

Everyday Mathematics® Success Stories



Meriting Distinction on North Carolina's ABCs Accountability Model

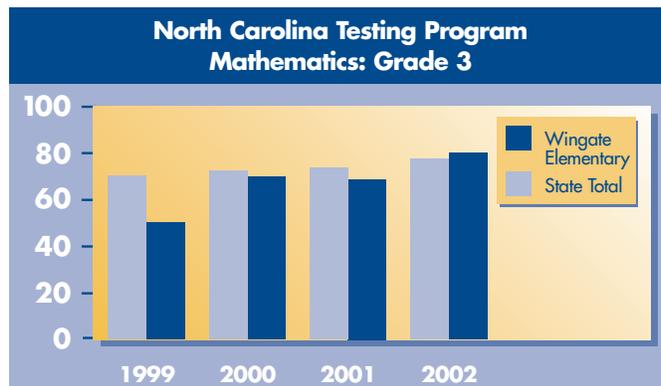
Wingate, North Carolina is a town of 3,000 which prides itself as a livable place with a relaxed pace. Located approximately 25 miles southeast of Charlotte, the town is noted as the home of Wingate University.

Wingate Elementary School is one of 19 elementary schools operated by the Union County Public Schools. Because the school is located just blocks from Wingate University, it has traditionally served a population with many university families. In the mid-1990s, however, Union County Public Schools shifted the attendance boundaries for Wingate Elementary, and the student population profile substantially changed.

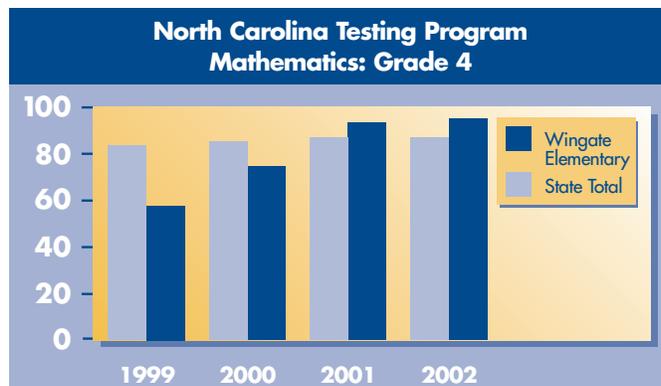
Today, Wingate Elementary is a Title I building serving 750 students in Grades Pre-K–5. The student population is balanced at 40% Caucasian, 40% African-American, and 20% Hispanic.

Raising the Bar for Mathematics Achievement

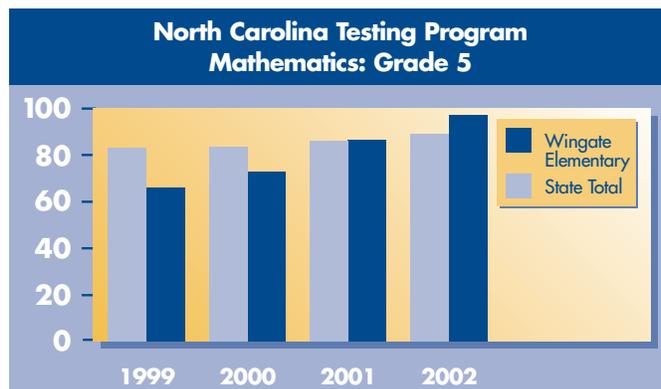
In the 1996–1997 school year, the state of North Carolina first implemented the ABCs Accountability Model. The ABCs is a comprehensive plan designed to organize public schools in North Carolina around three goals: achieving strong accountability, emphasizing the basics and high educational standards, and providing schools and school districts with as much local control as possible.



The share of Grade 3 students at Wingate Elementary who scored at the Proficient level or above in mathematics rose from 51% in 1999 to 80% in 2002.



In 2002, 95% of Grade 4 students scored at the Proficient level or above, compared to 58% in 1999.



At Grade 5, 97% of Wingate students scored at or above the Proficient level, compared to 65% in 1999.

When Principal Kristy Thomas arrived at Wingate Elementary in 1999, student performance in both mathematics and language arts, as measured by the ABCs Accountability Model, was lagging. This was particularly discouraging for those on the staff who recalled a time when the school was an academic leader in the district. Thomas believed Wingate Elementary could regain its reputation for academic excellence.

The daily schedule was restructured in one of the first changes implemented by Principal Thomas. In mathematics, instructional time was increased significantly, and mathematics instruction was planned for three different time blocks during the day.

Everyday Mathematics: A Tool for Meeting State Standards

A new mathematics curriculum — one that would provide consistency in instruction and vocabulary — was also high on Principal Thomas' list. Thomas attended a Model Schools conference and discovered *Everyday Mathematics*. Soon, she and her staff began researching the program and collecting information. With the support of Dr. Bill Stegall, the superintendent of instruction for Union County Public Schools, and Dr. Karen Barefoot, director of federal programs, Wingate Elementary adopted *Everyday Mathematics* in Grades K–5. Before the implementation of *Everyday Mathematics* in fall 2000, Tanya Kennington, the school's math

facilitator, worked over the summer to coordinate *Everyday Mathematics* with North Carolina state standards and to develop a planning schedule for each grade level.

“Our first year with *Everyday Mathematics* was a stretching experience,” says Barbara Coleman, the curriculum specialist at Wingate Elementary. “But with the planning schedule as a guide, and with more detailed daily planning on the part of the teachers, every teacher kept on track with the pacing and completed all of the lessons.”

On Thursdays, teachers meet with Coleman to plan their *Everyday Mathematics* lessons. The lesson plan template in the *Everyday Mathematics Teacher's Lesson Guide* is entered into teachers' plan books so that they will be prepared with the required manipulatives and materials for the *Everyday Mathematics* lessons.

“In order to get the most from the program, teachers have to be prepared to teach *Everyday Mathematics*,” explains Coleman. “Our teachers appreciate the thinking strategies in *Everyday Mathematics*, as well as the multiple strategies for problem solving. The children are also excited about mathematics that they are learning, such as partial-sums addition.

“The results of all of our efforts are just remarkable,” says Coleman. “We raised our overall proficiency rating on

the ABCs Accountability Model to 82.3, a gain of more than 25 points in the proficiency composite score. To date, scores on the math portions of these state tests have risen the most.”

“We are proud to be recognized as a School of Distinction by the state board of education.”

*Barbara Coleman,
Curriculum Specialist*

“Our planning process continues as we review our experiences with teaching *Everyday Mathematics* and plan ahead for continuing success,” concludes Coleman.

For additional information on the *Everyday Mathematics* program, please contact us toll-free at 1-888-772-4543 and visit our Web site at SRAonline.com.

Meeting All Expectations