Math Reads

Aligns 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 ***Math Reads*** 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	*Math Reads*
Implement an instructional program that is research-based	Developed by Marilyn Burns and a team of Math Solutions master teachers, *Math Reads*, Grades K-5, engages children's mathematical imaginations and develops students' reasoning and problem solving skills with lessons designed to support the Common Core State Standards. Marilyn Burns is one of today's most highly respected mathematics educators. Over the course of 50 years, Burns has taught children, led in-service sessions, spoken at conferences, contributed to professional journals, written more than a dozen books for children, and created more than 20 professional development resources for teachers and administrators. 📖 For additional information about *Math Reads*, visit www.mathreads.com
Implement an instructional program that is aligned with State academic standards	Each of the six distinct *Math Reads* grade level programs—for Kindergarten through Grade 5—teaches the skills and concepts reflected in the Common Core State Standards for Mathematical Content and Mathematical Practice at each grade level. Every book in the *Math Reads* program is paired with a lesson card designed specifically to address the Common Core State Standards and gives step-by-step teaching directions. The lesson cards include the following: ▪ Explicit connections to the CCSS ▪ A book summary ▪ Suggestions for introducing the book ▪ Lesson ideas ▪ Differentiating instruction ideas ▪ Math and context vocabulary support in English and Spanish ▪ A Home-School Connection 📖 For information about how *Math Reads* correlates to State Standards, please see: http://teacher.scholastic.com/products/math-concepts-skills/math-reads/pdf/Math-Reads_Common-Core-State-Standards_Correlation.pdf

SIG Requirements	*Math Reads*
Integrate technology-based supports and interventions as part of the instructional program	Each grade-level *Math Reads* program includes: ▪ 25 children's literature titles (5 copies of each) ▪ Lessons written by Marilyn Burns and Math Solutions authors ▪ Math Solutions' Math and Literature professional development book ▪ eBooks of select titles for interactive whiteboards
Implement a school wide *Response to Intervention* model	Each lesson specifies which math standards and topics it covers, making it easy for teachers and staff members to coordinate lesson sequence with the district's core math programs. The *Math Reads* design allows lessons to be flexibly incorporated into a learning environment within the regular school day. ▪ The books and lessons can be used in small or large groups, depending on students' needs and the format of the learning program. ▪ After reading a book aloud, teachers can immediately proceed to the mathematics lesson or delay it until the next time students will be in attendance. ▪ Lessons have enough mathematical potential to last for a series of investigations. ▪ Teachers can reread and revisit the book to fit students' needs.
Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content	*Math Reads* provides disadvantaged children, many of who do not have access to books at home, with exposure to high-quality literature during read-aloud sessions. The lessons and literature support students with different learning styles and needs. ▪ The read-aloud format aids auditory learners and those with below-level reading proficiency. ▪ Visual learners and struggling students benefit from visual representations of concepts, when possible, and quality illustrations that connect to the text. ▪ Engaging hands-on activities provide kinesthetic, tactile, and visual experiences. ▪ English-language learners develop their oral language from listening to vocabulary- and concept-rich text, as well as by participating in class discussions and activities.
Establishing schedules and strategies that provide increased learning time	Books and lessons in *Math Reads* stimulate children's imaginations and make learning mathematics enjoyable. Students learn standards-based math skills that connect to the core math curriculum. For most lessons, teachers read the books aloud. This format allows all students, including those with poor decoding skills, to be exposed to and learn math concepts and vocabulary from the literature. After the read-aloud, students solve problems by engaging in topic-related, reasoning-based activities and class discussions. Each lesson provides differentiation options; teachers have multiple opportunities to provide students with instruction that is targeted to their level of understanding, as well as to offer struggling students reassurance. Each *Math Reads* grade level program provides five copies of every title, making *Math Reads* ideal for small-group instruction and center work. This helps teachers differentiate instruction and provide low-achieving and at-risk students with more attention.

SIG Requirements	*Math Reads*
Providing ongoing mechanisms for family and community engagement	Each *Math Reads* grade level program contains 125 high-quality books (25 individual titles, 5 copies of each) that children can take home and share with their families. In addition, every *Math Reads* lesson includes Home Connection ideas that feature activities children can do at home or ideas for how children can share what they've learned.
Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program	<u>*Math Reads* Implementation Training</u> RECOMMENDED—At an additional cost This training helps teachers get started using *Math Reads* in their classrooms. Focus is on the appropriate grade-level collection of books and instructional strategies aligning the books with related lessons.
Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement	<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.
Develop and increase teacher and school leader effectiveness	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 *Scholastic Achievement Partners* (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 services include the following: <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. CONTINUED

SIG Requirements	*Math Reads*
Develop and increase teacher and school leader effectiveness *Continued*	Data Analysis Reporting (DAR)—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. Leadership Institute—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. Foundations of Organizational Leadership—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. Foundations of Effective Instruction—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. Leadership Coaching—Highly customized, on-site support with an executive coach helps build leadership capacity through side-by-side, collaborative sessions that guide and support leaders. Job-Embedded Instructional Coaching—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. 📖 For additional information regarding SAP services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.