CASE STUDY

Homer Plessy Community Schools

IM 6-8 MATH™

EXPERIENCE
CASE STUDY

INTRODUCTION

About IM

Illustrative Mathematics® (IM) is guided and inspired by educators who are doing extraordinary work. Since our founding as a non-profit organization in 2013, IM has become a leader in problem-based mathematics education. Our comprehensive, standards-aligned, K–12 curriculum has reached over 1.5 million students. At the same time, our robust catalog of professional learning has served more than 28,000 teachers.

We know this success is the result of mathematicians, educators, and communities working collaboratively. Together, we create the IM Classroom, where *all* students are active participants in their learning. The IM Classroom stands on these four pillars:

- Teachers and students use an IM Certified® curriculum and practice IM's problem-based instructional model with integrity.
- Teachers participate in IM Certified® Professional Learning and have access to implementation support.
- School and district leaders understand and support the systemic changes that are necessary to change teachers' practice.
- Families and communities are engaged with and support their students' learning.

Illustrative Mathematics®
LEARN MATH FOR LIFE

In Fall 2022, Illustrative Mathematics set out to identify a school district that exemplifies the IM Classroom model. It didn't take long to find one. In fact, we found many teams doing amazing work implementing the IM curriculum. Our team visited school offices, classrooms, lunchrooms, and gymnasiums. We met with educators and heard stories about why the decision to adopt the IM curriculum was integral to their school district's vision of equitable instruction for all students.

Homer Plessy Community Schools is one of the school systems we chose to spotlight. The case study presented on the following pages captures the intimate conversations that IM had with the school leaders, teachers, and students of Homer Plessy Community Schools. It describes the district's journey from adoption through implementation of IM 6–8 Math™. While the narratives are specific to Homer Plessy Community Schools, the educational themes and pathways to success will resonate with many school districts across the nation.

We hope you take inspiration in the stories that you will read about Homer Plessy Community Schools' journey. Join us in IM's vision of creating a world where all learners know, use, and enjoy mathematics.

THE IM EXPERIENCE

The IM Experience connects educators to engaging experiences and resources. It elevates the IM curriculum journey in a new way — through events, case studies, webinars, support services, digital resources, and more. It is an experience that IM is curating and developing to engage our audiences so they can share what they need beyond adopting our curriculum.


Gabe 5th period
Gerard 5th period
Heaven 5th period
Mesiya 5th period
AKayla 5th period
Caleb 8th period
Aakhirah 8th period
Caryan 8th period
Bless 8th period
Slope
y intercept
Ms. D is the best
SAINTS
Kendall Hunt
HIGH SCHOOL
MATH
ALGEBRA 1
UNITS 3–5
STUDENT EDITION
IM CERTIFIED


SHORTY
BMIKE

AT A GLANCE

Homer Plessy Demographics

744
Total Student Population

29.3% White

11.9% Multiracial

<1% Hawaiian/Pacific Islander

11.8% Hispanic

<1% American Indian/Alaska Native

1.4% Asian

47.5% Black

STUDENT/TEACHER RATIO **11:1**

73.6% Economically Disadvantaged

77% Surveyed Students Who Agreed They Like Math

6% Multilingual Learners

13.6% Students with Disabilities

This case study highlights Homer Plessy Community Schools and their journey from adoption through implementation of IM Math™. Through interviews with teachers and school leaders, we learn why their decision to adopt the Illustrative Mathematics curriculum was integral to their vision for equitable instruction for all students.

ABOUT THE SCHOOLS

Finding Strength in Community and Overcoming the Odds

Homer Plessy Community Schools is a PK–8 charter school system nestled in the historically and culturally diverse Tremé and French Quarter neighborhoods of New Orleans, Louisiana. The system consists of two schools: Homer Plessy French Quarter, which serves kindergarten through grade 4, and Homer Plessy Treme, serving pre-kindergarten and grades 5–8. Together, the two schools are often referred to simply as “Plessy.”

Plessy’s stated mission is to “foster project-based learning through the arts In joyful and diverse environments.” This mission is reflected in the schools’ hallways, bulletin boards, and outdoor murals. They create an artistic tapestry and capture the vibrancy and brilliance of the creativity happening inside the walls.

All schools in New Orleans essentially function as charter schools. This brings more autonomy and choice in some cases, but it also presents its own unique challenges. For example, Plessy was free to choose its own math curriculum, but district resources for implementing that curriculum were limited.

However, in the past few years, Plessy has faced even greater challenges. Like many schools across the country, Plessy had to deal with the COVID-19 pandemic and attendance struggles. It also had to absorb students from a nearby under-performing school. What’s more, Plessy had to contend with the devastation of Hurricane Ida.

Persevering Despite the Odds

Despite all of these difficulties, teachers and students at Plessy have not just survived — they have *thrived*. The keys to their success include a team of dedicated school leaders and a cadre of veteran teachers who, importantly, *choose* to work at Plessy. These educators have developed a culture where both leadership and teaching is responsive to fluctuating needs, and teachers are trusted to use their expertise to provide a uniquely rich classroom experience for students. Nestled in this environment is IM’s problem-based math curriculum built around the mission of ensuring that all students know, use, and enjoy mathematics.

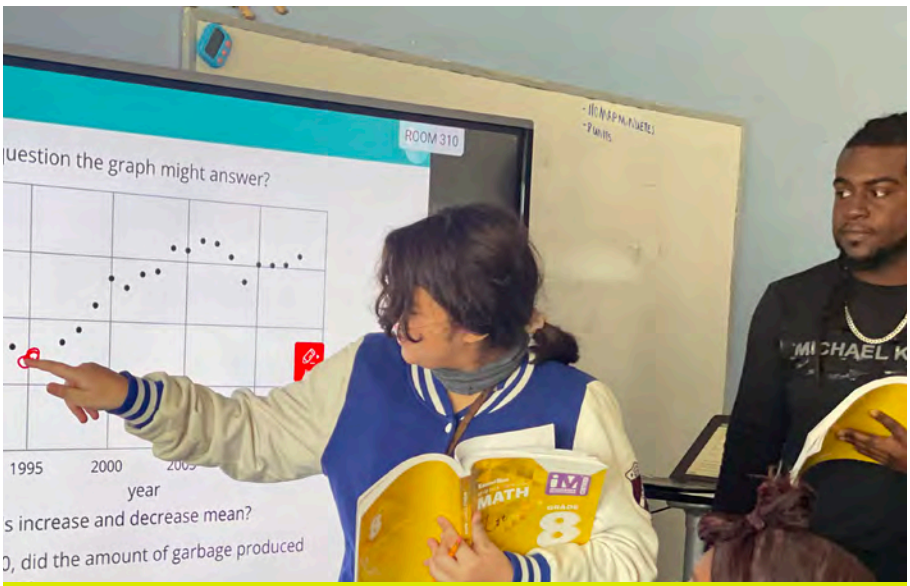
Homer Plessy Community Schools was designed as an arts-integrated school. On a day-to-day level, this means that students are learning core content through art in every class on every school day. This can include learning through music, painting, or even the culinary arts.

Moreover, Plessy's arts-centric approach is aligned with the goals of Illustrative Mathematics. IM supports the development of classrooms that offer an inviting student experience where they can discover, learn, and internalize concepts, and apply their learning to a range of problems, whether in math class, the arts, or their personal lives.

Effective Student Learning

By design, the student population in Homer Plessy Community Schools reflects their community. As they note in the schools' vision statements: "We aim for our hallways to reflect the diversity seen on the sidewalks of New Orleans neighborhoods as we pass each other in greeting. We see diversity as a powerful tool in a child's education. Our aim is that students, teachers, and parents reflect the racial and cultural diversity of New Orleans and everyone feels safe to be who they uniquely are while on the Plessy campuses." These values are shared by Illustrative Mathematics. IM believes that students should not only see their community in their schools, but that they should also see themselves in their curriculum.

Safety at schools, both actual and perceived, is not always a given. The emphasis on diversity, mutual respect, and well-being at Plessy schools goes a long way toward setting a strong foundation for effective student learning. By adding IM's high-quality instructional materials to this inclusive educational environment, the students have many of the tools that they need to succeed.



"Plessy is a diverse-by-design school … I love that the kids are able to interact with other kids who might not come from the same exact socioeconomic class, who might not be of the exact same race. I also love that the kids respect each other. It is a middle school, so there are going to be some issues from time to time. But, overall, they respect each other's nationalities. They respect each other's sexual orientations. We push diversity at Plessy."

DEQUAZ HUMPHRIES, 8TH GRADE MATH TEACHER

PERSEVERANCE THROUGH CHALLENGES

Over a short time span, Homer Plessy Community Schools has successfully overcome a series of challenges:

- **MAR 2020**
  Start of the COVID-19 pandemic and per order of the governor, all Louisiana schools were closed on March 16
- **AUG 2020**
  Absorbed students from a nearby school that was under-performing academically
- **AUG 2021**
  Arrival of Hurricane Ida. Families evacuated and were spread out throughout the country. For many, it was reminiscent of Katrina.

With each challenge, Homer Plessy rose to the occasion, and with the help of the IM curriculum, students are thriving now more than ever.

Embracing Shifts

Despite great intentions, not all transitions are smooth. With this in mind, it is not surprising that the IM curriculum adoption process came with its own set of challenges for the Homer Plessy Community Schools. One challenge was the shift to a problem-based instructional model, in which student thinking leads the mathematical discourse in the classroom, and teachers facilitate learning instead of providing direct instruction.

Another challenge has to do with the makeup of the teaching staff at charter schools, like Homer Plessy Community Schools. Not only is the district one in which parents may choose which school their children attend, but veteran teachers are attracted to this district for that very promise of autonomy. They teach at Plessy because they believe that they will be trusted to use their experience and expertise to determine how best to serve their students. Plessy's adoption of any new curriculum threatens this autonomy and challenges school leaders to find ways to make the shift without diminishing the value of expert teachers and the independence they so highly value.

Importantly, Plessy's leadership set the tone for directing and encouraging teachers. Given the many necessary adjustments the educators would face, the leadership recognized that the teachers needed to have a foundation of support and the knowledge that they were not making this transition alone. The school leaders wanted to make sure the teachers had the scaffolding in place to process their own changes and their own journey into the new curriculum. Rachel Bernstein, the Principal of Homer Plessy Treme says: "When we first rolled this out, not everyone was excited. It is a lot of experience and trials. There were tears. There were balled-up fists."

However, Bernstein points out, school leaders were ready for this. They created a game plan to help teachers at every step and to enable them to become comfortable and confident in the curriculum. She goes on to say that having a deep understanding of the math standards in general and the IM curriculum in particular have made a big difference:

"We have strong instructional knowledge on the administrative team. I think that matters. So, when we are picking curriculum, we're picking it right. When we're selecting people to train teachers on the curriculum, or deciding what to prioritize with the math team, we know what that training is supposed to look like.

"I've seen a lot of schools where teachers have very specific pushback about their content, and the leaders can't go toe-to-toe with them on their content, so the teachers say, 'See, you don't know what you're talking about. Why would I believe anything you say?' We don't have that fight because I would invite any teacher in my building to come and sit here and go toe-to-toe with me on standards because we'll have an in-depth conversation. And so, I think that matters."

INSIGHT

Trust the Process

A common refrain often heard when describing the transition to IM's curriculum is "Trust the process." This means do not be deterred by the initial challenges with implementing a new curriculum, especially because the IM curriculum can be quite different from how teachers were taught math themselves. Time and time again, once educators commit to teaching the IM curriculum with integrity (not fidelity), they are pleased at the change they see in students.

Eighth grade math teacher DeQuaz Humphries echoes this sentiment: "I feel so comfortable doing it in year three, versus year one, where I think it was more of a challenge for me. But once you get the hang of it, it makes sense, and it clicks, and it just comes second nature to you. Now, I could look at a lesson and say, 'OK, this is what I need to do, this is what the outcome is.' It all makes sense. So, it feels good."

IMPLEMENTATION JOURNEY

Leadership's Focus

At Homer Plessy Community Schools, strong leadership means listening to and understanding teachers' perspectives and being responsive to their needs. Humphries, the 8th grade math teacher, notes that initially the focus was on authenticity within the new material:

"I think the biggest issue was making sure that students were able to access the information on a deep level, in a super authentic way, that wouldn't be me giving too much away. And I think that for most first-year teachers, that's an issue in general. You want to make sure that you present the information authentically, especially with having gone through the teacher preparation programs. It can be difficult to really be authentic with it initially."

As with learning any new material, the growth at the front-end can often pose more daunting uphill challenges, especially when that material must then be prepared and used in a classroom with student participants. In line with the school leaders' observations, Humphries also says that this growth was to be expected and over time gave way to deeper understanding and authenticity on the part of the teachers and a deeper comprehension by the student learners:

"The second year, I said, 'Let me implement the curriculum properly. Let me teach them that we build these diagram models.' We do the same thing on both sides. Kids got it. It made so much more sense. And we saw the scores increase by around 20% after I introduced it in a proper way. And I really do think that I've come to like the curriculum a lot more after having really unpacked what it entails to do it in an authentic way."

Seventh grade math teacher Madison Frappier continues this trend when she talks about her experience with IM. Although, her trajectory was a bit different than most instructors at Plessy:

"I actually taught IM as a first-year teacher at a different school, so my first experience teaching math was using the IM curriculum. I taught sixth grade for three years before coming to Plessy. At that time, we were using a different curriculum, and then we made the switch to IM.

"Those first few years were really challenging because the teaching materials are so comprehensive, and there's so much packed into the lessons. We have to spend time internalizing the narrative of each unit. Now that I have the experience of doing it — going to a different curriculum, and coming back to it after being a little bit more experienced in the classroom — I really see the value of using IM."

Given how Frappier's experience differs from most educators at Homer Plessy Community Schools, it is important to note that she also continues to find new value in the IM curriculum. She says: "I still feel like I'm learning things in my fifth year with IM," which is something that a more traditional, teacher-led curriculum with a procedural approach to instruction may not always offer.

Frappier goes on to say: "In terms of transitioning to the IM curriculum, teachers need time and support as they explore the curriculum in the classroom, and figure out what it should feel like." Frappier observes that, in her experience, the IM curriculum presents a marked improvement on the previous material, explaining that she thinks "the conceptual understanding that students get with IM is much stronger," even though "that requires a lot of stamina for students to feel like they can succeed." Put another way: the view from the summit is well worth the climb.

"In terms of transitioning to the IM curriculum, teachers need time and support as they explore the curriculum in the classroom, and figure out what it should feel like."

MADISON FRAPPIER, 7TH GRADE MATH TEACHER

FEATURE

BRONWYN GILMORE
ASSISTANT PRINCIPAL, HOMER PLESSY COMMUNITY SCHOOLS, TREME LOCATION

TRUST & RESPONSIVENESS

In implementing the IM curriculum, the leadership strategy at Homer Plessy Community Schools focused, as Assistant Principal Bronwyn Gilmore says, on "trusting the curriculum." Working together, Gilmore and Principal Rachel Bernstein decided to develop teachers' muscles by focusing on the components of an IM lesson, one at a time. Gilmore says that while the actual component that they focused on "varied from teacher to teacher throughout the year," they continued to trust in the curriculum and help teachers get "great at launching the activities, and then making sure teachers' instructional practices were solidified. Ultimately, the synthesis component was what we really focused on during our first year."

The school leadership at Homer Plessy Community Schools wanted to ensure that they allowed their teachers to respond organically to the new materials, and in turn, be responsive to their teachers' needs as well.

RACHEL BERNSTEIN
PRINCIPAL,
HOMER PLESSY
COMMUNITY SCHOOLS,
TREME LOCATION

Bernstein echoes this sentiment as well. She notes that the first year of implementation was about understanding the components of the curriculum. Notably, she uses the same phrase Gilmore does: "trusting the curriculum." This refrain, in part, speaks to the more general strategy utilized by Plessy: trust and responsiveness.

In fact, Gilmore notes that the first-year strategy was not about mastery or perfection, but about acclimating the teachers to the new curriculum. The school leadership at Homer Plessy Community Schools wanted to ensure that they allowed their teachers to respond organically to the new materials, and in turn, be responsive to their teachers' needs as well. As time has progressed, they continue to support and train their teachers, but have also been able to focus more on the students. Gilmore says, "This year, the focus is more around making sure we're tending to student needs, responding to what we're seeing in the moment, then making sure we're elevating those strategies that we want to see."

RESULTS

Impact on Students

Like teachers, students at Homer Plessy Community Schools had to adapt to using the new IM math curriculum. Unfortunately, this process occurred at the same time that students faced a global pandemic and a hurricane at home.

Category 4 Hurricane Ida arrived at the start of the 2021 school year, bringing devastation, widespread power loss, student absences, and trauma. Camille Russ, the Chief Academic Officer at Homer Plessy Community Schools, describes the impact on students.

"Number one, we lost a month of instruction," she says. "Kids were coming back having experienced a range of traumatic experiences and the stress of evacuation and all that comes with that. It also amplified the challenge we faced with the pandemic, which is, 'How do we address the gaps?'

Russ continues: "I was lucky enough to come across enough resources that talked about just-in-time intervention, particularly in math, and that became our North Star."

Using the adaptive structure of the IM curriculum, Plessy teachers were able continue instruction at grade level. As Russ describes, teachers combined resources to "provide just-in-time interventions that are aligned to the unit that they're doing right now."

When school resumed, Plessy students expressed that they did not feel a disruption in learning math. On the contrary, most said they enjoyed the challenge. Students Lucy and Zadie Russ said IM made their math learning "easy" and "fun."

The Numbers Tell the Story

Plessy students have proven to be incredibly resilient. With support from their families and teachers, they have thrived with the IM curriculum. In fact, when asked if they like math, 77% of Plessy students agreed.

To some extent, this should not be surprising, as the IM curriculum was intentionally designed with student engagement in mind. It was designed to encourage students to enjoy doing math, and to enjoy being doers of mathematics, both in and out of the classroom.

As a result, a transformation in student mindset around math is taking place at Homer Plessy Community Schools. When interviewed, 80.7% of students responded that their thinking had grown or changed as a result of new learning in math. This staggering statistic exemplifies the IM approach that centers students in their own learning process. Plessy students are discovering their math identities as problem solvers.

When asked how they share their math ideas with others, almost 72% of Plessy students say they explain their thinking in solving the problem, instead of just giving an answer. This speaks to one of the purposes and goals of the IM curriculum — to get students thinking conceptually about math and to be able to express their ideas mathematically, rather than simply following rote instructions from teachers.

> "My favorite part of math class is getting to talk to my peers."
>
> **JA'LEAH BURTON, 7TH GRADE STUDENT**

Another key intention behind the IM design is to create a curriculum that reflects a diverse society. Students notice this and remark on it during interviews. When asked, close to 4 out of every 5 Plessy students agreed that the curriculum's images, names, and scenarios reflected a diverse society. Students see themselves in the problems they are solving, leading to more meaningful connections to the mathematical concepts they are learning. This, in turn, helps students see mathematics in the world around them.

2022 HOMER PLESSY COMMUNITY SCHOOLS STUDENT SURVEY RESULTS

"I like learning math!"

Strongly Agree	22.8%
Agree	54.3%
Disagree	15.2%
Strongly Disagree	7.6%

"My thinking has grown or changed as a result of new learning in math."

Strongly Agree	18.2%
Agree	62.5%
Disagree	14.8%
Strongly Disagree	4.5%

REAL STUDENTS

Ja'Leah

7th grade, Homer Plessy

Ja'Leah Burton, a 7th grade student at Homer Plessy Community Schools Treme, may not consider herself a full "mather," but she's more of a math person than she realizes. In fact, Ja'Leah naturally takes her math learning and applies it outside the classroom, precisely what IM is designed to promote. Ja'Leah explains some of the thought processes embodied in the problem-based math curriculum: "I say my answer first, then I give my reasoning of how I got to the answer. I'd say, 'I got Answer B by looking at the graphs and comparing my answer to the graph.'"

In other words, Ja'Leah (and her fellow students) are learning to think through the math problems on their own, rather than simply following a step-by-step, copy-and-paste approach. When stuck on a problem, Ja'Leah describes a number of methods she uses to persevere. "First, I take a breather, then look at the problem again. Or, I ask the teacher for help, or ask a friend. And a fourth one is just to keep trying by myself, even if I feel frustrated with it."

Ja'Leah embraces math, whether it's in actual math class, or in art or music lessons at school. She currently plays the cello and finds herself using mathematical concepts while in music class. She says, "We even use a bit of math in our music. For example, our time signal is in fractions, and we use ratios when we need to figure out the number of beats per measure."

With her keen mind and enthusiasm for math, there is certainly mathematics in Ja'Leah's bright future. And with a love of problem-solving and applying critical thinking in a wide range of environments, we know that she can do it!

In Spring 2022

79.8%

of students agreed that the IM curriculum has photos/pictures, names, scenarios, or text that reflect a diverse society.

In Spring 2022

88.3%

of students agreed that their teacher helps them understand and connect math ideas.

The Growth Continues

The data show that the shift to IM has brought more enjoyment and learning to math classes at Homer Plessy Community Schools. That being said, one of the key indicators of growth in any academic area will always be test scores. The big question is: Does the IM curriculum actually improve students' test scores in a substantial way over time? For Homer Plessy Community Schools, the answer is unequivocally "yes!" Evidence can be found in students' performance on the state assessment, Louisiana Educational Assessment Program (LEAP) in Mathematics. In Spring 2021, the results of the first LEAP assessment post-COVID closures show a dip in the percentage of students who are proficient in math. However, by 2022, the percentage of students who have demonstrated mastery of the math assessment had increased for nearly all grades. Student mastery of the mathematics material is now heading in the right direction.

Specifically, at Homer Plessy Treme, eighth grade students increased in proficiency by 13 percentage points from 2021 to 2022 on the LEAP math assessment. This positive trend is also reflected when speaking with students. Almost 50% of eighth graders surveyed reported that they were enrolled in Algebra I instead of Math 8.

What makes this progress even more impressive is it includes the achievement of students absorbed by Homer Plessy Community Schools in 2020, when a neighborhood charter school was closed due to academic under-performance. Plessy welcomed these students, and using the IM curriculum, helped them grow their proficiency with mathematics very quickly.

The data tell the story: Over the course of just a few short years, mathematics scores have improved dramatically, and nearly 90% of students agree that their teacher helps them understand and connect math ideas. Combined with the observational differences in classrooms and the enjoyment and growth reported by the students themselves, the implementation of IM at Homer Plessy Community Schools has already been a qualitative and quantitative success.

LOOKING AHEAD

Student Success

As Homer Plessy Community Schools look to the future, they recognize that more growth, for both teachers and students, is necessary. School leaders also know that more growth is now possible with the implementation of IM.

The teachers whose classrooms have already absorbed the curriculum and adjusted to it more fully have words of wisdom and advice for others finding the transition more difficult.

Garret Van, third grade math teacher at the French Quarter campus, says: "I think the thing that's helped my discussions be most successful is making sure that you're not, as a teacher, you're not the one dominating the discussion of what's going on. Getting other kids to build off of each other's thinking and bring in examples of what they've thought about or how they make real connections to their lives, making sure those open-ended discussions are as open-ended as possible.

Eighth grade students increased in proficiency by

13%

percentage points from 2021 to 2022 on the LEAP math assessment.

Van continues: "Sometimes their discussions get a little bit too long, and we don't end up doing all of the activities. But I would definitely give the advice of getting kids to build on each other's thinking. It's better than you dominating and taking over the classroom discussions."

Facilitating discussions while managing time may be challenging, but it is pivotal to allowing a curriculum like Illustrative Mathematics to work its magic. To overcome this obstacle and ensure that student thinking is central, leaders at Homer Plessy Community Schools work with IM representatives. Together, they provide training ahead of each school year and on a regular basis throughout the year.

> The best classroom is not one where we encourage kids to repeat the same strategies, so that they can produce a certain result. The best IM classroom is one where you have students with really different backgrounds in math, or different ways of seeing and thinking, that can come together and create this incredible learning together."
>
> **GRETA ANDERSON, IM CERTIFIED® PROFESSIONAL LEARNING FACILITATOR, ILLUSTRATIVE MATHEMATICS**

The Impact of Teacher Support

Plessy math teacher, Madison Frappier, describes the support she gets from IM: "The summer before every year I've taught with IM, I've gotten a half-day intensive training with an IM representative. She's always been around and available. She gives us a crash course, and I've been through it a couple of times.

"And I think that every year I do it, I get something out of it, because the IM representative has such a depth of knowledge when she does the training. She's consistently available for us to contact, and she comes to my classroom probably once every two months, comes to all of our classes in the school, and is able to give us some feedback. The last time she came through, the big feedback was working on the lesson synthesis with the kids and how to better structure that and our questioning strategy. So, we get that course at the beginning, then we get ongoing conversations with people who are experienced with IM."

The IM representative that Frappier refers to is Greta Anderson. Anderson provides her own perspective on the training for IM. She says: "Any success, in my experience, has started with helping teachers learn to make sense of the curriculum and having some experience. Then you can ask about the impact and anything that is helpful and a good step in the right direction. Something I respect so much about Homer Plessy: It's all grounded in a deep respect for people as individuals who, if empowered to bring their perspectives to the table, will produce a great school."

This IM approach — training before instruction, followed by ongoing training during instruction, with feedback loops — speaks to the larger emphasis that Homer Plessy Community Schools makes on integrated learning. As an arts-based school group, Plessy's leaders and teachers have a vested interest in creating a synthesized learning atmosphere that has both ample preparation for teacher confidence and an ongoing commitment to student growth and engagement in the classroom.

OVERVIEW

The IM Classroom

This case study of Homer Plessy Community Schools shows that, while implementation of a new curriculum may pose unique challenges, the results prove more than worth the effort. Incorporating IM's problem-based curriculum, where students take the lead, establishes an environment in which teachers and school leaders can ensure that all students know, use, and enjoy mathematics. Homer Plessy Community Schools has overcome many of the challenges of adopting a new curriculum and has emerged as an exemplar of the IM Classroom.

WHAT IS THE IM CLASSROOM?

- Teachers and students use an IM Certified® curriculum and practice IM's problem-based instructional model with integrity.
- Teachers participate in IM Certified® Professional Learning and have access to implementation support.
- School and district leaders understand and support the systemic changes that are necessary to change teachers' practice.
- Families and communities are engaged with and support their students' learning.

Does your school or district exemplify the IM Classroom? Share your experience with us at **https://illustrativemathematics.org/im-experience/**

HOMER PLESSY IM ADOPTION TIMELINE

JAN 2021
Administrator review of the curriculum

FEB 2021
Initiate contact with IM about the adoption process

MAR 2021
Staff review of the curriculum

APR 2021
Grade 6 classrooms pilot IM

MAY 2021
Curriculum adoption finalized

JUL 2021
In-person IM Certified® "Teach and Learn" Professional Learning for Grade K–8 math teachers

FALL 2021
IM is implemented in all classrooms K–8

71.8%
of students surveyed in Spring 2022 agreed that they are comfortable sharing their math ideas with others.

“I am excited about our decision to adopt the IM curriculum. It’s accessible for teachers, accessible for students, and it really speaks to Plessy’s strengths and values when it comes to centering student voice and fostering autonomy for students, which is really at the heart of the work we do.”

CAMILLE RUSS

“There’s a lot that I really enjoy about IM. I like that all students are able to access the warm-ups, and feel immersed in the math from the beginning of the lesson. I also like the rigor. The curriculum really pushes students to think, and it doesn’t provide any shortcuts. We want students to utilize their prior knowledge and make those connections between what they know and what they are learning to understand the material.”

DEQUAZ HUMPHRIES

#PLESSYPROUD

“Students can see their success as they engage with the curriculum because sometimes the same standard will be addressed for seven lessons. We can think of it like a ladder: they can see their progress, which keeps them invested.”

MADISON FRAPPIER

"

The culture at Plessy is different from the settings I've been in as a teacher. We value student voice, give students a little more autonomy, and provide the opportunity for students to make the best decisions for themselves."

BRONWYN GILMORE

774

STUDENTS

"

There's a ton of mindset work, even for the most well-intentioned educators, that comes with implementing a curriculum that is as rigorous as IM — including for myself as a leader."

RACHEL BERNSTEIN

"

My favorite part of math class is getting to talk with my peers. I like when we share the answers we have, and compare our work to see how we got there."

JA'LEAH

2

LOCATIONS

Scan to learn more

Illustrative Mathematics®
LEARN MATH FOR LIFE