

**River Oaks Elementary School**  
**Instructional Framework Policy**  
**Vision for Excellence in ELA and Mathematics**



## Overview

River Oaks Elementary School is an established, high-performing, K-5 elementary school. ROE is an International Baccalaureate (IB) World School ([IB-PYP](#)) and HISD Vanguard Magnet school for Gifted and Talented (GT) students. We recognize the importance of having a strong vision for excellence in literacy and mathematics; establishing clear essential instructional best practices to ensure teaching and student learning is aligned within and across the grade levels. Teaching and learning expectations are outlined in the IB Standards and Practices, it is through this lens that instruction is implemented with fidelity with an emphasis on IB teaching standards. As an IB World School, inquiry and project based learning is what we believe, and have agreed to provide for our students. Essentially, we believe students develop deeper understanding through teacher guided opportunities to ask higher level questions (inquiry) and explain, justify, contrast their thinking. IB encourages us to work within transdisciplinary units of study and through researched based approaches to teaching and learning. In a traditional classroom students are taught concepts and model what they have learned. IB instruction allows for students to begin asking questions and sharing prior knowledge before information is given, where teachers create a learning environment that fosters student communication, social skills, research, thinking, and self management skills as well as global and self awareness of their role as students and members of society who take meaningful action.

*IB Policy Standard PYP: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112)*

Our goal is to ensure that our students have access to strong curricular tools, which promote higher order thinking versus mandating an overly prescribed "program", which strips teachers of agency and their instructional practices versus an emphasis on a specific academic measure (ie. STAAR performance).

The vision will support our IB programme of inquiry and best practices while implementing our ELA framework and math curriculum in alignment with the HISD goals.

### Instructional Classroom Structure for ELA and Math

**Taking survey information and feedback from the River Oaks parent community and teachers, the committee has decided to move forward with a departmentalized model in grades 3 - 5. The departmentalized model will allow for students to receive 120 minutes of instruction in ELA (English Language Arts)/Social Studies and 120 minutes of Math/Science from two teachers. Click [here](#) for departmentalized schedules by grade level (link to be added once schedule is finalized).**

**This approach allows students to benefit from the expertise of teachers who are highly knowledgeable and passionate about their respective subjects. It also helps in providing more focused instruction tailored to the specific needs and learning styles of students.**

Departmentalization fosters a deeper understanding of each subject and encourages students to develop strong foundational skills across various disciplines. Additionally, it can promote collaboration among teachers, enabling them to share best practices and resources to enhance student learning experiences. Overall, departmentalization in grades 3-5 offers a structured and comprehensive approach to education that supports academic growth and achievement. The departmentalization model at ROE has been collaboratively curated with teachers and administration to ensure teachers are planning cohesively in their individual content area strengths, while still ensuring students are connected to their units of inquiry through the PYP Framework.

#### English Language Arts Vision for Excellence:

ROE's Vision for Excellence in English Language Arts (ELA) has been crafted by providing voice from multiple stakeholders, working together to create a shared and living document by those who are invested in our community. We understand the need to establish the rigorous and intellectually challenging coursework that our students need and deserve while holding the teacher's voice as central to the planning process. We recognize the importance of autonomy which allows:

- Teachers to meet the individual needs of students in the classroom students and explore different ways of teaching content,
- Agency to pursue individual exploration in the classroom based on student and teacher interest, and
- Delivery of the same content, while celebrating the individuality by which teachers teach and students learn.

Through the collaborative planning process our teachers, guided by the curriculum team, have defined and documented the highest levels of ELA instruction as our new instructional framework: **ROE Literacy**.

#### ROE Literacy Instructional Practices

ELA Instruction is rooted in the Texas Essential Knowledges and Skills (TEKS) required by the state. As an IB World School, River Oaks is afforded a curriculum exemption to implement the TEKS in alignment with our units of inquiry. TEKS that are explored outside of the units of inquiry are taught through an inquiry based approach that allows students to acquire knowledge through high levels of questioning or inquiry (see also Overview).

Transdisciplinary instruction is an essential element of the IB instructional framework. We believe the IB Standards and Practices is the framework by which we measure the effectiveness of our teaching practices according to the following IB standards:

*Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)*

*PYP: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)*

*Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)*

*Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)*

*Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)*

*Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)*

*Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)*

*The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200)*

*The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300)*

*Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400)*

*Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)*

## ELA Resources and Professional Development

To ensure teachers are equipped to implement ROE Literacy with fidelity, teacher resources and support are provided, including but not limited to:

### Primary Resource:

**2024- 25 Update: [HMH into Reading](#) In the Spring of 2024, River Oaks educators unanimously selected HMH as the baseline resource for ELA instruction. The ELA committee found that the expectations outlined in the HMH ELA instructional framework aligns with our ELA framework which includes the following in ELA instruction.**

- **Reading Instruction**
  - Explicit and systematic phonemic awareness, phonological awareness, and phonics instruction

- Vocabulary development
  - Comprehension mini-lessons (Direct Instruction)
  - Read Aloud with accountable talk
  - Independent reading for sustained periods of time
  - Small group reading to provide tailored instruction for each child
    - remediation and extension
- **Writing Instruction:**
  - Independent writing following the writing process:
    - planning, drafting, revising, editing, publishing
  - Structured writing conventions: grammar, spelling, punctuation and capitalization

**Implementation at ROE:** HMH is a framework curriculum. All district MAP assessments are aligned with the Texas Essential Knowledge and Skills (TEKS) and content included in the HMH Curriculum. Teachers in grade levels may align HMH units with their units of inquiry, explicitly follow the HMH curriculum in sequence, or follow the ELA Curriculum framework with secondary resources. For example: If the curriculum teacher edition outlines the TEKS that support the author's purpose and main idea with a selected text, the teacher may supplement secondary high quality resources to provide instruction on those TEKS.

Autonomy and teacher choice of resources is based on student growth and development. As a campus, we will continue to reflect and assess ELA resources to ensure the needs of all learners are met through the following teaching models.

**HMH at ROE:**

- **Model 1: Fidelity in Curriculum Instruction**
- **Model 2: Curriculum Scope and Sequence Guide**
- **Model 3: Integrated Guide within the IB Units of Inquiry**

The ELA curriculum team has determined that concrete practice is needed in addition to exploring grammar through writers workshop and independent writing. Anecdotal data from teachers indicates that in grades K - 5 consistency is needed in structured grammar instruction.

#### **Use of Structured Workbooks**

River Oaks ES in alignment with the Houston Independent School District has moved away from worksheet based instruction during the school day. Authentic learning (exploring grammar, spelling and vocabulary through rich literature and writing materials) aligns with IB program standards and practices. Authentic instruction with respect to spelling, vocabulary,

grammar and handwriting should occur during the school day, and the workbooks will be used at home for extended practice.

**Secondary Resources:**

- Science of Teaching Reading Approved Materials: [Texas Gateway](#)
- Phonemic Awareness, Phonological Awareness, and Phonics: Heggerty, Neuhaus, Really Great Reading
- IB Standards and Practices
- IB Units of Study: River Oaks ES Programme of Inquiry
- Units, Tools, and Methods for Teaching Reading and Writing
- Being A Writer: Collaborative Classroom
- **Fountas and Pinnell** Writing Mini-Lessons Book
- **Fountas and Pinnell** Reading Mini-Lessons Book
- Literacy Continuum: A Tool for Assessment , Planning and Teaching
- **Fountas and Pinnell** 25 Point Holistic Rubric for Writing
- **Spelling Connections**
- **Wordly Wise (Vocabulary)**
- **Zaner-Bloser Handwriting Practice (K-2 print / 3-5 cursive)**

**Professional Development:**

- August Pre-Service Development
- Professional Development and in class Coaching (Fall 2022- ongoing)
- Monthly Professional Learning Community (PLC) meetings in English Language Arts (reading and writing) and mathematics
- Ongoing Individualized Instructional Support
- ELA and Mathematics Model Classroom Observation

## Annual Review ELA Instructional Policy

In support of our IB Program of Inquiry and instructional implementation, this policy shall be reviewed annually in conjunction with (1) analysis of English Language Arts (ELA) TEKS to ensure each TEK is embedded in units of inquiry or in a stand alone unit and (2) analysis of the central ideas to ensure the TEKS are properly articulated throughout the programme of inquiry with depth and complexity.

*IB Policy Standard: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)*

All stakeholders will play an active role in the review process.

Supporting IB Policies will work in conjunction with the ELA Instructional Policy as follows:

Assessment Policy (Guided Reading Assessment): In accordance with IB Standards and Practices, the school maintains and annually evaluates the assessment policy. The assessment policy shall reflect an aligned assessment tool to determine reading levels and reading level growth expectations for students in grades K-5.

*IB Policy Standard: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)*

Language Policy (Differentiation and Language Support): In accordance with IB Standards and Practices, the school maintains and annually evaluates the language policy. The language policy shall reflect how we support the acquisition of language in reading and writing for English Language Learners.

*IB Policy Standard: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)*

ITC Policy: In accordance with IB Standards and Practices, the school maintains and annually evaluates the ITC policy also referred to as the Technology Policy. The ITC policy shall reflect how students engage with technology in the context of literacy instruction. **The breakdown of use of technology during instructions by grade level is as follows:**

<b>Grade</b>	<b>Laptop/Desktop Usage</b>	<b>Purpose of Use</b>	<b>Student to Computer Ratio</b>
<b>Kindergarten</b>	<b>Minimal</b>	<b>Research/District Assessments</b>	<b>Classroom: 6:1 Ipads 1:1 Computer Lab</b>
<b>First</b>	<b>Minimal</b>	<b>Research/District Assessments</b>	<b>Classroom: 6:1 Ipads 1:1 Computer Lab</b>
<b>Second</b>	<b>Varying dependent on Unit of Study</b>	<b>Research/District Assessment</b>	<b>1:1</b>
<b>Third</b>	<b>30% of Instructional Time</b>	<b>Research/Some Classwork/District and State Assessments</b>	<b>1:1</b>
<b>Fourth</b>	<b>30% of Instructional Time</b>	<b>Research/Some Classwork/District and State Assessments</b>	<b>1:1</b>
<b>Fifth</b>	<b>30% of Instructional Time</b>	<b>Research/Some Classwork/District and State Assessments</b>	<b>1:1</b>
<b>Specialists (Library/Media Center)</b>	<b>Varying</b>	<b>Research</b>	<b>6:1</b>

*IB Policy Standard: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)*

Stakeholder Accessibility: All policies will be communicated to the learning community through the school wide notification center, teacher communications at the beginning of the year, and will remain accessible throughout the year. Links to All Policies will be included in the Family Handbook, added to the school website and incorporated in the campus newsletters and teacher communications.

*IB Policy Standard: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)*



This policy is a living document; the committee may request revisions to meet the needs of students upon notification and collaboration with all stakeholders. The current policy as well as any and all updates will be shared along with the reflections that indicate an update or review is necessary.

### **ROE Literacy: ELA Instruction at River Oaks**

The following elements are incorporated into and are essential elements of ROE's Literacy Program:

- **Reading Instruction**
  - Explicit and systematic phonemic awareness, phonological awareness, and phonics instruction
  - Vocabulary development
  - Comprehension mini-lessons (Direct Instruction)
  - Read Aloud with accountable talk
  - Independent reading for sustained periods of time
  - Small group reading to provide tailored instruction for each child
    - remediation and extension
- **Writing Instruction:**
  - Independent writing following the writing process:
    - planning, drafting, revising, editing, publishing
  - Transdisciplinary writing: writing within IB units and across subject areas
  - Structured writing conventions: grammar, spelling, punctuation and capitalization

Elements of the ELA instruction can be included in an ELA block or throughout the day in a transdisciplinary approach that aligns with the expectations of the IB framework. Transdisciplinary schedules allow for cross curricular learning and create additional time in the day to meet the needs of all learners. The instructional practices within the essential element are for all grade levels and are based on students ability.

#### **Small Group Reading Instruction:**

A typical classroom has students on various levels of reading ability. After students are exposed to a grade level lesson (first instruction), it is essential that differentiated groups occur in accordance with IB Standards and Practices: *PYP: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)* and the state requirement to ensure that gifted students engage in learning that modifies the depth, complexity, and pacing of the curriculum and instruction ordinarily provided. Teachers provide the following instructional framework during small group instruction.

Small Group Structured Reading Lessons: After first instruction, students are grouped by ability level and work in small groups under the direction of their teacher to target, phonics, reading fluency and comprehension. During this time, text selection is key and must be one that provides the students with an opportunity to expand upon their strategies and access the learning objective.

During small group reading students are afforded opportunities to express their thinking and learning through authentic student centered learning activities.

(Book Club/Mini Novel Studies): Class novels are selected and designed to support our units of inquiry. The purpose of the whole class novel is for all students to engage in a rich, grade level (or beyond) text. Whole class novels allow for meaningful conversations, and debate amongst the class.

Small group reading expectations are outlined in the Grade Level Instructional Matrix

Close Reading: Close reading is a mode of analysis that focuses on specific details and elements of a text, such as individual words, syntax, order, and formal structures. Close reading involves careful and sustained interpretation of a brief passage of a text, rather than skimming the larger narrative. Close reading can help readers move beyond comprehension to uncover and explore the underlying ideologies and point of view of the text, and to produce new knowledge from their interactions with the text. At ROE close reading follows a three day cycle and deep textual analysis. Close reading can be used in any grade, either whole group or in small groups.

#### Intervention and Extension:

Small group instruction is an integral part of our differentiated model of instruction. After assessing students, they are grouped according to their level. In groups of 1-6, students are supported with a goal to achieve at least 1.8 years of growth in one academic school year. Those functioning on grade level or beyond will be seen in small groups with their teacher to advance their thinking and engage in more rigorous coursework.

Click [here](#) to view ROE Literacy Grade Level Instructional Matrix, which contains additional information on small group instruction by grade level.

#### Word Study (Phonemic Awareness/Phonics and Vocabulary Development):

Explicit phonics instruction encourages students to use sound-letter correspondences and other language techniques to become stronger readers and spellers. By providing direct teaching of the skills needed for reading, as well as scaffolding support, teachers can help their students become independent, successful readers. Students in all grade levels that are deficient in phonemic awareness are provided with direct phonics instruction through various phonics resources and through guided reading instruction.

Vocabulary development is essential for reading comprehension. Vocabulary is considered as an essential part of developing good fluency, and lexical ability plays an important role in language learning. Students are afforded opportunities to authentically explore vocabulary intentionally and interactively.

#### Independent Reading:

Students will have the opportunity to read independently each day and for sustained periods of time. The more one reads, the better one reads. The more one reads, the more knowledge of words and language one acquires. The more one reads, the more fluent one becomes as a reader. The more one reads, the easier it becomes to sustain the mental effort necessary to comprehend complex texts. The more one reads, the more one learns about the people and happenings of our world. This increased volume of reading is essential (Allington, 2014).

During independent reading students will apply comprehension strategies taught during first instruction and in their small differentiated groups.

#### Read Aloud with Mini Lesson:

Read Aloud is an essential component of student learning and development. Providing students with opportunities to listen to a book read out aloud, allows for independent exploration of what is being said and inquiry as to how it can apply to ourselves and our experiences. A novel or book specific to our IB units of inquiry encourages a deeper level of connection while exploring reading and writing skills. A read aloud is defined as a read together text, whether it's a fiction picture book, or chapter from our class novel. A read aloud is a whole group guided lesson walking through quality literature in order to model and practice comprehensive reading strategies and foster a love for reading. During this time teachers ask questions, model inquiry questions or thinking out loud, sharing connections, reading and modeling strategies. Students answer questions, check for comprehension, and build overall understanding of essential knowledge and skills such as summarizing skills, retelling skills, and identifying evidence to support thinking.

#### Writing:

*Independent Writing* is a creative and challenging task that requires planning, drafting, revising, and editing. Independent writing comprises three types of writing in the classroom: Independent writing, structured independent writing and transdisciplinary writing.

At a minimum our students will have the opportunity to write daily based on the grade level standards and in alignment with our units of inquiry.

The independent writing process affords students engage in taking a writing piece through the creative process of planning, drafting, revising and editing an original piece of writing on a daily basis. This student driven independent writing is distinctive from structured writing in that it

affords students to write freely and apply the functions of writing during this independent work product. Independent writing results in a student driven, authentic process to produce a written piece.

*Structured Writing* is a teacher driven process that guides students in their understanding of writing processes essential to the writing process these components include:

**Phonics/spelling patterns**  
**Grammar**  
**Vocabulary**  
**Handwriting**  
**Teacher designed writing prompts and assignments**

Each grade level takes a developmental approach to ensuring students have meaningful interactions that support student acquisition of skills and knowledge. See Grade Level Instructional Matrix. Structured writing is distinct and in addition to independent writing and . Mastery and application of structured writing processes are evident when the processes organically translate into the students independent work product.

*Transdisciplinary Writing* is defined as writing across all content areas. Teachers provide opportunities to informally write throughout the day. Examples being summaries in science experiments, math reflection journals, quick writes, responses to inquiry questions. Students are given opportunities to write across content areas throughout each day. Written reflection is an integral dual focused element of writing that enables the teacher to authentically assess student understanding as well as gives students an opportunity to apply their writing skills in an authentic way.

### [Gifted and Talented Expectations in Relation to English Language Arts](#)

In addition to the rigorous academic standards outlined by the International Baccalaureate. Students will engage in ELA learning experiences according to State Gifted and Talented (GT) Requirements in providing:

- Reading opportunities commensurate with GT students' abilities
- modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided.
- an array of appropriately challenging learning experiences
- continuum of learning experiences refers to articulated intellectual, artistic, creative, and/or leadership activities and opportunities built upon one another.

Students who function at the level of GT students, but are not GT identified will have opportunities to dive deeper in the learning through literature studies and independent research.

### [ROE Literacy Grade Level Instructional Matrix](#)

The Matrix is designed to provide a clear picture of ELA instructional practices to ensure alignment across and through the grade level. It provides our learning community with a clear plan of literacy instruction on a molecular level. Professional development throughout the school year will provide teachers with the tools and resources to implement ROE Literacy with fidelity. Click [here](#) to view ROE Literacy Grade Level Instruction Matrix.

### Mathematics at ROE: Vision for Excellence in Mathematics

ROE's mathematics framework embraces a balanced approach to teaching and learning of mathematical concepts. The framework includes:

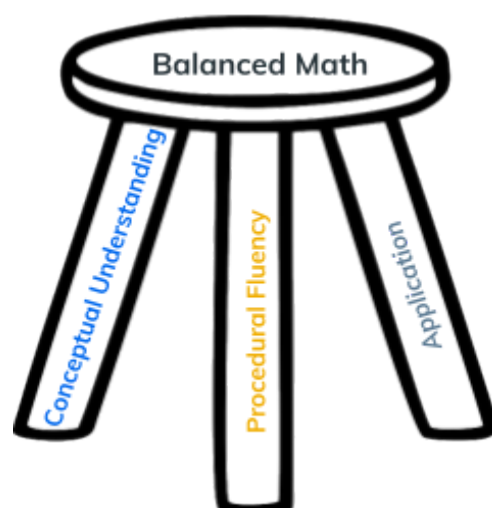
- Conceptual Understanding
- Procedural Fluency
- Application

We understand the value of making thinking visible and our math framework encourages students to express their thinking through multiple lenses and strategies. Students are taught to master mathematical concepts at a developmentally appropriate pace. Students have access to math manipulatives to support the conceptual understanding of the content at hand. Our math topics are fully aligned to the Texas Essential Knowledge and Skills (TEKS) or standards, and are spiraled to ensure retention. Activities included in our math program are: direct instruction, independent practice, and hands-on activities such as learning by engaging in math games. Teaching students to draw visual representations is included in each unit/module.

**Conceptual Understanding** - Conceptual understanding refers to an integrated and functional grasp of mathematical ideas. Students with conceptual understanding know more than isolated facts and methods. They understand why a mathematical idea is important and the kinds of contexts in which it is useful.

**Procedural Fluency** - skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.

**Application** - the action of putting something into operation. Students should be able to use what they have learned in everyday practice.



## Philosophy

We believe that all students should participate in balanced math instruction. Teachers will place equal emphasis on each of the three main domains - conceptual understanding, procedural fluency, and application. Students are able to be successful when they have a clear understanding of the "why" behind math.

## Annual Review Mathematics Instructional Policy

All stakeholders will play an active role in the review process.

Supporting IB Policies will work in conjunction with the Math Instructional Policy as follows:

Assessment Policy (Mathematics): In accordance with IB Standards and Practices, the school maintains and annually evaluates the assessment policy. The assessment policy shall reflect an aligned assessment tool to determine current mathematics functioning level and growth expectations for students in grades K-5.

*IB Policy Standard: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)*

ITC Policy: In accordance with IB Standards and Practices, the school maintains and annually evaluates the ITC policy also referred to as the Technology Policy. The ITC policy shall reflect how students engage with technology in the context of math instruction.

*IB Policy Standard: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)*

**Stakeholder Accessibility**: All policies will be communicated to the learning community and accessible throughout the school year. Links to All Policies will be included in the Family Handbook, added to the school website and incorporated in the campus newsletters and teacher communications.

*IB Policy Standard: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)*

This policy is a living document; the committee may request additions to meet the needs of students and the parent community upon notification and collaboration with all stakeholders.

## Mathematics Instruction

For the 2024-2025 school year, ROE will continue to implement Eureka Math. Eureka Math is a High-Quality Instructional Material (HQIM) that is fully aligned to Texas state standards (TEKS). It focuses on teaching students the conceptual reasoning behind math standards and concepts. Students participate in challenging in-depth studies about numbers and how they interact. It was written by teachers to vertically align throughout a student's learning journey, promote critical thinking, and prepare students for advanced mathematics. Students will consistently use appropriate math vocabulary that builds as they progress through the grade levels. Eureka also focuses on teaching students how to explain their thinking in multiple ways, not just focusing on the process for solving a problem.

## Mathematics through Inquiry

Eureka is in alignment with the IB framework and is supporting students with inquiry and concept based learning about mathematics. Questions to guide a conceptual discussion with students:

- |  |  |
|--|--|
| <i>Ask questions to build understanding.</i>                     | <ul style="list-style-type: none"><li>• How is this problem or lesson like the previous problem or lesson</li><li>• How is it different?</li><li>• How do you know your answer is correct?</li><li>• What would happen if we changed ____?</li><li>• What mistakes did you make? How did you correct them?</li></ul> |
| <i>Have students turn and talk in pairs or small groups.</i>     | <ul style="list-style-type: none"><li>• Talk to your partner about what you notice in the problem. Decide on a strategy to solve the problem.</li><li>• How is your work like your partner's work? How is it different?</li><li>• Talk to your partner about how you solved the problem.</li></ul>                   |
| <i>Provide sentence stems to promote peer-to-peer discourse.</i> | <ul style="list-style-type: none"><li>• I agree with ____ because ...</li><li>• I disagree with ____ because</li><li>• I heard ____ say _____. I want to add ...</li><li>• I was confused when ...</li><li>• I wonder ...</li></ul>  |
| <i>Debrief lessons.</i>  | <ul style="list-style-type: none"><li>• What was new about our work today?</li><li>• What do you know now that you didn't know yesterday?</li><li>• From which mistake did you learn the most?</li><li>• What do you think is most important from our work today?</li></ul>  |

## Eureka Scope and Sequence

River Oaks Elementary teachers will follow the [Eureka Scope and Sequence](#) to guide their instruction throughout the school year.

### Daily Curriculum Expectations:

- Students will have access to manipulatives during lessons
- Lessons will begin with a daily warm-up (fluency practice) as provided by the curriculum.
- Teachers will follow grade-level aligned curriculum, completing all components of the lesson with fidelity (Fluency Practice, Application Problem, Conceptual Development, Student Debrief). An emphasis will be placed on common vocabulary to ensure consistency across the continuum.
- Lessons will end with Exit Tickets that will guide intervention and extension activities. Each module consists of a Mid-Module Assessment to check for understanding halfway through the learning and End of Module Assessments to assess mastery of content. Grades can be taken off of Exit Tickets and both Assessments.

### Small Group Instruction and Differentiation:

All students should achieve mastery of content at their own pace. Students are consistently assessed to determine which concepts they have mastered and which they are still working towards. Small groups are flexible throughout the school year and modules based on current student needs. Teachers keep records of student data throughout the school year and use this data to determine student needs. Additionally, teachers will adjust classroom assignments and assessments based on 504 and IEP accommodations.

<b>Early Years: (K-2)</b>	<b>Upper Years: (3-5)</b>
<ul style="list-style-type: none"><li>● Manipulatives will be accessible for all students and used as a tool for support</li><li>● Scaffolded small group interventions will be determined through informal and formal assessments<ul style="list-style-type: none"><li>○ observations, exit tickets and end of the unit assessments</li></ul></li><li>● All problem sets are built to spiral as well as challenge all levels of students. Teachers should determine which problems are "must do" and which are "can do."</li></ul>	<ul style="list-style-type: none"><li>● Manipulatives will be accessible for all students and used as a tool for support.</li><li>● Data driven to determine which TEKS are missed or mastered. Students grouped by using formal/informal assessments.<ul style="list-style-type: none"><li>○ observations, exit tickets, end of unit assessments</li></ul></li><li>● Teachers will use vertical alignment to reteach and enrich students accordingly.</li><li>● All problem sets are built to spiral as well as challenge all levels of students. Teachers should determine which problems are "must do" and which are "can do."</li></ul>



## Math Resources and Professional Development

To ensure teachers are equipped to implement Eureka with fidelity, teacher resources and support are provided, including but not limited to:

### Resources (K-5):

- Eureka: Succeed
- Eureka: Learn
- Eureka: Practice
- Eureka Teacher's Edition
- Manipulatives

### Professional Development

- Summer professional development from HISD
- Summer pre-service math training conducted by Great Minds, the publishers of Eureka
- Ongoing individualized instructional support (members from math committee on each team level will be available to support teammates)
- **Full time instructional specialist for math model lesson**
- **Campus Math Specialist for observations and instructional support**
- Resource videos and supporting documents provided by Eureka
- Lab site for observations on campus
- Curriculum training will be provided for new teachers on campus upon arrival