

# CURRICULUM SUPPORT — GUIDE —

W O R K B O O K

Key Action III.3: Annually Reset

# III.3: ANNUALLY RESET

	Key Action III.1: Work the Plan and Gather Data	Step III.3.A: Prepare Data for the Annual Stepback
	Key Action III.2: Step Back and Adjust the Plan	Step III.3.B: Step Back as a Team to Reflect on Progress and Challenges
<b>Phase III: Learn</b>	<b>&gt; Key Action III.3: Annually Reset</b>	Step III.3.C: Adjust the Goals and Plan for the Coming Year
		Step III.3.D: Celebrate Wins and Invest the Team in the Next Level of Work

## WHAT IS THE GOAL?

The goal of this key action is to look back on the year, celebrate successes, name areas of growth, and define the next level of work for the following school year.

## WHY IS THIS KEY ACTION IMPORTANT?

After going through multiple cycles of the improvement process throughout the school year, it is important to reflect on the year as a whole. The end-of-year reflection is slightly different than quarterly stepbacks. The data is different since there is access to summative data and there's an opportunity to dig into additional data sources that might have been missed during the school year. Also, the context is different, with system and school leaders looking ahead to the next school year, particularly with an eye to changes in workforce. Schools change more dramatically from year to year than within a given year. The end of the year provides an opportunity to revisit the improvements list generated throughout the school year and consider which changes to tackle during the upcoming year and over the summer. It's a chance to reignite the fire for the team as well as institutionalize work started this school year.

## EXPLANATION OF LANGUAGE

We use the term **annual planning** to reference end of one school year planning in preparation for the next year, but this can take place at any point in the spring or in two parts — once before data is back and again once all data is in.





### III.3.C: ADJUST THE GOALS AND PLAN FOR THE COMING YEAR

#### GUIDING QUESTIONS

i. What are our goals for this next year of implementation?

ii. How will we know that we have been successful?

---

iii. What changes will we make to our plans for next year?

iv. What work needs to be done this summer to support teachers and leaders that have been using the curriculum to prepare for the next level?

v. What work needs to be done this summer to support new teachers and leaders?

vi. When will we discuss progress across the coming year?

vii. Who will be responsible for what work? When is it due?

#### NOTES

The summer can be a critical time for training new teachers and doing systems planning for the next year of implementation. It can be helpful to make separate or specific plans for the summer, focused on teacher and leader training, updates to policies, and planning meetings for structures for supporting teachers and leaders.

The document [Goals for Implementation](#) shares an example of annual goals used by early implementers.

Go back through Phase II to rethink any systems that require adjustment.

Update your [Implementation Plan](#).



## End-of-Year Stepback Guidance and Materials

*This resource provides an overview of options for stepping back with a range of stakeholders at the end of the year.*

Some leaders opt to do a series of stepback meetings with different groups of stakeholders. The following chart lists potential groups to meet with.

Stakeholder Group	Why meet with this group?
Teachers	Teachers are on the front lines of curriculum implementation. They deserve to hear the results of their work firsthand and will also have valuable insights and suggestions improvement based on their experiences.
Students	Like teachers, students experienced the curriculum first hand and will have insights about the strengths and weaknesses of the materials. Students may also have a sense of where teachers excelled with the curriculum and where teachers may still need extra support. Students may be less interested in hearing about the goals schools set and how the final data compared; the purpose of a student focus group would be to hear more about their personal experiences with the materials and what they'd like to see change and stay the same the following year.
Coaches, principals, and other leaders who regularly observed in classrooms	Leaders who observed regularly in classrooms will likely have insights that help explain the trends in data. Principals, coaches, and other regular observers are the ones who can say, “that result makes sense, because in classrooms I saw students doing XYZ” or “that result is surprising because, when I observed, students and teachers seemed to be getting it – is there another piece of data we can look at that can help explain the full story?” Coaches and principals will also be able to make recommendations for supports that will help students and teachers improve.
Family and community members	While family and community members may have limited classroom expertise, their investment in the curriculum implementation process is important. Inviting family and community members to stepback meetings sends the message that they are a valued member of the process. They may offer creative solutions to challenges and consider ways that the outside-of-school community can support students and teachers with the new materials.

### Meeting Agenda

- Quickly explain the goals that were set at the beginning of the year for curriculum implementation and why you set those goals.
- Share data from the year and explain which goals were met.
- Identify successes and discuss what led to these successes.
- Identify areas of challenge and what contributed to these challenges.
- Identify the challenges that are most worth addressing in the upcoming year.
- Discuss specific actions the district can take to address these challenges.

*To help identify successes and challenges, consider asking questions from the following lists.*

### Possible Focus Group Questions

#### Teacher Questions

- Which supports were most helpful to you this year as you were learning how to use the materials?
- Were there times when you wanted more support? What could that support have looked like?
- What recommendations do you have for how we can best support teachers next year?
- What recommendations do you have for how we can best support our new teachers who will be using the materials for the first time this upcoming year?
- Anything else you'd like to share?

#### Leader Questions

- Which supports were most helpful to you this year as you were learning how to use and support the materials?
- Were there times when you wanted more support? What could that support have looked like?
- What recommendations do you have for how we can better support teachers next year?
- What recommendations do you have for how we can better support leaders next year?
- What recommendations do you have for how we can best support our new leaders who will be supporting the materials for the first time this upcoming year?
- Anything else you'd like to share?

#### Student Questions

- How did the new materials help you learn?
- What did your teacher do that helped you learn?
- When was it hard to learn? Why?

### Family and Community Member Questions

- How did the curriculum help the students you know learn?
- What did teachers do that helped students learn?
- When was it hard for the students you know to learn? Why?

*Some leaders may also choose to host focus groups rather than stepback meetings with stakeholders. Focus groups do not include an explanation of goals and data, but rather prioritize asking questions and listening to responses. Focus groups can provide additional information to leaders who are looking for more feedback that can help explain the trends in data.*

### Sample Email

Dear [name of stakeholder group],

As you know, we recently wrapped up another school year. Every year is exciting as teachers, leaders, and students learn new things and grow in new ways. This past year was especially exciting for us as we adopted and implemented a new curriculum, Eureka Math. As we reflect on our first year with Eureka, we'd like your help. We want to invite you to a meeting where we "step back", look at data and feedback together, celebrate the successes we had with the curriculum, and talk openly about improvements we can make. We think talking about our progress together will help us come up with the best ideas for moving forward.

This stepback meeting will be on [date and time] at [location]. At this meeting, we'll do the following:

- review the curriculum goals we set for ourselves at the beginning of the year
- look at summative data from the whole school year
- celebrate the goals we met
- identify the places where we fell short
- discuss where we can improve
- name specific actions we can take to get better

There is nothing you need to do to prepare for this meeting. Just be ready to share your insights and ideas!

Sincerely,  
Name

### End-of-Year Stepback Data Gathering Template

*This resource provides a template for assembling all end-of-year data and feedback.*

#### System Level Results

Goal Area	Goal/Measures	Q1 Results	Q2 Results	Q3 Results	Q4 Results
Teacher and Student Investment					
Teacher Practice					
Student Outcomes					

#### School Level Results

Goal Area	Goal/Measures	System Results	School A	School B	School C	School D
Teacher and Student Investment						
Teacher Practice						
Student Outcomes						

#### Teacher and Student Investment - School and System Breakdown

Survey Question	System	School A	School B	School C	School D

#### Teacher and Student Investment - Focus Group Notes

*Record any focus group trends in the space below.*

Teacher Practice

Indicator on Walkthrough Tool	System	School A	School B	School C	School D

Student Outcomes

Assessment	System	School A	School B	School C	School D

Feedback on Units and Lessons

Unit Number	Lesson Notes

Improvements List

Improvement Idea	Category (coaching, planning, etc.)	Prioritization notes (short term, long term, etc.)

## Quarterly Stepback Meeting Norms

*This resource provides sample meeting norms. Setting norms are essential for discussing data and productive meetings.*

- Assume positive intentions.
- Take responsibility for yourself as a learner and contributor.
- Actively listen to each other's ideas and opinions.
- Ask questions to clarify and understand.
- Strive for equity of voice. ([UnboundEd](#), 2019)
- Identify and reframe deficit thinking and speaking. ([UnboundEd](#), 2019)
- Use multiple points of data and evidence to make informed decisions.

## End-of-Year Stepback Considerations for Staffing

*This resource supports planning for your End-of-Year Stepback. The End-of-Year Stepback has new dimensions to consider around staffing changes for the following year. This resource is a starting place for what you should consider.*

The transition between school years brings transition between staff members. As you make the plan for professional learning for next school year, consider the needs of the following audiences and potential training support for the new materials:

Audience	Potential Support Needs
New teachers (including SpEd and ELL)	<ul style="list-style-type: none"> <li>• Understanding of how the materials support the system’s vision for excellent instruction</li> <li>• Understanding the design principles of the curriculum materials and the rationale behind them, including lesson structure, common protocols in the materials, etc.</li> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.)</li> <li>• Understanding of the standards for their grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> </ul>
Teachers changing grade levels	<ul style="list-style-type: none"> <li>• Understanding of the standards for their grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> </ul>
	<p><i>*Needs will vary here based on specific teacher’s development areas. The list below is a starting place.</i></p> <ul style="list-style-type: none"> <li>• Understanding the design principles of the curriculum materials and the rationale behind them</li> </ul>

<p>Teachers this past school year who will need focused support next year</p>	<ul style="list-style-type: none"> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.) and how these support students</li> <li>• Understanding of the standards for their grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding of how to enact lessons in ways that reflect design principles</li> </ul>
<p>Teachers in year 2 of implementation</p>	<ul style="list-style-type: none"> <li>• Reflecting on year 1 implementation and naming how to improve student learning</li> <li>• Attending to the diverse needs of learners</li> <li>• Effectively supporting unfinished learning</li> </ul>
<p>New coaches</p>	<ul style="list-style-type: none"> <li>• Understanding of how the materials support the system’s vision for excellent instruction</li> <li>• Understanding the design principles of the curriculum materials and the rationale behind them, including lesson structure, common protocols in the materials, etc.</li> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.) and how to support those students</li> <li>• Understanding of the standards for the grade levels they will support</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding how to leverage the materials to support teachers in planning and implementing standards aligned lessons</li> <li>• Understanding the district implementation plan</li> </ul>
	<ul style="list-style-type: none"> <li>• Understanding of the standards for the grade levels they will support</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> </ul>

<p>Coaches switching grade levels or subjects</p>	<ul style="list-style-type: none"> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding how to leverage the materials to support teachers in planning and implementing standards aligned lessons</li> <li>• Understanding the district implementation plan</li> </ul>
<p>Coaches in year 2 of supporting implementation</p>	<ul style="list-style-type: none"> <li>• Reflecting on year 1 implementation</li> <li>• Supporting unfinished learning for students</li> <li>• Attending to the diverse needs of learners</li> <li>• Supporting instructional improvement of specific teachers as well as groups of teachers</li> </ul>
<p>New principals</p>	<ul style="list-style-type: none"> <li>• Understanding of how the materials support the system’s vision for excellent instruction</li> <li>• Understanding the design principles of the curriculum materials</li> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.)</li> <li>• Understanding of the standards for a particular grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding what strong implementation of the curriculum looks like and sounds like</li> </ul>
<p>Leaders in year 2 of supporting implementation</p>	<ul style="list-style-type: none"> <li>• Reflecting on year 1 implementation</li> <li>• Supporting unfinished learning</li> <li>• Attending to the diverse needs of learners</li> <li>• Supporting instructional improvement for specific coaches and teachers as well as groups of coaches and teachers</li> </ul>

How will training needs be determined?	
How will who needs to be trained be determined?	<ul style="list-style-type: none"> <li>• Survey: Offer a survey to teachers with the types of upfront training they can receive and let teachers opt in</li> <li>• Records of who has been trained: Keep track of employees that have attended trainings to ensure that all who work with students receive training.</li> <li>• Leader recommendation: Work with site administrator to identify teachers that will need focused support, are changing grade levels, newly hired, or would benefit from a refresher</li> </ul>
How will content needs for trainings be identified?	<ul style="list-style-type: none"> <li>• Survey: Offer a survey to teachers, instructional coaches, and principals to identify training needs. Survey questions might include areas of student need and teacher need</li> <li>• Data analysis: From the data gathered throughout the school year, identify areas needing additional support</li> </ul>

## End-of-Year Stepback Agenda

This resource provides a sample agenda for a three-hour, end-of-year stepback meeting.

Time	Session
10 min	<b>Opening</b> <ul style="list-style-type: none"> <li>Review team norms.</li> <li>Invite attendees to share one part of their curriculum experience that they feel proud of.</li> </ul>
30 min	<b>Review Data – Celebrations</b> <ul style="list-style-type: none"> <li>Where did we meet our goals? (look at data)</li> <li>Why did we meet them? (What were the drivers of success?)</li> </ul>
30 min	<b>Review Data – Challenges</b> <ul style="list-style-type: none"> <li>Where did we miss our goals? (look at data)</li> <li>What held us back from meeting those goals? (Consider factors like time, budget, knowledge, training, etc.)</li> </ul>
60 min	<b>Planning for Next Year</b> <ul style="list-style-type: none"> <li>What do we want to do differently next year? <ul style="list-style-type: none"> <li>Review improvement lists from quarterly stepbacks.</li> </ul> </li> <li>What do we want to continue doing next year?</li> <li>How will we support students, teachers, and leaders next year?</li> </ul> <p><b>When planning for next year, consider the following categories:</b></p> <ul style="list-style-type: none"> <li>Training for new teachers (new to the district, subject area, or grade level that uses the curriculum)</li> <li>Training for veteran teachers</li> <li>Training for teachers and leaders who need additional support in understanding or using the curriculum (those who struggled in Year 1)</li> <li>Coaching</li> <li>Collaborative planning for teachers</li> <li>Ongoing support for principals and coaches</li> <li>Systems that support the curriculum, like grading, assessment, and scheduling</li> <li>Expectations for teacher planning, like pacing and when teachers can make modifications to the materials</li> </ul>
15 min	<b>Priority Areas for Next Year</b> <ul style="list-style-type: none"> <li>Of all the improvements we brainstormed in the previous section,</li> </ul>

	<p>what are the 2-3 focus areas we'll prioritize as a system next year?</p>
30 min	<p><b>Goal Setting and Project Planning for Next Year</b></p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• What are our goals for next year?</li> <li>• How will we measure them?</li> </ul> <p><b>Projects</b></p> <ul style="list-style-type: none"> <li>• Based on our priorities, what are the projects we will tackle next year?</li> <li>• What will success look like for each project?</li> </ul>
5 min	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• What are our immediate next steps from this meeting?</li> <li>• What do we need to communicate to others from this meeting and how will we communicate?</li> </ul>

## Considerations When Changing Materials

*This resource provides guidance for those considering changing instructional materials at the end of the school year.*

### Deciding if there will be a change in instructional materials

Changing instructional materials from one set of aligned materials to another should be done with extreme caution. Before making a decision that will impact student learning, teachers and teaching, and the instructional system, it's critical to understand the "why" behind the desire to change. What is the root cause of the desire for change? Are the challenges actually with the instructional materials? Or something else?

### Materials Support Considerations

Start by analyzing the challenges you have with your current materials. Begin by reflecting on Phase I and II to help you narrow the challenge. Oftentimes, the place to change is around how we support materials versus the materials themselves. To consider:

- Was the materials selection process transparent? Did all stakeholders engage in the process, creating ownership?
- Has capacity been built for all educators to support the materials implementation? Teachers? Administrators? Classified staff?
- Is there a clearly articulated plan for how materials are to be used?
- How is the implementation plan communicated and how is that communication received?
- See the [Solutions to Common Challenges](#) document and [Reflective Implementation Checklist](#) to support this process.

### Student Experience Considerations

- How would a change in instructional materials impact student learning?
- How would a change in instructional materials impact students' K-12 math or literacy experience?
- How would a change in instructional materials impact coherence of the student math experience? What about knowledge building in literacy?

See the [End-of-Year Stepback Guidance and Materials](#) document for additional considerations.

### Goals for Implementation

*This resource shares considerations about setting specific goals in the following areas: teacher practice, student and staff investment, and student growth, as well as sample goals and outcomes for each area.*

**Sample Goals and Outcomes:**

Target	Measurement	Year 1 Goal	Considerations
<b>Student and Staff Investment</b>	<p><b>Teacher and Leader Survey:</b> We will send an electronic survey to educators at the end of each quarter. We will have a survey for teachers and a survey for principals/coaches. Surveys are on a 5-point scale (Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree). Surveys will be anonymous.</p> <p><b>Student Survey:</b> We will ask all teachers to choose five students to take a pencil and paper survey each quarter. The survey will be on a 3-point scale (Yes, Kind of, No). Teachers should try to choose five new students each quarter.</p>	<p>A 1.5 point increase on the scale from the beginning of the year to the end of the year.</p> <p>A 1 point increase on the scale from the beginning of the year to the end of the year.</p>	<p>Early implementers shared that their levels of investment in the materials increased throughout the school year as they gained confidence in using them and saw their students rise to the level of rigor. Consider setting a goal around improvement in investment over time or incremental goals around growth.</p>
	See below for sample survey questions for teachers and students.		
<b>Teacher Practice</b>	<p><b>Walkthrough Data:</b> As leaders conduct informal walkthroughs and formal observations, they will document the use (or evidence of the use) of strategies in classrooms on the walkthrough form.</p>	<p>Teachers will exhibit growth from baseline as measured by our walkthrough tool. Each teacher will have a goal they are working towards and as a system, we'll see an average of 1 point improvement across focus indicators on our walkthrough tool.</p>	<p>As teachers become more familiar with the materials, systems and schools can shift their focus to ensuring that the materials are being used effectively. Consider establishing a focus area for teachers as defined by a shared walkthrough tool (for example, in ELA, that might be ensuring that students use precise and accurate evidence to support answers). This focus area can be system-wide or specific for individual teachers. In addition, using a walkthrough tool that is aligned to the system's vision can be helpful as well, as it provides a concrete set of look-fors and can also be used as a coaching tool for teachers, coaches, and leaders.</p>
<b>Student Outcomes</b>	<p>Student performance on curriculum-specific common assessments (i.e. End of Module/Unit assessments)</p>	<p>Students will exhibit growth in proficiency on curriculum-specific assessments.</p>	<p>When adopting materials, many schools experience an "implementation dip" in the first year as a result of the significant increase in rigor in daily tasks. Because this adjustment takes time for both teachers and learners, it is</p>

			important to make considerations when setting goals in this area. When making goals for student learning, review II.2 on assessment and grading.
--	--	--	--

Sample Questions for Surveys	
Teacher satisfaction with the curriculum	<ul style="list-style-type: none"> <li>▪ The curriculum provides me with resources that help me reach all students</li> <li>▪ The curriculum has helped me build knowledge in my content area</li> <li>▪ The curriculum is helping my students learn</li> </ul>
Teacher knowledge and confidence with the curriculum	<ul style="list-style-type: none"> <li>▪ I understand how to use the curriculum</li> <li>▪ I am confident in my ability to teach a full lesson with the curriculum</li> <li>▪ I understand the learning goals of the unit I'm currently teaching</li> </ul>
Teacher satisfaction with curriculum supports	<ul style="list-style-type: none"> <li>▪ Trainings on the curriculum help me understand and use the materials</li> <li>▪ PLCs help me understand and use the curriculum</li> <li>▪ Observations and feedback from my coach help me understand and use the curriculum</li> <li>▪ Meetings with my coach help me understand and use the curriculum</li> <li>▪ Observations and feedback from my principal help me understand and use the curriculum</li> <li>▪ Module walkthroughs help me understand and use the curriculum</li> <li>▪ I have the support I need to understand and use the curriculum</li> <li>▪ I have resources that help me understand and use the curriculum</li> </ul>
Specific questions for leaders	<ul style="list-style-type: none"> <li>▪ I have the information and resources I need to support teachers at my school in implementing the curriculum</li> <li>▪ The work I do as a principal/coach supports teachers in understanding and using the curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>▪ The curriculum is helping teachers improve their instructional practice</li> <li>▪ The curriculum is helping students learn</li> </ul>
Sample questions for student surveys	<ul style="list-style-type: none"> <li>▪ Do you find class interesting?</li> <li>▪ Is the material you study in class relevant to your future?</li> <li>▪ Is the material you study in class challenging?</li> <li>▪ How do you typically feel in class?</li> </ul>

## Implementation Plan

*This resource is a template for keeping track of all of the projects and tasks that your team will take on during implementation. Before the work plan, there is space for recording major decisions and notes relevant to your work plan from across Phase I and Phase II: vision, core beliefs, goals, communications, roles and responsibilities, and decision-making process. This is meant to be a “one-stop shop,” but the format may not be right for your team. Modify as needed - add or delete sections, adjust tables and rows, or separate into multiple templates.*

**Vision (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Core Beliefs (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Goals (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step C):**

Goal Area	Goal(s)	Measures and Frequency	How will we collect and analyze data?	When will we step back and adjust?
Teacher and Student Investment				
Teacher Practice				
Student Outcomes				

**Key Stakeholders and Communications (set at the end of each step in Phase II):**

Stakeholder Group	Communication Channels	Communications Needed

--	--	--

**Roles and Responsibilities (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Person / Role	Responsibilities	Training and Support Needs

**Decision-Making (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Key Decision	Who is responsible for making it?	Who will consult?

**Progress Monitoring (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step D):**

Goal	Progress Monitoring Action(s) to be Taken	Owner	Date	Outcome

**Work Plan:** Below are descriptions of some of the terms across the top row.

- Project: describes the bucket of work; many organize projects by key action (i.e. coaching)
- Task: describes an action step in the project (i.e. determine who will lead upfront materials training)

Project	Task	Owner	Deadline

## Email for End-of-Year Communication

*This resource contains a sample email communicating successes, progress, and plans for next year.*

Dear Educators,

As we come to a close on our first year implementing Eureka Math, we want to share our successes, progress, and plans for next year.

We have had opportunities to meet with and learn from multiple stakeholder groups including teachers, students, coaches, principals, other leaders who regularly observe in classrooms, and family and community members. Within each of these discussions we learned about:

- Teacher, student, leader, and coach experiences
- Successes and challenges
- Areas that were strong within the instructional materials and implementation
- Areas that would benefit from support within the instructional materials and implementation
- Recommendations

We have looked at system level data and school level data. This includes student performance on units and lessons and teacher practice as measured by walkthrough data.

### Successes

Through our learning it's evident that we have many things to celebrate!

A few highlights:

- All teachers, instructional coaches, and site leaders attended trainings to learn about the curriculum design and features. More than 95% of participants reported the training contributed to their learning.
- Students reported they are learning from the materials and find them challenging.
- Teachers have reported that they believe in the power of the materials and that they are appropriately challenging for students.
- Teachers have grown in their instructional practice and comfort in using the materials across the school year.
- We've seen student learning increase as measured by student work.

**Plans for next year**

As we move into the second year with Eureka math we have plans to provide additional coaching and support. Teachers, instructional coaches, and administrators will have access to training to meet their respective needs. Training offerings will be customized to meet the needs of both new and returning teachers, coaches, and leaders. In addition to attending training, teachers will also be supported in planning and will engage in ongoing instructional coaching.

We will continue to refine district systems that support the curriculum. Some of these areas include:

- Additional support with report cards. Our grading and grade reporting plan will continue to be developed. This includes the development of parent communication tools to support stakeholder understanding.
- Supporting students with unfinished learning. We want to continue to support our students who are not currently mastering content. Professional learning this year will focus on supporting these students.

We look forward to continuing this important work so that all X students have access to high-quality teaching and learning.

Sincerely,

x  
Director of Curriculum and Instruction

## End of Year Celebration Ideas

*This resource outlines different ways to celebrate with your team at the end of a big year.*

- **Host an End of Year Gala:** It's time to celebrate! Invite your team to dress up and come out to an end of the year party.
- **Cater a meal:** Have a local restaurant bring in a meal for your team.
- **Bonus:** Offer an end of year bonus for perfect attendance, making or exceeding benchmarks and goals, leadership, etc.
- **Gift/gift cards:** Tickets to a movie, concert, or event in your city; vouchers for massage/house cleaning/car detailing, etc.
- **Team award:** Special gift or award for entire team reaching a goal.
- **Notes/photos/videos from kids and families:** Collect pictures, notes, and videos from scholars and families to give to each teammate.
- **Core Value Awards:** Have an awards ceremony where teammates celebrate and earn awards for embodying the shared core values.

# About Us

The Curriculum Support Guide was written and designed by Instruction Partners, an education non-profit that works shoulder to shoulder with educators to support great teaching and accelerate student learning. Our work with schools and systems is grounded in the instructional core, and we provide coaching, action planning, and professional development. In the last three years, we have observed hundreds of classrooms and been fortunate to partner with many schools and school systems. We specialize in supporting smaller school systems, who may lack capacity but are able to make big changes quickly.

**Many thanks to the Bill & Melinda Gates Foundation for their generous support of this work.**

# Thank You

FOR USING THE

**CURRICULUM**  
**SUPPORT**  
— **GUIDE** —

W O R K B O O K