

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

WE ARE WASHINGTON
GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR



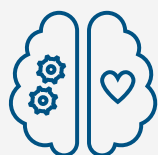
DC
PUBLIC
SCHOOLS

Parent Advisory Board

December 14, 2023



Agenda



The DREAM



Partnering
with Families



Preparing for
MS Algebra 1



The DREAM

DCPS Road to Equity and Achievement in Math





The DREAM

The DREAM plan is comprehensive and recognizes that students learn math on a *journey* from Pre K – 12th grade.



The DREAM

Grounded in a commitment to:

- Enable culturally responsive, anti-racist math classrooms
- Ensure that teachers implement high quality math instruction
 - Create joyful math learning environments for students



The DREAM

PK – 2

Early Numeracy

Fact
Fluency
&
Number
Sense

Bui

DREAM Parent Feedback Survey



Work with students individually to assess math strengths and areas for growth

Use individualized information to support students with intervention resources

So

9 – 12

work

**Eighth
Grade
Algebra
1**

Math for Life



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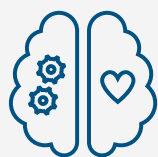
Partner with families and community organizations



Deepen educator expertise through targeted professional development



Agenda



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Partnering
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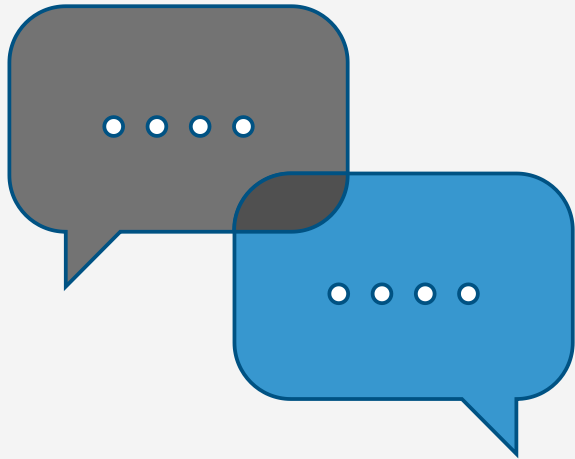


Preparing for
MS Algebra 1



Partnering with Families

In the chat...



Think of the best experience you have had with your child's teacher or school.

What made it a positive experience?



Partnering with Families

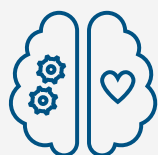
Do any of these resonate with you?

What kinds of partnerships would you like to see in the future around math?





Agenda



The DREAM



Partnering
with Families



Preparing for
MS Algebra 1



Preparing for MS Algebra 1

Possible Acceleration
Approaches



Preparing for MS Algebra 1

Teachers implement interdisciplinary projects that reinforce math skills within various contexts.

Students participate in summer accelerator programs.

Possible
Acceleration
Approaches

Students attend after-school tutoring, led by peers and/or educators.

Teachers use purposeful questions to increase discourse and help students make meaning of math concepts.

Which of these approaches for accelerated learning might work best for your student?

Which of these approaches might feel unrealistic for your student?