



CLINT INDEPENDENT SCHOOL DISTRICT

Math Framework

Vision Statement

Our vision is to inspire all students to become achievers and innovators by championing their mathematical education. Through collaboration and resilience, they will tackle challenges, learn from their mistakes, and develop as critical thinkers in a supportive environment, preparing them to become lifelong learners.

District Beliefs

- We believe that all students benefit from a fluid balance between conceptual understanding and procedural skill fluency, which enhances the rigor of mathematics instruction. This balance ensures that both components are intertwined and dependent on the learning objectives and the diversity of all students' needs in order to achieve meaningful and lasting success in mathematics.
- We believe all students can and should engage with grade-level instruction that fully aligns with the depth and specificity of the *TEKS*. By emphasizing the internalization of resources and the dedication of time to the rigor of the *TEKS*, we will equip every student with a foundation for college and career pathways.
- We believe that all students benefit when mathematical knowledge builds an understanding of how interconnecting ideas build upon previous ideas, creating a cohesive story of learning to produce a coherent whole. We empower all students to make meaningful connections through the vertical alignment of concepts and the progression of the curriculum to become successful in mathematics.
- We believe in empowering all students as advocates and innovators of their mathematical journeys, embracing the productive struggle with resilience, grit, and collaborative problem-solving. By honoring mistakes and constructive discourse, we ensure all students grow as critical thinkers who are challenged and supported through multiple opportunities to foster an in-depth learning of math.
- We believe that math can be exciting and enjoyable for all students! Math instruction should help all students develop a strong math identity, where they view themselves as mathematicians eager to take risks and discover their own problem-solving methods.

At Clint ISD, we believe the collective voice of all stakeholders is vital to ensure our students become confident mathematicians. We recognize that to support our students effectively, we must all learn to make these shifts in mathematics instruction in our community. To make the shift towards the district's math vision and belief statements, we commit to the following actions:



| Community Member | Actions |
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| <p>Families and Guardians will . . .</p> | <ul style="list-style-type: none"> • Provide a supportive homework environment and foster a positive attitude toward the rigors of math. • Stay in communication with their child's teacher to stay informed about their child's progress in order to bridge the learning between home and school. • Motivate and encourage their children to support the improved academic outcome and social behavior. • Be provided opportunities to attend school-sponsored events to gain strategies for supporting math literacy and reinforcing math skills at home. |
| <p>Students will . . .</p> | <ul style="list-style-type: none"> • Demonstrate learning with conceptual and procedural understanding that illustrates a high level of mathematical fluency. • Engage fully in classroom activities, discussions, and practice exercises that align with the TEKS. • Advocate for themselves by asking questions when concepts are unclear and seek help when needed. • Make significant and relevant grade level connections between concepts, models, and strategies. • Persevere in solving problems in the face of difficulty and honor mistakes as learning opportunities. |
| <p>Teachers will . . .</p> | <ul style="list-style-type: none"> • Engage in ongoing professional development focused on scaffolding instruction to access grade level materials. • Decide on an area of focus for instructional rounds and/or collegial observations and actively participate in the newfound learning. • Create an environment where students build each other's confidence in math and provide multiple opportunities for students to take risks. <p><i>Internalize to:</i></p> <ul style="list-style-type: none"> • Ensure that <i>HQIM</i> lessons, activities, and formative assessments are fully aligned with the depth and rigor of the TEKS (<i>TCMPC</i>) including real-world examples. • Provide differentiated instruction and scaffolds to meet the needs of all learners while upholding high expectations. • Intentionally connect background knowledge in order to continuously build on current and future mathematical concepts to create a seamless progression of learning. • Purposefully prepare for a balanced approach of conceptual and procedural learning while anticipating opportunities for collaboration, mathematical discourse and productive struggle. |
| <p>Leaders will . . .</p> | <ul style="list-style-type: none"> • Regularly monitor progress and classroom practices (scaffolds and differentiation) to ensure alignment and student growth. • Provide guidance and continuous feedback on the learning environment through coaching. • Empower teachers by providing opportunities in professional development, including but not limited to: <ul style="list-style-type: none"> ▪ <i>Scaffolding</i> ▪ <i>Differentiation</i> ▪ <i>Stations</i> • Focused on vertical alignment and curriculum progression. • Continuously provide opportunities for all teachers to participate in instructional rounds, observe modeled lessons, and ensure newfound learning is implemented. • Ensure teacher fidelity of the implementation of <i>HQIM</i>. <p><i>Structure Systems to:</i></p> <ul style="list-style-type: none"> • Ensure the internalization process explicitly addresses both conceptual understanding and procedural skills while anticipating productive struggle and student discourse. • Communicate a clear vision of high expectations for all students while supporting teachers in delivering TEKS-aligned instruction (<i>TCMPC</i>). • Analyze student artifacts and data in order for teachers to adjust instruction as needed. |