

EverydayMathematics® Success Stories



Staff Development Gets Results in Plainfield Community Consolidated SD 202

Plainfield Community Consolidated School District 202 serves one of the fastest growing areas in the country. Located in the far southwest suburbs of Chicago, the district serves the Village of Plainfield and six other municipalities, as well as portions of unincorporated Will and Kendall counties. The district educates approximately 25,000 students in 24 schools. The increasingly diverse school population is 72% Caucasian, 15% Hispanic, 6% African-American and 4% Asian-American.

One example of the growth in the area is seen in the student population of Plainfield Community Consolidated School District 202. Since 1990, the number of students in the district has increased by a total of 22,000 students, close to a 700% increase.

In 2005, 86% of Plainfield CCSD 202 students in Grade 3 met or exceeded state standards in mathematics on the ISAT exam.

Each year, Plainfield CCSD enrolls 2,600 new students and hires 250 new teachers in Grades K–12. This growth requires not just seats in classrooms, but also new buildings, new teachers and teachers who are trained to begin teaching the district's curriculum on the first day of school. In order to facilitate school construction, for example, Plainfield utilizes a template building model resulting in new schools that are more or less identical as they are built.

Staff Development

In 1997, as part of a move to a standards-based mathematics curriculum aligned with the Illinois Learning Standards and NCTM Standards, Plainfield Community Consolidated School District 202 adopted *Everyday Mathematics* for

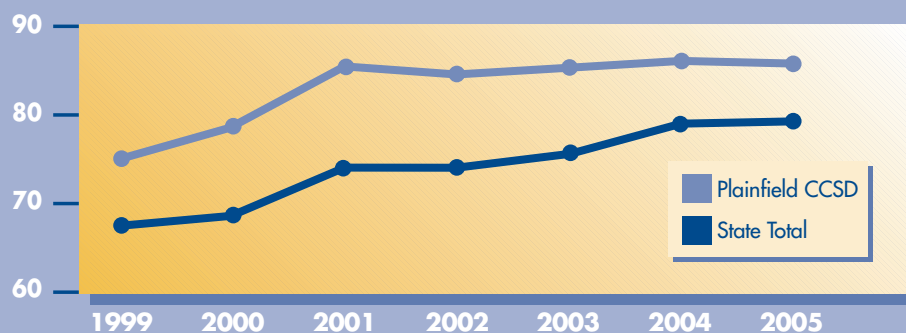
implementation in the 1998–1999 school year.

Leaders in the Plainfield district have long understood the importance of on-going staff development when implementing *Everyday Mathematics*. As a first step, all teachers and administrators in the district received New User training from *Everyday Mathematics* consultants prior to the opening of school in fall 1998.

Plainfield then instituted a train-the-trainer model in the year after first implementing *Everyday Mathematics*. A cadre of in-district teachers provided New User training for all new teachers. In following years, additional cadres were developed to address further staff development issues such as Special Education New User training, differentiating instruction, games and assessment.

Plainfield hires between 80 and 125 new elementary teachers each year, and has created a unique model for New User training in *Everyday Mathematics*. Taking advantage of the fact that all new classrooms at any grade level are identical, training takes place in the actual classroom of one of the in-district trainers. Key elements from the *Everyday Mathematics* program are displayed correctly such as the number line, number grid poster, games and manipulatives.

Plainfield CCSD 202 Grade 3 ISAT
% Meet & Exceed Mathematics Standards



The training takes place over one full day and is led by a team of 2 or 3 exemplary teachers who teach at the same grade level as their new colleague. The new teacher gains hands-on experience with *Everyday Mathematics* and learns how the classroom and materials should be organized. The trainers also assist the new teacher with lesson plans for the first unit of *Everyday Mathematics* so the new teacher becomes familiar with planning and is able to teach *Everyday Mathematics* on the first day of school.

Lunch Bunch with Math

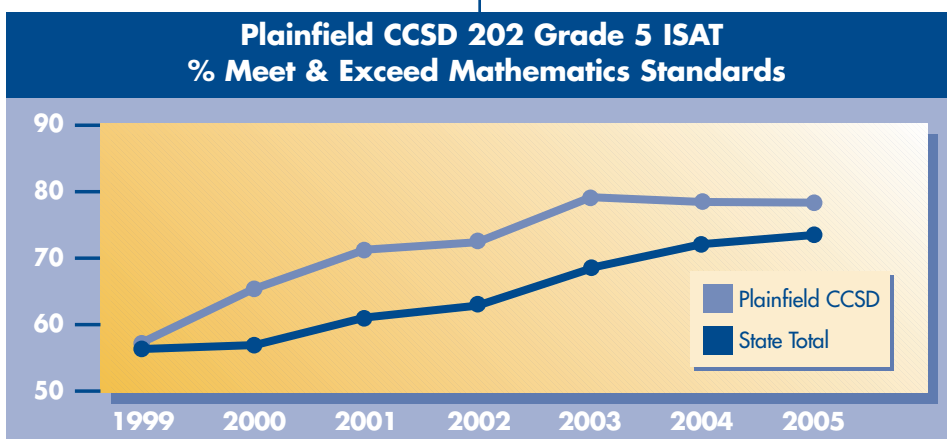
New students enter the Plainfield system at all grade levels with many different mathematics backgrounds. In order to help these students become familiar with the routines and procedures in *Everyday Mathematics*, school principals and assistant principals host students at the Lunch Bunch with Math. The Lunch Bunch plays the games in *Everyday Mathematics* and learns the routines and patterns that are consistent in the program such as Fact Triangles, Frames & Arrows and Function Machines. There is also an opportunity for preteaching.

“It’s important that our new students feel success in mathematics right away, and the Lunch Bunch helps,” states Jan Haake, Director of Curriculum and Instruction PreK–5 in the district. “Students can ask for explanations and more help.”

Special Education

One of the goals with special education students in Plainfield is to provide them the extra help they need and then to move the students out of this classification. According to Haake, *Everyday Mathematics* supports the learning styles of many in the special education population.

At Grade 5, 78% of Plainfield CCSD 202 students met or exceeded state standards on the 2005 ISAT mathematics exam.



As noted above, all special education teachers in Plainfield receive training in *Everyday Mathematics* from other special education teachers. The district also created a Special Education Leadership team to increase understanding and implementation of *Everyday Mathematics* for special needs students and to assist regular education teachers in determining appropriate instructional modifications.

Haake states, “*Everyday Mathematics* does not limit any child. Geometry, algebra and mental math can be avenues to success. Importantly, *Everyday Mathematics* stresses that there are different ways to solve problems correctly.

“We have seen the notion that there is more than one correct way to get an answer applied to other content areas. This is important to the development of students’ problem solving and critical thinking skills.”

Results

Since 1999, the State of Illinois has administered the Illinois Standards Achievement Test (ISAT) in reading and math to students in Grades 3 and 5. In mathematics, the results in Plainfield show improvement at both grades.

Importantly, Plainfield has sustained the high level of achievement despite the ever-increasing number of new students.

On the 2005 ISAT, 86% of all Grade 3 students met or exceeded state standards in mathematics, compared to 79% of the state total. In Grade 5, 78% of all District 202 students met or exceeded state mathematics standards, versus 73% of the state total.

In 2005, all sub-groups of the population in the district made Adequate Yearly Progress (AYP) in mathematics, including special education students. The district’s special education population is 13% of the total and these students are required to take the ISAT examinations as well.

Haake explains, “The success of our students is due to dedicated teachers, administrators and aides, as well as to strong parental support. While growth is certainly a main concern, educators in the district can rely on the school community to get the resources needed.”

For additional information on the *Everyday Mathematics* program, please contact us toll-free at 1-800-648-2970 and visit our Web site at www.WrightGroup.com.

Meeting All Expectations

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