ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional ProgramApplication Submission

LEA/BOCES Name	Douglas County School District
Lead Applicant Code	0900
Mailing Address	620 Wilcox St., Castle Rock, CO 80104
Requested Funding	$82,096.40
Total Cost of Curriculum/Instructional Program Purchase	$93,677.25
Applicant Type	District Charter School(s)
Region	Metro
Recipient Schools	Challenge to Excellence Charter School - 1512
Authorized Representative Name	Laura Gorman
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1. Indicate which approved core K-8 mathematics curricula and/or K-3 READ Act-approved instructional programs (including publication year) you intend to purchase by content area, grade level and, if the purchase is not for district-wide implementation, by school. For each, indicate what curricular resources are currently being used and when they were adopted. (no more than 500 words)	Challenge to Excellence (C2E) is a charter school in Douglas County School District. C2E will purchase HMH Into Math (K-8, 2020) for all 550 students in grades Kindergarten-8th grade. Currently, C2E uses Saxon Math for all grades. Saxon was adopted as the core math curriculum when C2E opened in 2002.
2. Describe how teachers, school leaders, parents/guardians/families, and/or community members were engaged in the selection of the chosen core mathematics	All mathematics teachers and School Accountability Committee members were invited to be a member of the Math Curriculum Committee that was established to review, evaluate, and choose our new K-8 Math Curriculum. The committee was made up of multiple elementary teachers, middle school teachers, administrators, and parents. The committee met to view curriculum demonstrations by three separate publishers and

curricula and/or READ Act-approved instructional programs. (no more than 500 words)	reviewed digital and physical samples from all three publishers in depth. The committee developed a rubric to evaluate the three curricula to determine which one would be the best fit for our school. The final decision of which curriculum to choose was made as a team.
3. Will the core mathematics and/or READ Act curricular/instructional program(s) purchased through this program be provided to specific schools or adopted district-wide? If specific schools, describe how specific schools will be identified to receive supports in a way that ensures that students most impacted by the pandemic have access to high-quality, standards-aligned curricular and instructional resources. (no more than 500 words)	The core mathematics curricular program, HMH Into Math, will be provided to all 550 students at Challenge to Excellence Charter School.
4. Describe how the district intends to implement the core mathematics and/or READ Act curricula/instructional programs purchased through this program, including how the district and/or schools will ensure that teachers participate in curriculum-based professional learning opportunities. (no more than 500 words)	Our school will begin implementation in the 2022-2023 school year. First, the school leadership team and instructional coaches will be trained on the program to ensure that they understand the scope and sequence, resources, and assessments so that they can fully support teachers in the implementation process. HMH Into Math curriculum specialists will host a Getting Started with Into Math session for all teachers, administrators, and coaches. The 2-hour session will guide teachers through the program structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning pathway in Teacher's Corner. Additional training and support will be provided via Teacher's Corner on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of live sessions and on-demand interactive media and videos will help teachers plan, teach, and assess learning using their new HMH program. Secondly, all math teachers will be provided significant training in the program during the staff Professional Development days the week before school starts. Time will be provided for grade level teams to work together to plan implementation, as well as for all teachers to work together to ensure vertical alignment. Teachers will be shown how to use Ed, the HMH Learning Platform, where they can access on-demand learning for anytime support for a successful first year. Teachers will also utilize HMH's new Teacher's Corner which houses classroom videos, fellow teachers' tips, and live events. Teachers will extend their professional learning with Math Solutions by growing their practice with online coaching, courses, and professional learning communities. Additionally, administrators and instructional coaches will be tying feedback to the curriculum to ensure the focus remains on improving implementation of the new program. Coaches and administrators will provide differentiated support based on individual teacher needs. Lastly, the success of the implementation will be assessed regularly. Student progress will be monitored via school-wide

	standardized Beginning of Year, Middle of Year, and End of Year diagnostics, as well as regular classroom level assessments given at least every three weeks. Classes/grade levels that are not meeting expectations will be given more support by the leadership team to ensure growth is occurring for all students.
5. Describe how the implementation of the chosen core mathematics curricula and/or READ Act instructional programs will support the acceleration of student learning – particularly for those most impacted by the pandemic. (no more than 500 words)	HMH Into Math program has been proven to meet the needs of all learners. EdReports has ranked HMH Into Math as Meets Expectations for all key areas: Focus & Coherence, Rigor & Mathematical Practices, Alignment, and Usability (https://www.edreports.org/compare/results/math-k-8). Our teachers will utilize the embedded tools and technology resources to facilitate mathematical discourse and provide differentiated instruction to support each student in reaching mathematical proficiency. The growth mindset approach that HMH Into Math fosters will be key in making up lost learning from the pandemic. The resources that are provided will ensure accessibility and achievement for every student, including those who had little to no instruction and/or practice while learning remotely for many months due to remote learning. With HMH Into Math, our teachers will be able to differentiate early and effectively by utilizing the leveled student resources to meet students at their own level. This strategy will be key in making up lost learning for students, particularly with the vast range of knowledge and skills that now exist in any given classroom due to the impact of the pandemic. Teachers will also be able to pull small groups to work together on games and activities that reinforce lessons and math discourse between peers. Additionally, the HMH Into Math teacher tabletop flipchart activities will give students the chance to work directly on the skills they need to develop with teacher guidance. Furthermore, the additional proficiency level supports that are included with the program will help to engage our English Language Learners (ELLs). Our teachers will use HMH Into Math resources to support ELLs through scaffolding and suggestions that maintain the rigor and cognitive complexity level required for mathematical reasoning while remaining accessible to English learners. Our student population is made up of 25.6% English Language Learners; the supports that are provided for ELLs will help ensure that we are meeting the needs of those learners. Finally, our teachers will utilize the HMH Into Math assessments to better implement data-driven instruction and drive student growth. The HMH Growth Measure will provide critical insights into student proficiency and enable teachers to know exactly where to provide more instruction and support for each student. Transitioning our school to HMH Into Math will enable us to effectively meet each student where they are, provide the necessary scaffolding and support, and make up for the lost learning that has occurred over the last two years.
6. How many students are expected to be served through the program annually once these mathematics curricula and/or READ Act instructional programs are implemented?	550
7. Describe how your program meets any or all the priority criteria outlined on page 5. (no more than 500 words)	Challenge to Excellence Charter School meets three of the priority considerations for this grant: First, we are willing to join CDE in supporting the purchase of the math program by contributing our own funds to pay for

materials/access that go above and beyond what the grant covers.

Second, we serve a high percentage of English Language Learners (ELLs) as defined by Non-English Proficient (NEP) and Limited English Proficient (LEP) students. 25.6% of our students are ELLs, versus the statewide enrollment percentage of 10.4%.

Third, the new math curriculum will serve our many students who learned remotely for more than 50% of the 2020-2021 school year. Over half of our students chose remote learning for the entire school year of 2020-2021.

File Attachments

C2E Assurances Form.pdf (2429k)

ESSER Curricula Grant Program Budget Workbook.xlsx (170k)

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2 attachments

ESSER Curricula Grant Program Budget Workbook.xlsx
167K

C2E Assurances Form.pdf
2373K