



Engaging Families in Math Learning

Fox Creek Elementary School, Douglas County School District

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Fox Creek Elementary School launched a family math engagement initiative early in the 2024-25 school year aimed at reducing math anxiety and strengthening home-school connections. Located in Douglas County School District, the school recognized through parent feedback that families wanted to better understand modern math instruction and support their children's learning.

The practice was collaboratively developed and implemented by Fox Creek's school leadership, classroom teachers, and support staff. Additional support came from district departments, including the Gifted and Talented (GT) and Multilingual Learner (ML) programs. Input from families during events such as "Get to Know You" conferences and "Charcuterie with Cheryl" (the school's Principal) shaped the direction of the initiative.



The initiative featured a family-centered math night designed to build parent confidence and increase understanding of math instruction. Teachers were surveyed ahead of time to identify and address their own math-related concerns. Families participated in math activities together using classroom manipulatives and received take-home resources. To reduce barriers, the school provided interpreters, snacks, name tags, and door prizes. The first ten families to register received incentives. Families moved together through activity stations, reinforcing the idea that learning math is a collaborative and enjoyable process. The school emphasized accessibility, making sure multilingual families could engage meaningfully. Teachers learned new ways to maintain family engagement, including sharing instructional videos. As a result, family attendance at school events increased significantly, and parents reported greater comfort in supporting math learning at home.

Staff evaluated the practice through participation rates, multilingual family engagement, and qualitative feedback from both staff and parents. Fifty percent of ML families attended, and overall family participation in school events rose to 85%. Challenges included addressing staff apprehension around math instruction and ensuring materials were accessible to all families. By proactively surveying teachers and translating materials, the school effectively addressed these concerns.

For schools seeking to replicate this practice, start by listening to families and staff to shape a meaningful, inclusive experience. Collaboration with various staff members and families to leverage expertise also promotes success. Providing a welcoming atmosphere, engaging activities, and clear communication made all the difference in building lasting partnerships.