



TAYLOR INDEPENDENT SCHOOL DISTRICT

Mathematics Framework

Table of Contents

Page 3	Overview of Framework
Page 4-5	Action Steps for Families and School Staff
Page 6	Assessment Schedule
Page 7	Lesson Alignment: Objectives, Exit Tickets, Exemplars
Page 8-10	Sample Mathematics Block Schedules
Page 11-12	District Instructional Materials

Overview

Vision Statement

Taylor ISD is committed to developing well rounded mathematicians and intentionally empowering the whole child. Access to grade-level mathematics for **all students** requires a balance of conceptual and procedural instruction with opportunities for productive struggle. The complexities of mathematics require classrooms rich in student discourse and authentic learning experiences. TISD is responsible for inspiring, equipping, and empowering students for college, career, and life with a solid foundation of math skills.

In Taylor ISD all students are capable of grade-level expectations, supported by high-quality math instruction and resources.

We believe that high-quality math instruction...

- creates a culture of questioning where students feel confident to take risks.
- celebrates the process of learning through productive struggle and students embrace mistakes as part of learning.
- includes daily opportunities for structured student discourse to communicate their thinking and conceptual understanding.
- involves students and families in setting clear goals and celebrating growth of grade level expectations.
- balances conceptual and procedural understanding with opportunities for students to demonstrate learning through concrete, representational, and abstract methods
- is relatable and tied to real-world experiences where students engage in authentic learning tasks and make connections to their everyday lives.

Stakeholder	Actions
Students will	• Identify where I am and set a goal for where I want to be • Actively engage in my learning by sharing ideas, asking questions, and pushing myself to apply mathematical learning to new concepts and situations. • Collaborate with others to grow my understanding of mathematics • Celebrate my growth and success
Families will	• Support and celebrate my student as they pursue their goals and growth in math • Engage in what my student is currently learning in math • Collaborate with my child's teacher about their progress • Be open minded to my child learning in new ways
Teachers and Staff will	• Utilize current data set and adjust goals for each student's unique potential • Build and sustain a classroom community where all students feel safe and welcome • Follow a shared vision of high-quality math instruction • Utilize the district-provided high-quality instructional materials and manipulative resources with fidelity • Collaborate with peers, coaches, and leaders to ensure the delivery of high-quality lessons • Intentionally plan scaffolds to grade-level content in support of individual student learning • Celebrate individual student growth and success
Instructional Team will	• Support the shared vision of high-quality math instruction • Empower and support teachers to develop standards aligned, rigorous lessons • Provide train and support in the use of district-provided high-quality instructional materials and resources • Establish routines for data discussions and student-specific goal setting

Stakeholder	Actions
	• Celebrate teacher and student growth and success
Campus Administrators will	• Lead the shared vision of high-quality math instruction • Monitor and support teachers in the use of district-provided, high-quality instructional materials and resources • Build and sustain a culture where all students and teachers feel safe to take risks in implementing the Math Instructional Framework • Celebrate campus, teacher, and student growth and success
District Leaders will	• Promote a shared vision of what high-quality mathematics instruction looks like • Provide high-quality instructional materials selected by a committee of teachers • Develop and refine district resources and curriculum in collaboration with teachers • Celebrate district and campus growth and success

Mathematics Assessment Plan

In mathematics, we believe assessments are an important instructional tool that guide teaching and learning in the classroom. Each assessment has a purpose that will allow leaders, teachers, students, and parents the ability to understand where each student is at and create a learning plan to ensure each student reaches their unique educational goal.

Assessment	Grades	Purpose	Assessment Windows
i-Ready Diagnostic Assessment	Kindergarten-8th Grade	Recognize and monitor a student's ability to achieve a level of proficiency for a particular subject	BOY: August MOY: January EOY: May
Curriculum Based Assessments	3rd grade-Algebra 1	Formative assessment to determine next steps for mastery of standards.	CBA 1: October CBA 2: December
STAAR Benchmark	3rd grade-Algebra 1	Practice STAAR test to predict mastery student performance on the state assessment. Used to determine interventions and extensions.	STAAR Benchmark: February
STAAR Assessment	3rd grade-Algebra 1	Summative assessment to determine if students have mastered grade level expectations.	Math STAAR- April EOC Retest- December

Suggested Kindergarten Math Block (90 Minutes)

Suggested Time	General Description
10 Minutes	Daily Numeracy
20 Minutes	Whole Group Instruction
45 Minutes	Tier 1 Small Groups and Stations
15 Minutes	Exit Ticket/Formative Assessment

Suggested First Grade Math Block (90 Minutes)

Suggested Time	General Description
10 Minutes	Daily Numeracy
20 Minutes	Whole Group Instruction
45 Minutes	Tier 1 Small Groups and Stations
15 Minutes	Exit Ticket/Formative Assessment

Suggested Second Grade Math Block (90 Minutes)

Suggested Time	General Description
10 Minutes	Daily Numeracy/Problem of the Day
20 Minutes	Whole Group Instruction
45 Minutes	Tier 1 Small Groups and Stations
15 Minutes	Exit Ticket/Formative Assessment

Suggested Third Grade Math Block (90 Minutes)

Suggested Time	General Description
10 Minutes	Daily Numeracy/Problem of the Day
20 Minutes	Whole Group Instruction
45 Minutes	Tier 1 Small Groups and Stations
15 Minutes	Exit Ticket/Formative Assessment

Suggested Fourth Grade Math Block (90 Minutes)

Suggested Time	General Description
10 Minutes	Daily Numeracy/Problem of the Day
20 Minutes	Whole Group Instruction
45 Minutes	Tier 1 Small Groups and Stations
15 Minutes	Exit Ticket/Formative Assessment

Suggested Fifth Grade Math Block (90 Minutes)

Suggested Time	General Description
10 Minutes	Daily Numeracy/Problem of the Day
20 Minutes	Whole Group Instruction
45 Minutes	Tier 1 Small Groups and Stations
15 Minutes	Exit Ticket/Formative Assessment

6th-Algebra 1 Grade Math Block

TMS-48 minute block

THS- 50 minute block

Legacy- Double Block

Allotted Time	General Description
5 Minutes	Mathematical Fluency
5-10 Minutes	Problem of the Day
5-10 Minutes	Whole Group Instruction: I Do
10-15 Minutes	Guided Practice: We Do
10-15 Minutes	Independent Practice: You Do
5 Minutes	Exit Ticket

District Instructional Resources

TH Johnson Elementary

Grade	Material	Publisher
Kindergarten	Stemscopes	Accelerate Learning
Kindergarten	i-Ready	Curriculum Associates

Naomi Pasemann and Main Street Elementary

Grade	Material	Publisher
1,2,3,4,5	Stemscopes	Accelerate Learning
1,2,3,4,5	i-Ready	Curriculum Associates

Taylor Middle School

Grade	Material	Publisher
6-8	Stemscopes	Accelerate Learning
6-8	i-Ready	Curriculum Associates

Taylor High School

Subject	Material	Publisher
Algebra 1	Stemscopes	Accelerate Learning
Algebra 2	Texas Algebra 2	McGraw- Hill
Geometry	Texas Geometry	McGraw- Hill
Precalculus	Texas Precalculus	McGraw- Hill
Math Models	Mathematical Models with Applications	Pearson

Calculus	Calculus	HMH
AP Calculus	Calculus AP: Graphical, Numerical, Algebraic	Pearson
Math Intervention & Enrichment	Subject	Subject

Legacy Early College High School

Grade	Material	Publisher
Algebra 1	Stemscopes	Accelerate Learning
Algebra 2	Texas Algebra 2	McGraw- Hill
Geometry	Texas Geometry	McGraw- Hill
AP-SAT	Modeling the World	Boch, Vellman & DeVeany