

Early Childhood Math Action Plan 2023-2024

Instructional Programs and Resources

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
Expand PreK to serve over 2,355 students and provide early math experiences, creating a greater indicator of subsequent academic success	August 2023- Addition of 8 PreK sections	<ul style="list-style-type: none"> ● Frogstreet PreK Curriculum ● PreK manipulatives, materials, furniture, FTEs for newly formed sections ● Ongoing professional development for teachers 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Math and Science Studies ● Math Coordinator ● Early Childhood Coordinator ● Classroom Teachers ● Paraprofessionals in Each Classroom 	<ul style="list-style-type: none"> ● Beginning of the year to end of the year growth as measured by CIRCLE data ● Evidence of kindergarten readiness as measured by mCLASS ● Increased performance on standardized tests including MAP and STAAR
Ensure that students in PreK will engage in at least 60 minutes of daily math instruction which includes the following: <ul style="list-style-type: none"> ● Small group instruction ● Practice Centers 		<ul style="list-style-type: none"> ● Frogstreet ● ST Math ● CIRCLE assessment ● Local and Federal Funds 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Math Coordinator ● Early Childhood Coordinator ● Classroom Teacher ● Paraprofessionals in Each Classroom 	<ul style="list-style-type: none"> ● Improved alignment of math instruction as measured by CIRCLE data ● Increased student achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative Formative Assessments)

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<p>Ensure K-3 schedules include 120 minutes of daily structured math instruction</p> <p><u>60 Minutes</u></p> <ul style="list-style-type: none"> ● Fluency ● Application ● Concept Development ● Student Debrief/Exit Ticket <p><u>60 Minutes</u></p> <ul style="list-style-type: none"> ● Small Group Instruction 	<p>CSTs and ISTs reinforce daily through planning and implementation of curriculum learning plans</p>	<ul style="list-style-type: none"> ● Eureka Math ● i-Ready ● ST Math ● Local and Federal Funds 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● CSTs and ISTs ● Classroom Teachers 	<p>Improved alignment of structured math instruction across all grade levels K-3 as measured by student growth on state and local assessments</p>
<p>Deliver explicit Instruction in grades K-3 in each of the components of the structured math block</p> <p><u>60 Minutes</u></p> <ul style="list-style-type: none"> ● Fluency ● Application ● Concept Development ● Student Debrief/Exit Ticket <p><u>60 Minutes</u></p> <ul style="list-style-type: none"> ● Small Group Instruction 	<p>CSTs and ISTs reinforce through coaching, modeling, and co-teaching, as needed</p>	<ul style="list-style-type: none"> ● Eureka Math ● i-Ready ● ST Math ● Local and Federal Funds 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● CSTs and ISTs ● Classroom Teachers 	<p>Increased student mathematics achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Cumulative Formative Assessments)</p>

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<p>Provide students in grades K-3 personalized numeracy experiences during small group math instruction</p>	<ul style="list-style-type: none"> ● Ongoing professional development for small group instruction <p>Math stations to be used in the classroom:</p> <ul style="list-style-type: none"> -Spiraled Learning -Targeted Instruction -ST Math/i-Ready -Teacher Table 	<p>Small group resources</p>	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● CSTs and ISTs ● Director of Elementary Integrated Math and Science Studies ● Classroom Teachers 	<p>Increased student mathematics achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Cumulative Formative Assessments)</p>
<p>Facilitate instructional planning sessions (module overviews) including unpacking the TEKS, analyzing data, and determining instructional strategies</p>	<p>Provided for every module throughout the year</p>	<p>Funding for supplemental pay for after school professional development for teachers</p>	<ul style="list-style-type: none"> ● Director of Integrated Elementary Math and Science Studies ● Math Coordinator ● CSTs and ISTs ● Campus Administrators ● Classroom Teachers 	<ul style="list-style-type: none"> ● Improved alignment of structured math instruction across all grade levels K-3 resulting in increased student mathematics achievement on state and local assessments ● Increased student mathematics achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Cumulative Formative Assessments)

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Vet, recommend, and implement high-quality machine learning programs (i-Ready and ST Math) for use during small group instruction	i-Ready 45 minutes per week. ST Math 60 minutes per week	<ul style="list-style-type: none"> ● Student devices ● District technology 	<ul style="list-style-type: none"> ● Director of Elementary Integrated Math and Science Studies ● Elementary Math Coordinator ● Elementary Math Instructional Design Facilitators ● Campus Administrators ● CSTs and ISTs ● Classroom Teachers 	<ul style="list-style-type: none"> ● Increased numeracy development as evidenced by benchmarks in the programs
Design and implement a guaranteed and viable K-3 math core curriculum and assessments aligned to state standards and resources with designated supports, including Tier 2 and 3 intervention lessons	Ongoing refinements	<ul style="list-style-type: none"> ● Curriculum writing personnel ● Curriculum resources-Eureka Math ● Small group instruction programs-i-Ready and ST Math 	<ul style="list-style-type: none"> ● Executive Director of Teaching and Learning Development ● Director of Elementary Integrated Math and Science Studies ● Math Coordinator ● CSTs and ISTs ● Instructional Design Facilitators ● Curriculum Writers 	<ul style="list-style-type: none"> ● Curriculum feedback ● Assessment feedback ● Assessment analytics through Eduphoria
Utilize assessment data (CIRCLE, i-Ready, and MAP) to inform small group instruction	October 2023- Professional development on MAP reports	District provided curriculum resources	<ul style="list-style-type: none"> ● Executive Director of Teaching and Learning Development ● Executive Directors of Leadership ● Campus Administrators ● Classroom Teachers 	Improved student growth as measured by CIRCLE or NWEA MAP data

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Engage in collaborative mathematical walks to calibrate on best practices in structured math instruction and evaluate the use of the curriculum resources	Throughout the 2023-2024 school year	Math walkthrough tool created by the elementary math team	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Director of Elementary Integrated Math and Science Studies ● Campus Administrators ● Elementary Math Coordinator ● Instructional Design Facilitators 	Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms
Lead monthly administrator information sessions to grow instructional leaders in early childhood best practices by frontloading curriculum and providing training and collaboration	Monthly beginning August 2023	Virtual meeting platform: Google Meet	<ul style="list-style-type: none"> ● Director of Elementary Integrated Math and Science Studies ● Campus Administrators ● Elementary Math Coordinator 	Administrator attendance at meetings
Deploy a CST or IST to every elementary school campus to focus on coaching teachers on best practices in early math instruction	Ongoing	<ul style="list-style-type: none"> ● Ongoing professional learning for CSTs and ISTs ● Local and state funds 	<ul style="list-style-type: none"> ● Executive Director of Teaching and Learning Development ● Director of Elementary Integrated Math and Science Studies ● Math Coordinator ● Campus Administrators 	Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative & Formative)

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
Utilize the model (exemplar) classrooms to better engage new teachers during PD	August 2023 and ongoing	<ul style="list-style-type: none"> ● New teacher training provided as new teachers are hired and throughout the school year ● Model classrooms set up to hold teacher training and provide a model for teachers to view 	<ul style="list-style-type: none"> ● Director of Elementary Integrated Literacy Studies ● Math Coordinator ● Early Childhood Coordinator 	<ul style="list-style-type: none"> ● Classroom observation walkthroughs ● New teacher surveys
Focus on lesson internalization and teacher preparedness of Tier 1 instruction	Ongoing	<ul style="list-style-type: none"> ● Eureka Math resources ● Module and lesson internalization protocol 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Math Coordinator ● Classroom Teachers 	<ul style="list-style-type: none"> ● Evidence of teacher preparedness during literacy walkthroughs ● Increased student achievement in mCLASS, NWEA MAP and STAAR assessments

Content-Based Language Support

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress
Utilize sheltered instruction strategies during all content-based instruction	Ongoing	<ul style="list-style-type: none"> ● Manipulatives ● Printed Visuals ● Ongoing PD in sheltered instruction strategies through TLCs, PLCs, walkthroughs and coaching ● facilitation slides 	<ul style="list-style-type: none"> ● Director of English Language Learners ● Sheltered Instruction Facilitator/Specialist ● Elementary Math Coordinator ● Instructional Support Teachers ● Classroom Teachers 	Increased student mathematics achievement on state and local assessments (NWEA MAP, Curriculum Based Assessments, Cumulative Formative Assessments)