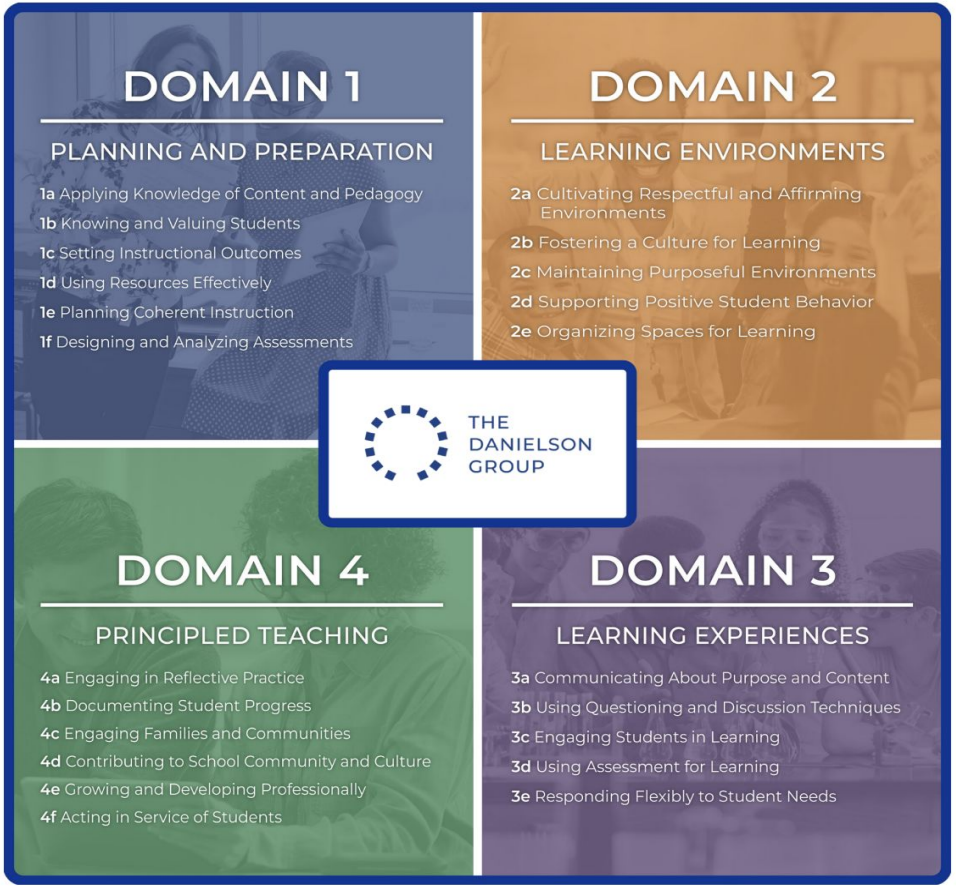
"Our staff will also undergo training on the importance and value of a curriculum that is culturally relevant and not based on euro-centric traditions that have historically permeated all of our curricula. Teachers will continue to undergo training on effective in-class learning differentiation."

H: Recognizing and Valuing Diversity

"The District shall incorporate teaching and learning materials and assessments that are intentionally designed to reduce bias and are geared toward the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member."

THE FRAMEWORK FOR TEACHING

AT A GLANCE



Mathematics and the Path to Equity

1) Offer all students high-level content

Broaden the number of students who are given high-level opportunities is a clear way of improving achievement and promoting equity.

2) Work to change ideas about who can achieve in mathematics

The mindset beliefs held by teachers about learning mathematics open or close pathways for students. It is important for teachers to transmit growth mindset messages to students.

3) Encourage students to think deeply about mathematics

Many students, particularly girls prefer a connected approach to mathematics to understand why, when, and how methods work. When mathematics is taught in a connected, inquiry-based way, inequities disappear and achievement increases.

Boaler, 2022

Mathematics and the Path to Equity

4) Teach students to work together

Research has shown the advantages of students working together for mathematics understanding and group work is also a critical strategy for countering racial inequities in mathematics.

5) Give girls and students of color additional encouragement to learn math

In addition to collaboration and inquiry-based approaches, girls and students of color need thoughtful and positive messages communicated with them about their valued place in mathematics.

Boaler, 2022

02

K-5 Math Curriculum Committee Priorities for SY24-25

Meet the K-5 Math Curriculum Committee!

Math Curriculum Committee Members *Brooks Feeder Schools*		Math Curriculum Committee Members *Julian Feeder Schools*
Linda Chrystall - Hatch Taylor Bowman - Hatch Noah Zand - Hatch Rachel Wheatley - Lincoln Julie King - Lincoln Karri Spillane - Lincoln Courtney Tyler - Lincoln Don Shanahan - Lincoln Catina Burries - Lincoln Arnetta Thompson - Lincoln	Christy Carlson - Holmes Elizabeth Vietzen - Holmes Charlee Moss - Holmes Anna Kalember - Holmes Elisa Vella - Holmes Rosie Espinosa - Holmes Nicole Mendez - Holmes Taylor Kula - Whittier Leslie Weiss - Whittier	Mark Bulger - Beye Sarah Adduci - Beye Natalie Bauman - Beye Kara Sakellaris - Irving Betsy Parkinson - Irving Sara Falkin - Irving Jen Buckley - Mann Michelle Bolis - Mann Lindsay Golemes - Longfellow Ahzea Makhubu - Longfellow

K-5 Math Curriculum Committee Priorities for SY24-25

Priority #1	Gather feedback from all elementary teachers to inform the resource review process	✓
Priority #2	Develop a mission statement for K-5 mathematics to guide the selection of comprehensive resources	✓
Priority #3	Establish a shared understanding of the Illinois Learning Standards for Mathematics and evaluation tools	✓
Priority #4	Select two comprehensive mathematics resources to pilot during the 2025-2026 school year	✓
Priority #5	Identify the pilot units of instruction based on the scope and sequence and develop a professional learning plan	✓

Priority #1

Gather feedback from all elementary teachers to inform the resource review process

Grade Level Team	What aspects of the Eureka Math resource have been effective in your classroom?	What barriers have you encountered with the Eureka Math resource?	What features or qualities do you hope to find in a new mathematics resource for Tier 1 instruction?	Are there K-5 comprehensive mathematics resources for Tier 1 instruction that your team would like the Math Curriculum Committee to review as a potential resource to pilot and adopt district-wide? If so, please list the resource(s) and company below.	What areas of professional development is your team interested in exploring to advance your mathematics instruction?
Kindergarten	Math manipulatives, practice set/sprints for addition and subtraction, it's easy to follow/teacher's guide, workbooks are provided, easy to access online resources, and not a ton of teacher prep/teacher having to provide extra supplies.	Journals/worksheets/curriculum are not very engaging, challenging or intuitive. It's repetitive and boring. Teachers have to supplement a lot.	Engaging and intuitive student activities, differentiation built in, still easy to follow, materials/supplies included, easy to access/online resource, possibly having an app or tech engagement piece. Small group activities included. Everything provided including workbooks.	Bridges (if not using for tier 2)	Rocket math (if app)
First Grade	exit tickets, application problem, problem set workbooks, differentiated problem set, homework books.	not having all of the materials necessary (ie. 5-group cards), not sufficient time to get through a lesson and WIN time to appropriately differentiate, not kid-friendly language, don't like the Eureka final assessments, Eureka terminology, hard programs for all/below grade level students, rigorous and quick	Differentiate component, kid-friendly, centers provided, student tech component	Savaas, Everyday Math, Bridges	If we get a new curriculum, official training from the curri
Second Grade	Problem Set/Exit Tickets.	Length of lesson, the language is not child friendly- too wordy for math. Differentiation is lacking.	Differentiated options available for classwork/homework. Kid friendly language, less words more math.	N/A	Training on the new curriculum.
Third Grade	Everyday fluency, application problems, it aligns with Zearn, and good math strategies are taught.	Lack of manipulatives, curriculum doesn't spiral, no games. workbook isn't engaging nor does it have enough space for students to show their work.	Math games, application problems, more spiraling of the curriculum, an online option like Mobymax or Splash Learn, student material more engaging (color, etc)	Everyday Math, My Math,	Math games, small group resources for standards, tier++
Fourth Grade	Providing multiple strategies and tools for solving word problems and computation. The fluency Sprints and Exit Tickets as formative assessments.	No resources and manipulatives and not having colored books to help students. There is no online component.	As mentioned above and built in Enrichment activities and PBL	Everyday Math was effective as it had spiraling approach and revisited skills.	Teachers should be introduced to Building Thinking Class
Fifth Grade	I appreciate the structure of the lesson with Zearn (we use Zearn to pre-teach), lesson instruction (with video support if needed), Problem Set, Homework Problems for extra practice, and daily exit tickets.	We try to pace at one lesson a day, which is sometimes too fast. Also - drawing tape diagrams and area models for some students is challenging, their success is rooted more in understanding the standard algorithm process.	If a new math curriculum came with supplemental ideas for both enrichment and reinforcing the basic lesson goal, this would be helpful - especially for small group instruction.	Our team has only worked with Eureka Math, and we have not used additional resources, so I am not aware of anything different.	Our team would love supplemental ideas to creatively su



Grade Level Team

- Provided time to reflect on their mathematics instruction and current adopted resource
- Submitted a survey reflecting their thoughts on effective resources to support student learning and professional learning opportunities to enhance their practice

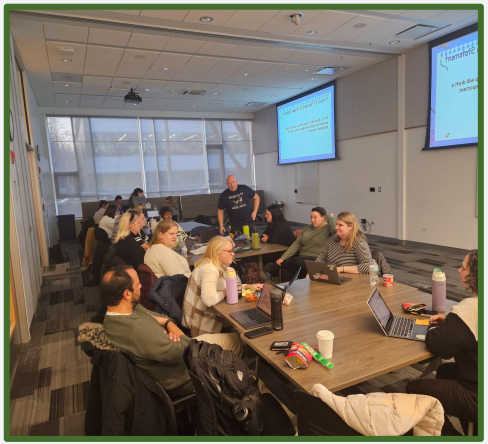
Building Leadership Team

- Conducted a meeting with each Building Leadership Team to discuss the grade level survey results for their school and share the resource review and pilot plan

Priority #2

Develop a mission statement for K–5 mathematics to guide the selection of comprehensive resources





K-5 Math Mission Statement will...

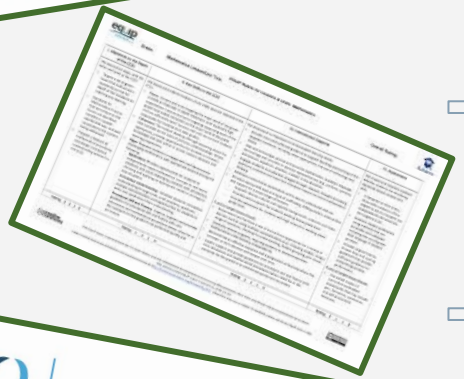
- Outline the overall purpose, values, and intended student outcomes of the K–5 mathematics program
- Serve as a guiding compass, ensuring the resource fulfills the mission and effectively supports the learning of all students
- Focus the evaluation of pilot resources on its content, learning objective, and teaching method alignment to the mission statement

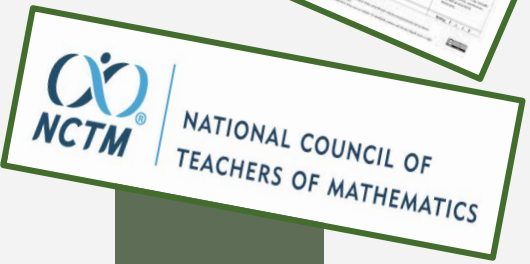
Priority #3

Establish a shared understanding of the Illinois Learning Standards for Mathematics and evaluation tools









- Engaged in a deep dive into the Illinois Learning Standards for Mathematics and the Common Core Shifts
- Analyzed the standards and shifts, to help identify pilot resources that align with these expectations and support our district's unique needs
- Allowed the committee to level-set our understanding and ensure all committee members are equipped to evaluate potential math curricular resources effectively
- Established a shared understanding to guide the committee in making an informed decision to select pilot resources that foster mathematical growth and success for all students

Priority #4	Select two comprehensive mathematics resources to pilot during the 2025-2026 school year

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Stage 3
Conduct Pilot & Gather Data

Conduct pilot of two resources at the selected pilot schools

Gather feedback from teachers, students, & families

Analyze pre/post assessment data

Rate each resource utilizing the agreed upon evaluation tool(s)

Utilize a research-based framework to determine resources to recommend for adoption

Priority #5	Identify the pilot units of instruction based on the scope and sequence and determine professional learning needs

Pilot Units of Instruction

- Review the D97 scope and sequence for mathematics that includes the Illinois Learning Standards that students need to know and be able to do by the end of each grade level
- Select units of instruction for each pilot resource that aligns with the priority standards identified in the D97 scope and sequence to ensure each standard is taught by the end of the school year
- Support teachers with reporting on student progress in mathematics to families

Professional Learning Opportunities

- Design professional learning opportunities for K-5 teachers to support mathematics instruction
  - Pilot Schools - Initial and follow-up coaching for pilot resources
  - Non-Pilot Schools - Apply strategies from *Mathematical Mindsets* by Jo Boaler and *Building Thinking Classrooms* by Peter Liljedahl

03

Timeline and Next Steps



SY24-25 Timeline and Next Steps

Nov - Feb

Priority #1

Gather Feedback from K-5 Teachers

Nov - Jan

Develop K-5 Mathematics Mission Statement

Priority #2

Nov - Feb

Priority #3

Establish Shared Understanding of Standards and Evaluation Tools

Feb - April

Select two Comprehensive Mathematics Resources to Pilot

Priority #4

April - May

Priority #5

Identify Pilot Units of Instruction and Develop a Professional Learning Plan for SY25-26

04

Questions

from the Board of Education

