[Note: Personal information has been redacted and links to outside documents have been removed.]

Agenda: Grades 6 - 12 Implementation of MH Illustrative Mathematics (IM), 2023-24

Facilitator:

Participants:

Dates	Meeting Info
-Unit Planning ☑ Aug. 14, 8:30 a.m. - 2:30 p.m., everyone **-Cycle 1** ☑ Oct. 16 | 8 a.m. - 3 p.m. | Everyone ☑ Oct. 17 | Individual coaching sessions, team meeting **-Interim Actions -** Respond to the coach's email **-Cycle 2** ☑ Dec. 5 |8 a.m. - 3 p.m. | Everyone (Subs needed) ☑ Dec. 6 | Individual coaching sessions, team meeting **-Interim Actions -** Respond to the coach's email **-Cycle 3** ☑ Jan. 22 | 9 a.m. - 3 p.m. | Everyone (Inservice Day) ☑ Jan. 25 | Individual coaching sessions, team meeting **-Interim Actions -** Respond to the coach's email **-2024-25 Planning** ☑ April 5 | 8 a.m. - Noon | Everyone (Subs Needed)	Meeting Preparation: **Please be prepared** for each meeting by organizing the following before the meeting date: ● Access to the agenda. ● Hard/digital copies of materials. Bring white binders. ● Fully charged Chromebook. ● Answer all email communications. Meeting Norms: ● Speak your truth. Strive for equal airtime. ● Stay focused and be efficient. Your time is valuable, so let's not waste time. ● Accept non-closure and feelings of discomfort. It will get better! ● Take care of yourself. ● Minimize technology time unrelated to the work (i.e. text messages, emails, etc.)

Overarching Outcome:

- Implement the McGraw Hill Illustrative Mathematics program to support teachers and students in the teaching and learning of rigorous, standards-based, course-level mathematics.
- Create classrooms that align with your vision of teaching and learning mathematics.

April 5 | 8 a.m. - Noon | Conference Room		
Date	**Links/ Resources**	**Notes/ Action Steps**
Welcome	[Link - Coleman: 6 - 12 Math Data Dive and Action Planning_April 2024] Agenda, Norms, Celebrations	
Math Event Inventory	Activity: Populate [Link - Math Event Inventory_April 2024] with major events or adult practices that impacted or will impact the math system and students.	
EMLSS *Equitable Multi-Level System of Support.*	Jigsaw Activity: 1. Read Key System Features of an Equitable Multi-Level System of Supports & Wisconsin's Framework for Equitable Multi-Level Systems of Supports. 2. List key systems features. Use this list when identifying root causes.	[Link - EMLSS Jigsaw Poster Snapshots] Use this information to identify root causes.
WISEDash Data	Activity: 1. Review each tab of [Link - Coleman Grades 6 - 11 Math: WISEdash Data & Observations_updated April 2024]. 2. Identify patterns within the data. Update [Link - Coleman Grades 6 - 11 Math: Data Analysis Form]. 3. Discuss root causes.	
Cohort Trend Data	Activity: 1. Review each cohort in [Link - WISEdash Cohort Trend: Performance Categories and Statewide Assessment Growth_Note Catcher]. 2. Identify patterns within the data. Update [Link - Coleman Grades 6 - 11 Math: Data Analysis Form.] 3. Discuss root causes.	
Course Enrollment Data	Activity: 4. Review each cohort in [Link - High School Math Course Enrollment Data]. 5. Identify patterns within the data. Update [Link - Coleman Grades 6 - 11 Math: Data Analysis Form.] 6. Discuss root causes	
Root Cause Analysis	Activity: 1. Create a Fishbone of root causes. 2. Vote on top priorities to address within the action plan.	

Local Data	*Time Permitting:* -ALEKS -FastBridge	*What can we learn from this data?* *Analyze ALEKS data to determine whether it benefitted students who use it more than others.*
2024-25 Math Action Plan	[Link - Coleman MS & HS Math Action Plan 2024-25] Year 2 Implementation	
Implementation Survey	*Time Permitting:* Activity: Compare the Fall and Spring Results.	*What can we learn from this data?*
Pace the Remainder of the Year	*Adjust lesson selection and calendars as needed.*	
Next Year's Team Meetings	[Link - Agenda: Friday Team Meetings] -How do these meetings address EMLSS? -Overall purpose of these meetings? (not to have a meeting to have a meeting!) -What worked well? -What needs to change? What barriers exist and what are possible solutions? -Norms. -Suggested topics: update Math Action Plan.	
Summer IM Training?	Will you attend a summer training	
2024-25 Coaching Support ***Mark your calendars!***	2024-25 Coaching Support	

January 22 & 25 | 9 a.m. - 3 p.m. | Conference Room
Major Actions:

- January 22: Program implementation and lesson planning
- January 25: Co-teach, reflection, and team meeting

Date	Topic	Links/ Resources	Notes/ Action Steps

January 22 **Implementation Planning** **9 a.m. - 3 p.m.**	**9 a.m. Welcome**	We Connect Cards Norms: Today is a day for planning. Decide how you can stay focused by managing interruptions from text messages, emails, and other things that will get in the way. Resources: -Math Language Routines -NCTM Position Statement: Ability Labels -Direct Admit Wisconsin -UW Admission Requirements	•
	9:20 a.m. **Action Steps from the December Meeting**	Team Meetings: [Link Agenda: Friday Team Meetings] **PreACT/ACT Prep Goal:** Using WISEDash data, we reviewed 2022-23 results for PreACT topics (9th & 10th grade) and the last 4 years of ACT topic results. *Integrating Essential Skills* and the current topic of learning will be a major focus for practice question selection. **Forward Exam Prep Focus:** **ALEKS** **Accelerated 6th Grade** *Accelerated 6th Grade* **Course Sequencing Diagram**	
	9:45 a.m. **Unit Pacing Check-in**	[[TEMPLATE] Coleman Pacing Calendars, 2023-24] Number of available instructional days in the school year: • Algebra = 143; Geometry = 148.5 HS Pacing Guide; MS Pacing Guide & IM Pacing guide document Algebra 1 = 143 days; Geometry = 130 days	*How is your pacing? Update your pacing calendar.*
	10 a.m. Break		
	10:10 a.m. **Unit & Lesson Planning**	Double-check: [Link - 2023-24 Math Meeting Schedule] • [Link - Basic Unit and Lesson Planning Guide] • [LInk - Illustrative Mathematics Unit Planning]	*Plan your next unit of instruction. [Share each unit with coach.]* https://www.planbookedu.com/

10:30 a.m.
Plan Thursday's Lesson

Focus Indicator	Descriptor
C1.1 Use of Learning Goal	*The teacher leverages learning goal(s) to help students make connections and reflect upon their learning.*
C1.2 Use of IM's Design Structure	*The teacher facilitates the lesson using IM's problem-based design structure and approach. Key components include Invitation to the Mathematics (warm-up, and launches), Deep Study of Concepts and Procedures (independent and collaborative problem solving), and Consolidation and Application (activity and lesson syntheses, and cool-down).*
C2.3 Launching Activities	*The teacher effectively launches each activity, ensuring students understand the context (as appropriate) and what the problem is asking them to do.*
C2.4 Engaging Students in Meaningful Small-Group Discussions	*The teacher uses structures and routines to engage students in small-group discussions and holds students accountable to share (verbally or nonverbally) mathematical ideas relevant to the learning goals for the activity/lesson.*
C2.6 Valuing Student Thinking	*The teacher cultivates a community of learners where making thinking visible is both expected and valued.*
C3.2 Collaborative Problem-Solving	*When assigned collaborative work activities, students listen to each other and share their thinking throughout all stages of the problem-solving process.*

Update individual coaching documents for Thursday's lesson.

Noon - 1 p.m.

1 p.m.
Continue individual planning and coaching conversations

2 p.m.
Forward Exam

-Forward Exam Blueprints
-DOK Documents
- Depth of Knowledge in Mathematics
- Webb's Depth of Knowledge Levels for Mathematics

-Forward Exam Portal
-WI Forward Exam Student Tutorials

		-PDFs of Forward Practice Test -2024 Updated - Forward Item Samplers Standards Alignment	
	2:20 p.m. **PreACT/ACT**	PreACT/ACT Online Practice Test	
	2:30 p.m. **Next Year's Support Schedule**	Identify dates for support. The goals of the support will be finalized during the April 12 planning meeting.	
	2:45 p.m. - 3 p.m. **Next Steps**	Closure	
January 25 Mtg **2:45 - 3:20 p.m**	**Debrief Coaching**		
	Next Steps as a Team		

December 5 & 6 | 8 a.m. - 3 p.m. | Conference Room

Major Actions:

- December 5: Program implementation and lesson planning
- December 6: Co-teach, reflection, and team meeting

Date	Topic	Links/ Resources	Notes/ Action Steps
December 5 **Implementation Planning** **8 a.m. - 3 p.m.**	**8 a.m. Welcome**	Norms: Today is a day for planning. Decide how you can stay focused by managing interruptions from text messages, emails, and other things that will get in the way of focused work.	
	8:15 a.m. **Implementation Survey**	[Survey]	
	8:20 a.m. **Action Steps from October Meetings**	New Topic: McGraw Hill will not support the updated version of Illustrative Math 360.	*Progress updates* *Why are you using ALEKS?* *What is the student learning outcome of using ALEKS?*

		1. Team Meetings: [Link] 2. Pacing/Time Management: a. Warm-up - Stick to the suggested timings as close as possible b. Focus on the activities and the syntheses that align with the main learning goals. c. There is no need to bleed lessons into the next day unless major barriers suggest doing this 3. Bi-weekly Quizzes & ACT Prep 4. Implementing ALEKS a. What skills are students working on? b. What are you doing with the data? c. Are students making progress? 5. Preassessment/Check for Readiness	
	8:45 a.m. **Survey Results**	[Link- IM Implementation Year 1 Check-In Data_2023 - 24]	*Celebrations? Barriers to overcome?*
		Additional Implementation Barriers	*Possible next-best answers for the implementation barriers.*
	9 a.m. **Common Expectations for Implementation**	[Link - Expectations for the Implementation of McGraw Hill Illustrative Mathematics]	*What needs to be used within the program? Update document.*
	9:15 a.m. **Unit Pacing Check-in**	Double-check Pacing	*How is your pacing? Update your pacing calendar.*
	9:30 a.m. Break		
	9:40 a.m. **Unit & Lesson Planning**	Double-check: [Link - Coleman: 2023-24 Math Meeting Schedule] ● [Link - Basic Unit and Lesson Planning Guide] ● [LInk - Illustrative Mathematics Unit Planning]	*Plan your next unit of instruction. [Share each unit with the coach.]* https://www.planbookedu.com/ *Plan your next lessons.*
	10:30 a.m. **Plan Wednesday's Lesson**	Review: ● [LInk - [COLEMAN TEMPLATE] IM Co-teaching Planning]	*Individually co-plan tomorrow's lesson using your coaching form.*

		Update individual coaching documents for tomorrow's lesson.	
	11:30 am. Lunch		
	2:15 p.m. Course Sequencing	Course sequencing [LInk - Draft: 2024-25 Course Sequencing] Course enrollment [Link - Sequencing for HS Math]	Reflection Questions: ● How are students placed on this track? What problem is this track solving? ● Did students who are on this track receive tier 2 support in middle school? ● Are students able to go from this track to another track? (It seems as though they can do this in their 3rd year.) ● What standards will be taught in pre-algebra and pre-geometry? ● Historically, what student population typically is enrolled in this track? ● What are the typical hopes and dreams of students enrolled in this? Does it prepare students for these hopes and dreams? Notes:
	2:00 p.m. **ALEKS & Assessment Data**	SLO ACT Question of the Day Forward Exam: 2023-24 Exam will be aligned to the revised Standards.	Notes: Using WISEDash data, we reviewed 2022-23 results for PreACT topics (9th & 10th grade) and the last 4 years of ACT topic results. *Integrating Essential Skills* and the current topic of learning will be a major focus for practice question selection. Forward Exam practice focus: ●
December 6 **Team Mtg** **2:45 - 3:20 p.m**	**Debrief Coaching**		
	Next Steps as a Team	Update - [Link - Agenda: Friday Team Meetings]	

October 16 & 17 | 8 a.m. - 3 p.m. | Teacher's Room

Major Actions:

- October 16: Program implementation and lesson planning

- October 17: Co-teach, reflection, and team meeting

Date	Topic	Links/ Resources	Notes/ Action Steps
Oct. 16 Implementation Planning 8:30 a.m. - 2:30 p.m.	**8 a.m. Welcome**	Norms: ● Today is a day for planning. Decide how you can stay focused by managing interruptions from text messages, emails, and other things that will get in the way of focused work.	
	8:10 a.m. **Action Steps from August 14**	● Select 8th-hour meeting dates & send calendar invites ● Create and use an agenda.	*Current state?* Meeting Dates: [Link - Agenda: Friday Team Meetings]
	8:20 a.m. Survey Results	[Link - Coleman: IM Implementation Year 1 Check-In Data_2023 - 24]	*Celebrations? Barriers to overcome?* We reviewed the survey.
	Implementation Barriers	Pacing/Time Management (Use of presentation): ● Timer ● Warm-up - Stick to the suggested timings as close as possible ● Focus on the activities and the syntheses that align with the main learning goals. ● There is no need to bleed lessons into the next day unless major barriers suggest doing this. Teacher tools: Familiarity will be gained over time and practice. Weekly Quizzes: continue to write and give them Aleks: We will practice this tomorrow.	*Possible next best answers for the implementation barriers.* See the left
	9 a.m. **Common Expectations for Implementation**	[Link - Expectations for the Implementation of McGraw Hill Illustrative Mathematics]	*What needs to be used within the program? Update document.*
	9:15 a.m. **Unit Pacing Check-in**	[Link - [TEMPLATE] Coleman Pacing Calendars, 2023-24] Number of available instructional days in the school year:	*How is your pacing? Update your pacing calendar.* Notes:

		• Alg 1 = 143; Geo = 148.5 pacing guide 1. Algebra 1 = 143 days 2. Geometry = 130 days 3. Lessons + Assessments - Optional Lessons = Total Number of Days	
	9:30 a.m. Break		
	9:40 a.m. **Unit 2+ Planning**	[Link - Basic Unit and Lesson Planning Guide] [Link - Illustrative Mathematics Unit Planning]	*Plan your next unit of instruction. [Share each unit with coach.]*
	10:30 a.m. Lesson Planning	Double-check: [Link - Coleman: 2023-24 Math Meeting Schedule] Review: • [Link - [COLEMAN TEMPLATE] IM Co-teaching Planning & Observation Notes] • [Link - IM Implementation Classroom Observation Protocol (Grades 6 - 12)]	https://www.planbookedu.com/ *Plan your next lessons.* Note: Read the lesson narrative.
	Plan Tuesday's Lesson with the coach		*Individually co-plan with the coach tomorrow's lesson using your coaching form.*
	11:30 am. Lunch		
	2:15 p.m. Course Sequencing	[Link - Draft: 2024-25 Course Sequencing]	Reflection Questions: • How are students placed on this track? What problem is this track solving? • Did students who are on this track receive tier 2 support in middle school? • Are students able to go from this track to another track? (It seems as though they can do this in their 3rd year.) • What standards will be taught in pre-algebra and pre-geometry? • Historically, what student population typically is enrolled in this track? • What are the typical hopes and dreams of students enrolled in this? Does it prepare students for these hopes and dreams? Notes: The topic discussed but action items have not been made.

	2:00 p.m. **ALEKS & Assessment Data**	SLO ACT Question of the Day Forward Exam: 2023-24 Exam will be aligned to the revised Standards.	Add ACT prep.
Oct. 17 **Team Mtg** **2:37 - 3:20 p.m**	**Debrief Coaching**	● Share individual highlights. ● Major Activities to get in: ○ Warm-up ○ Major activities ○ Lesson Synthesis ○ Cool-down ○ Are Your Ready for More? Is an optional activity. ● ACT Prep ○ How can this be implemented ● Quizzes ○ Short quizzes weekly or bi-weekly. ○ Goal: check for understanding. ○ A way to communicate to students and parents. ● Workbooks vs Online ○ Expectation for Ss to have Chromebooks ready once they walk into the classroom so time is not spent doing this during the lesson; ○ Have Ss close Chromebook or to a 45-degree angle to draw attention to the board ○ Since you bought the workbooks, how can they be utilized? ● Course Enrollment Inventory ● ALEKS ○ Reviewed progress report and standards.	
	Next Steps as a Team	Action Steps: Move to bi-weekly day for a quiz and ACT prep. Update - [Link - Agenda: Friday Team Meetings]	

August 14| 8 a.m. - 3 p.m. | Teacher's Room

Goals:

- Identify common expectations for the implementation of the program.
- Reviewing strategies for creating a collaborative environment.
- Planning the first unit of instruction.

Topic	Links/ Resources	Notes/ Action Steps

Welcome	• Review agenda, norms, and goals. • White binder - keep if you think you will use it. How will you organize yourself so that year 2 of implementation is easier than year 1? • Do you want calendar invites for all of our meetings? • What questions do you hope to discuss and answer before you leave today? [Add questions to *Individual Questions* topic]	
Implementation	Year 1: Grades 6 - 8; **Applied 1B, Alg 1, Geo**; Year 2: Alg 2 Not IM - Applied 1A, Pre-Calc, Calc, Stats	*Is this the correct implementation plan?*
Summer IM PD	Activity: [Link - Experiencing Problem-Based Learning] [Link - Inviting Student Learning] [Link - Enhancing Access] [Link -Teaching a Unit]	*What are the major implementation concepts learned during the Teach & Learn training?*
Common Expectations for Implementation	Activity: Populate [Link - Expectations for the Implementation of McGraw Hill Illustrative Mathematics]	*Commonly implementing the program is necessary for program success.*
Building a Math Community	Resources: • BLOG: Getting Ready for 2023–2024 Back to School: Building a Math Community • BLOG: What is Problem-based Instruction? Activity: 1. Read Building a Mathematical Classroom Community (6 - 8) 2. Reflect: *What ideas are given for helping to maintain the mathematical community norms throughout the year?* 3. Read [Link -Building a Mathematical Classroom Community Plan]. 4. Reflect: *How can this be implemented into your first week(s) of instruction?* 5. Read Math Language Routines: Discourse with a Purpose and [Link - Instructional Routine Cards]. 6. Reflect: *Which routines are you already familiar with or have used in the past? Which ones are new to you?*	*During the training, what advice, strategies, or resources were shared to help you build a math community?*
Pacing	Activity	*Do you want to build flexibility into the calendar?*

	4. Populate [Link - [TEMPLATE] Coleman Pacing Calendars, 2023-24]with all foreseeable dates that will impact daily instruction. 5. Count the number of available instructional days. *How does this compare to the recommended number of days?* **a. Algebra = 143; Geometry = 148.5** 6. Review the pacing guide to determine the structure for the year. **a. Algebra 1 = 143 days** **b. Geometry = 130 days** **c. Lessons + Assessments - Optional Lessons = Total Number of Days for Each Course** 7. Make a copy of the template. Plan the lessons and assessments for September and October.	*What units/lesson MUST be completed or are optional?*
Unit 1 Planning	Activity: 1. Read [Link - Basic Unit and Lesson Planning Guide] (Source: unknown curriculum director in Illinois) 2. Make a Google folder to save all planning documents. 3. Make a copy [Link - Illustrative Mathematics Unit Planning_Coleman, 2023-24 [TEMPLATE, MAKE A COPY]] 4. Plan Unit 1.	
Lesson Planning	Activity: 1. Read [Link - Basic Unit and Lesson Planning Guide] (Source: unknown curriculum director in Illinois) 2. Review lesson plan samples: a. [Links to documents received during training.] 3. Make a copy of [Link - Planning a Lesson [TEMPLATE]] and plan September's lessons.	https://www.planbookedu.com/
Individual Questions	Questions: ● How is the online component going to be incorporated? ● Grading & assessments ● Daily formative assessment - knowing what your students know *before* they leave the classroom ● Spanish version ● SPED inclusion - How to use the embedded strategies to support students? ● Common planning time. Schedule this eighth period, and put it on the calendar (invites). ● Online platform & ALEKS	Online component ● Time is needed to gain familiarity. ● Teacher commitment has been made to ensure a collaborative environment and to use technology to support this. ● Checking in with the company about ALEKS Grading ● Participation grades taken on cool-downs/homework.

	Resources: ● IM 6–12 Math: Grading and Homework Policies and Practices - IM CERTIFIED® BLOG	● Quizzes will be given every couple of weeks. ● Mid-unit & end-of-unit assessment Spanish version - must investigate how to access this online, paper copies are not available. 8th-hour department meetings ●
Coaching Cycles	Day 1: Program implementation and lesson planning Day 2: Co-teach, reflection, and team meeting During each coaching cycle, we will reflect on the progress of the implementation using [Link - The IM Implementation Reflection Tool (Grades 6–12)] and [Link - Classroom Observation Protocol for the Implementation of Illustrative Mathematics (Grades 6 - 12)]	
Next Steps	Math Network Flyer, special education will be the focus Teacher ● Select 8th-hour meeting dates & send calendar invites ● Create and use an agenda.	