





Do The Math Do The Math Now!


Align to Title I, Section 1003(g)
SCHOOL IMPROVEMENT GRANTS

School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how *Do The Math* and *Do The Math Now!* can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: <http://www2.ed.gov/programs/sif/legislation.html>.

SIG Requirements	Do The Math and Do The Math Now!
Implement an instructional program that is research-based	<p><i>Do The Math</i> and <i>Do The Math Now!</i>, created by Marilyn Burns, give students who have fallen behind a chance to catch up and keep up. Focusing on numbers and operations—the cornerstone of elementary Math education—<i>Do The Math</i> helps students in grades 2-8 build a solid foundation in computation, number sense, and problem solving for immediate and long-term learning. The program, which reflects <i>National Council of Mathematics</i> (NCTM) standards, teaches essential Numbers and Operations math skills that integrate with a core math curriculum.</p> <p><i>Do The Math Now!</i> is an intensive intervention program for students in Grades 6-12 who have fallen behind. Designed to build numerical foundations necessary to prepare students for Algebra, <i>Do The Math Now!</i> focuses on developing understanding and facility with whole numbers and fractions. By spending time developing unifying ideas, students build deep understanding, learn to reason mathematically, make connections across operations, and apply their skills to higher-level mathematics—critical foundations of Algebra.</p> <p><i>The Do The Math</i> instructional design applies what is known about reaching a wide variety of students who struggle with math to achieve proficiency with arithmetic concepts and skills by incorporating these eight research-based guiding principles:</p> <ul style="list-style-type: none"> ▪ Scaffolded Content—<i>Do The Math</i> and <i>Do The Math Now!</i> focuses on the basics of Number and Operations with lessons that build accuracy, efficiency, and understanding. ▪ Explicit Instruction—In <i>Do The Math</i> and <i>Do The Math Now!</i>, explicit instruction utilizes the scaffolded content and is designed to guide teachers to model, connect concepts to their mathematical representations, and introduce appropriate language. ▪ Multiple Strategies—In both programs, lessons engage students with concepts and skills in multiple ways using concrete manipulative materials, ▪ Gradual Release—In <i>Do The Math</i> and <i>Do The Math Now!</i> gradual release pedagogy sets an expectation for student involvement and gives learners the direction and support needed to be successful. <p style="text-align: right;">CONTINUED</p>

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<p>Implement an instructional program that is research-based <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ Student Interaction—Essential routines in both programs encourage student and partner interaction. Games encourage active engagement and provide practice. ▪ Meaningful Practice—Written practice in the <i>Workspace</i> is carefully sequenced so that no new knowledge or skill is required in order for the student to be successful. ▪ Assessment & Differentiation—Ongoing assessments and suggestions for differentiation are integral to the programs. ▪ Vocabulary & Language—Vocabulary is introduced after students experience and develop a firm understanding of the mathematical concept so that they can anchor the word in their understanding. <p> For additional information regarding the research foundations and efficacy for <i>Do The Math</i> and <i>Do The Math Now!</i>, please see documentation at this site: http://teacher.scholastic.com/products/dothemath/research.htm</p>
<p>Implement an instructional program that is aligned with State academic standards</p>	<p><i>Do The Math</i> and <i>Do The Math Now!</i> target the Core within the Core—the standards within the Common Core State Standards that focus on the most critical foundations for Algebra—fluency with whole numbers and fractions. By focusing on these key skills and concepts, <i>Do The Math</i> and <i>Do The Math Now!</i> follow the recommendation of the Common Core State Standards for focused and coherent instruction that provides more time for students to reason with, reflect upon, and practice mathematics.</p> <p> For information about how <i>Do The Math</i> and <i>Do The Math Now!</i> correlate to State Standards, please see: http://teacher.scholastic.com/products/dothemath/common-core.htm</p>
<p>Integrate technology-based supports and interventions as part of the instructional program</p>	<p>The <i>Do The Math</i> and <i>Do The Math Now!</i> Interactive Whiteboard Tools are a series of interactive whiteboard tools that turn math lessons into engaging and visual experiences. These tools support instruction in all four program strands—Addition & Subtraction, Multiplication, Division, and Fractions. The easy-to-use demonstration tools are ideal for small- or whole-group instruction and can be used on any whiteboard or classroom computer to help students better visualize math concepts and skills.</p> <p><i>Do The Math</i> and <i>Do The Math Now!</i> Interactive Whiteboard Tools are completely integrated with the curriculum. When the teacher clicks on the Main Menu he or she gets a list of lessons rather than a list of tools. As the teacher teaches the lesson using the <i>Do The Math</i> Teacher’s Guide, he or she clicks on the appropriate tool, activity, or game, each of which is described in the print lesson. The tools can also be used flexibly and independently, and were created so that the teacher could use the program effectively for whole class instruction or with larger groups of students.</p> <p>The <i>Do The Math</i> and <i>Do The Math Now!</i> Interactive Whiteboard Tools meet the needs of teachers who aim to use technology to motivate, encourage, and help change students’ attitudes towards math. Because today’s students are technology-oriented, the tools reach students who are not successful at traditional paper and pencil math computation. Teachers and students are able to write equations with whole numbers and fractions, draw lines, draw open number lines, and more on the interactive whiteboard. This feature allows teachers to maintain flexibility when recording students’ responses and model their thought processes.</p>


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<p>Use formative, interim, and summative assessments to inform and differentiate instruction</p>	<p><i>Do The Math</i> and <i>Do The Math Now!</i> include both embedded progress monitoring and summative assessments that allow teachers to continuously evaluate student understanding and monitor their progress. Ongoing assessment is built into both programs as students use their <i>WorkSpace</i> during each lesson to follow along with lessons and to practice learned concepts and skills on a daily basis. During every fifth lesson, on a weekly basis, students complete the <i>Show What You Know WorkSpace</i> assignment. After students complete the <i>Show What You Know</i> assignment, teachers can formally assess understanding of skills and concepts from the previous four lessons.</p> <p>In addition, summative assessments are administered through computer-based <i>ProgressSpace</i> assessments at the beginning and end of each unit and semester to assess understanding and monitor student progress over time.</p> <p><u><i>Do The Math</i></u></p> <ul style="list-style-type: none"> ▪ Beginning-of-Module Assessments—Administered at the start of each <i>Do The Math</i> module to capture students’ baseline scores and understanding of foundational math skills ▪ Formative Assessment—Daily observations give students the prompt attention that will enable them to complete math assignments successfully. ▪ Progress Monitoring, which occurs every fifth lesson, is followed by suggestions for differentiating instruction for students who need additional support and those ready for a challenge. ▪ End-of-Module Assessments—Administered at the end of each <i>Do The Math</i> module to enable teachers to track and monitor student progress over the course of 30 lessons <p><u><i>Do The Math Now!</i></u></p> <ul style="list-style-type: none"> ▪ Beginning-of-Unit Assessments —Administered at the start of each <i>Do The Math Now!</i> unit to capture students’ baseline scores and understanding of foundational math skills. ▪ End-of-Unit Assessments— Administered at the end of each <i>Do The Math Now!</i> unit to enable teachers to track and monitor student progress over the course of 15 lessons. ▪ Beginning-of-Semester Assessments— Both the Multiplication & Division and Fraction Fundamentals volumes include an assessment to capture students’ baseline scores at the beginning of each school semester. Both volumes include two Beginning-of-Semester Assessments each. ▪ End-of-Semester Assessments— Administered at the end of each school’s semesters, these assessments enable teachers to track and monitor student progress over the course of a semester. Both the Multiplication & Division and Fraction Fundamentals volumes include two End-of-Semester Assessments. <p style="text-align: right;">CONTINUED</p>

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Use formative, interim, and summative assessments to inform and differentiate instruction <i>Continued</i>	All assessments in <i>Do The Math</i> and <i>Do The Math Now!</i> are administered in <i>ProgressSpace</i> , the online assessment and reporting component. With <i>ProgressSpace</i> , all curriculum embedded assessments are web-based and customized to meet students' needs. Three easy-to-generate, actionable reports and a student test printout allow teachers to evaluate student understanding and measure growth. The Student Progress Report shows growth at the individual student level, the Grading Report shows performance at a class, grade, or school level, and the Response to Intervention report displays program performance at the school or district level.
Promote the continuous use of data in order to meet the diverse academic needs of individual students	The Student Progress Report available through <i>ProgressSpace</i> shows an individual student's test scores across multiple modules or units to help teachers monitor progress, identify areas of need, and communicate with parents. <i>ProgressSpace</i> also provides a Student Test Printout for each assessment, making grading simple and efficient.
Implement a school wide <i>Response to Intervention</i> model	<p><i>Do The Math</i> and <i>Do The Math Now!</i> can be placed in any one of the three Response to Intervention (RTI) tiers of service delivery. The programs' flexible design fits in a variety of settings and can be configured to match the needs of the school or district. <i>Do The Math</i> and <i>Do The Math Now!</i> are intervention programs that can be used with any core math curriculum.</p> <p>With <i>ProgressSpace</i>, all curriculum-embedded assessments for <i>Do The Math</i> and <i>Do The Math Now!</i> are now web-based and can be customized to best meet students' needs. Middle-of-Module assessments help teachers monitor progress and effectively implement RTI efforts.</p> <p>The <i>Do The Math</i> and <i>Do The Math Now!</i> Alignment Guide explains how <i>Do The Math</i> can complement and strengthen the implementation of RTI and ultimately raise student achievement.</p> <p> The <i>Response to Intervention Alignment Guide</i> is provided here: http://teacher.scholastic.com/products/dothemath/pdfs/research_3.pdf</p>
Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content	<p><i>Do The Math</i> and <i>Do The Math Now!</i> build whole number and fraction foundations, constructing a framework for learning that rebuilds students' cognitive structures for understanding mathematics.</p> <p><u>Strategies for English Language Learners</u></p> <p><i>Do The Math!</i> and <i>Do The Math Now!</i> are designed to grant maximum access and success for English-Language Learners, with an emphasis on language development, the incorporation of visual representations and directions, and consistency across all instructional routines.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ The four-phase gradual release model prepares students for individual success and ensures that they are prepared to complete their work independently. Routines are well established so English-Language Learners can focus on the content and not the process of the assignment. ▪ Numerous structured opportunities for students to engage in meaningful conversations about math are embedded throughout the program to support intentional vocabulary and language development, while increasing access to content. Working in pairs allows for English-Language Learners to speak in their first language in order to understand the task at hand before practicing articulating their solution in English when they share with the larger group. ▪ “Built-in-Differentiation” notes on each planner page summarize for teachers some of the important key practices used in each lesson that support English-Language Learners. ▪ Visual tools, such as visual representations of mathematical concepts, visual directions in the student <i>WorkSpace</i>, visual representations of manipulatives, and the visual connections to mathematics in children’s literature all support students whose second language is English. ▪ Math vocabulary is explicitly taught using a consistent routine. Every lesson includes a sidebar that highlights the key math and academic vocabulary used in each lesson along with the Spanish translation. Language Development boxes provide further explanation and additional support. ▪ All communication to parents is available in Spanish through the <i>Community News</i> located on the <i>TeacherSpace</i> CD-ROM. Through this ongoing communication, parents are informed of the topics and concepts that have been presented in the classroom. The <i>Community News</i> also includes suggested activities for students to try at home. <p><u>Strategies for Special Education Students</u></p> <p>Because <i>Do The Math</i> and <i>Do The Math Now!</i> were developed to meet a diverse range of student needs, the lessons include suggestions for differentiating based on student need. The struggling reader has vocabulary support and visual directions to ensure that reading difficulties do not contribute to their struggle with math. Techniques for maintaining student engagement are integrated into lessons to keep students engaged. Visual and hands-on representations of math concepts support students who need support beyond abstract or auditory methods. Students who are still developing language skills benefit from the scripting provided for the teacher that avoids complex sentence structure, maintains consistent vocabulary use, and attends to language development opportunities.</p> <p>Created as an intervention for struggling students, <i>Do The Math</i> and <i>Do The Math Now!</i> are also organized around lessons that engage students with each concept and skill in several ways, deepening their mathematics knowledge. Manipulative materials provide students with concrete experiences with abstract ideas. Games offer engaging situations where mathematical understandings and skills are reinforced. Children’s literature provides a springboard for instruction. Contexts make abstract mathematical ideas accessible.</p>

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<p>Establishing schedules and strategies that provide increased learning time</p>	<p>Instruction in <i>Do The Math</i> and <i>Do The Math Now!</i> connects content with practice through direct instruction, meaningful practice, suggestions for differentiation, and strategically placed formative assessments. Lessons follow a Gradual Release model in order to prepare students for individual success. In Gradual Release pedagogy, the teacher maintains a level of responsibility during the first three phases to ensure that students have the mathematical understanding before releasing them to complete a task on their own.</p> <ol style="list-style-type: none"> 1. <u>Phase One</u>—The teacher models and records the mathematical representation on the board. 2. <u>Phase Two</u>—The teacher models again, eliciting responses from students, and again records on the board. 3. <u>Phase Three</u>—Students work in pairs to do the mathematics and the teacher records on the board. 4. <u>Phase Four</u>—Students work independently, monitored and supported by the teacher. <p>As with instruction, practice is carefully sequenced to move from concrete experience to pictorial representations to symbolic recording. Engaging games allow students to think strategically while reinforcing concepts and skills. The <i>WorkSpace</i> gives students an opportunity to record and explain their thinking numerically and in writing. The Interactive Whiteboard Tools turn every lesson into an engaging, visual experience.</p>
<p>Providing ongoing mechanisms for family and community engagement</p>	<p><i>Do The Math</i> and <i>Do The Math Now!</i> offers a <i>Community Newsletter</i>, available in English and Spanish that is sent home after every fifth lesson. Through this ongoing communication, parents are informed of the topics and concepts that have been presented in the classroom. The newsletter also includes suggested activities and practice games for students to try at home. In addition, teachers can share <i>WorkSpace</i> pages and assessment results with parents.</p>
<p>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program</p>	<p>Scholastic recommends the following professional development for teachers and leaders:</p> <p><u><i>Do The Math and Do The Math Now! Implementation Trainings</i></u> RECOMMENDED—At an additional cost This half- or full-day training helps teachers get started using the program in their classrooms. Participants learn how to effectively use <i>Do The Math</i> or <i>Do The Math Now!</i>, including: navigating program materials, experiencing the pace of a <i>Do The Math</i> module or <i>Do The Math Now!</i> unit with tips for implementing instructional strategies, assessing student progress, and learning how to differentiate instruction.</p> <p><u><i>Do The Math and Do The Math Now! Interactive Webinar</i></u> RECOMMENDED—At an additional cost In this interactive webinar, teachers, coaches, and administrators learn how to use <i>Do The Math</i> and <i>Do The Math Now!</i> assessments, including: using <i>ProgressSpace</i>, analyzing data to monitor progress and inform instruction, and understanding how to manage enrollment, customize settings, and access reports using SAM.</p> <p>Scholastic will also meet with school or district teams to develop a personalized professional development plan that best supports their needs.</p>

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<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement</p>	<p><u>In-Classroom Support & Coaching</u> RECOMMENDED—At an additional cost Scholastic offers a yearlong customized plan of in-classroom visits that provides teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. Our consultants will build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p>
<p>Develop and increase teacher and school leader effectiveness</p>	<p>To improve student achievement, districts need to have a clear vision for teaching and learning, a firm understanding of priorities, and a defined path to accomplish goals. The <i>Scholastic Achievement Partners</i> (SAP) team of proven leadership and instructional specialists can partner with school leaders to help develop and implement an actionable plan for school improvement. SAP provides districts and schools with focused support for strategic planning, on-site consulting, leadership coaching, instructional support culture, and governance support to help district leaders achieve school improvement goals.</p> <p>SAP services include the following:</p> <p><u>Comprehensive Needs Assessment</u>—During this data-driven planning process, SAP consultants work with school leadership teams to identify the strengths and challenges of a district or school. Working together, goals are established, and measurements to assess implementation are defined. The Needs Assessment includes interviews, focus group discussions, presentations, and a final report.</p> <p><u>Data Analysis Reporting (DAR)</u>—The Data Analysis Report (DAR) is a longitudinal report that provides an in-depth review of a school or district’s performance measures over the course of the past three years. The data profile provides quantitative evidence of student academic data, demographic information, college readiness indicators, and school characteristics to help identify strengths and areas of need and serves as a starting point for comprehensive school improvement.</p> <p><u>Leadership Institute</u>—SAP can tailor an intensive Leadership Institute that quickly and effectively builds the leadership density of the academic team. Ideal for districts with new leadership or within a district under rapid change, these institutes are delivered over consecutive days and typically held during the summer of scheduled in-service days. The topics are customized to meet the specific needs of the leadership team.</p> <p><u>Foundations of Organizational Leadership</u>—These one-day courses focus on building leadership capacity. Topics include Establishing Structures, Communicating a Shared Vision, Creating a Culture of High Academic Expectations, Using Systemwide Data, Leading Change, Developing and Implementing Rigor and Relevance, as well as Leading Professional Dialogue.</p> <p style="text-align: right;">CONTINUED</p>

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Develop and increase teacher and school leader effectiveness <i>Continued</i>	<p><u>Foundations of Effective Instruction</u>—These one-day courses focus on building and sustaining teacher effectiveness. Topics include Creating a Rigorous and Relevant Learning Environment, Applying Rigorous and Relevant Instructional Strategies, Using Data to Inform Instruction, and Collaborating for Continuous Professional Learning.</p> <p><u>Leadership Coaching</u>—Highly customized, on-site support with an executive coach helps build leadership capacity through side-by-side, collaborative sessions that guide and support leaders.</p> <p><u>Job-Embedded Instructional Coaching</u>—Results-oriented and holistic in approach, job-embedded instructional coaching supports teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement.</p> <p> For additional information regarding SAP services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.</p>