"McKinney ISD is committed to providing math instruction that will **encourage** students to **make sense** of mathematical ideas and **reason** mathematically."

—McKinney Math Mission Statement

Elementary

2025-2026 Professional Development	2025-2026 Actions
Introduce, train, and support planning, differentiation, and **individual student growth** through the use of **DreamBox Math** in all K-5 Math Classrooms.	**District Checkpoints** continued to monitor growth for high leverage standards. Focus is centered **on instruction** and **student behaviors** when applying math knowledge.
Focus on the continued growth of sound classroom practices in **Number Talks** and **Problem Solving** in grades K-5 that encourage student engagement, independent thinking and numeracy.	Continued with **Problem Solving resources** to ensure that all classrooms were learning Problem Solving through **rigorous** grade level Word Problems. Added **DOK Level 3** problems and the use of **Bar Models** at all grade levels.
"**Representation First**" approach in classrooms, where students solve problems using manipulatives or visual models before moving to abstract calculations.	Provide targeted instructional approaches, enrichment opportunities, and **differentiated supports** that allow **Alpha Learners** to represent, reason, and solve complex mathematical problems, that foster higher-order thinking and sustained growth across all learning environments
Deliver 18 hours of targeted 4th-grade math training through Texas Math Academy model, led by an MISD-certified instructor, to strengthen teacher expertise and student outcomes.	Obtained TEA approval for six MISD teachers and IC's to become trained instructors for the Math Achievement Academies in the state of Texas. Through district-led professional development, these members of the Math Design Team, applied their learning to enhance teacher capacity, inform district-wide PD, and integrate targeted strategies into the MISD Elementary Math Curriculum.

Secondary

2025-2026 Professional Development	2025-2026 Actions
Introduce, train, and support planning and differentiation for individual and whole class use of IXL for Math 6, Math 7, Math 8, Algebra I, Algebraic Reasoning, and Geometry classrooms.	Train the trainer PD session provided by IXL over the summer. Six MISD teachers turned that training around to their peers at district-led professional learning to get teachers and students started. Additionally, a TEKS crosswalk was created for the TEKS of each course with the skills practice in IXL.
Focus on continuing to make student thinking visible in our classrooms and increasing opportunities for students to explain and justify their reasoning.	District design teams worked to create a vertically-aligned and student-friendly writing rubric. The rubric puts the emphasis on students explaining and justifying the process they used to come to their answer as a way of showing their thinking visible.
Build content leaders on campuses through a re-emphasis on answering PLC questions #1 (what do we want all students to know and be able to do?) and #2 (how will we know students have learned?).	Designed a PLC pre-work graphic organizer to help teachers identify the learning targets embedded within each of the TEKS, the depth of knowledge required for the learning to be at grade-level, and the necessary academic vocabulary. Completing this work ahead of time allows PLCs to focus on the “how” we are teaching and “what” assessments will tell us if learning has happened.
Identify the purpose, components, and content of the TSIA 2.0 for high school Geometry teachers and the connection of TSIA 2.0 with high school students earning their CCMR point for graduation.	Created TSIA 2.0 support materials for Geometry courses to used on TSIA Tuesdays. These materials include warm-ups, exit tickets, guided questions, TEKS aligned IXL resources, and sample TSIA 2.0 questions.

Elementary Successes

Problem Solving

Supports the application of math content in real life problems. Exposing our students to **rigorous problem solving opportunities on a daily basis** has contributed to student **growth** as evidenced by our **MOY Map Data.**

Incorporating visuals before abstract builds conceptual understanding and develops flexible problem-solving strategies.

STEMscopes Math

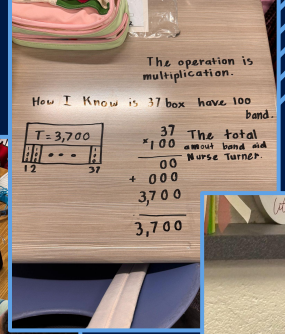
STEMscopes Math has increased the level of **student engagement** in our K-5 students. Students are learning math through **concrete and representational** lessons before moving to the abstract. This is building a foundational understanding to support academic growth.

District Checkpoints

The continued use of **District Checkpoints** in our **kindergarten through fifth** grade math classrooms has had a direct correlation to the improvement of instruction and how we are looking at and using data to drive instruction. In data meetings teachers are discussing the changes and shifts they need to make instructionaly for students to master standards.

High Level PD

Professional Development focused on the “How” throughout the ‘25-’26 school year. All grade level PD was anchored in Math Achievement Academy learning with 4th grade participating in the entire 18 hour academy during District PD days.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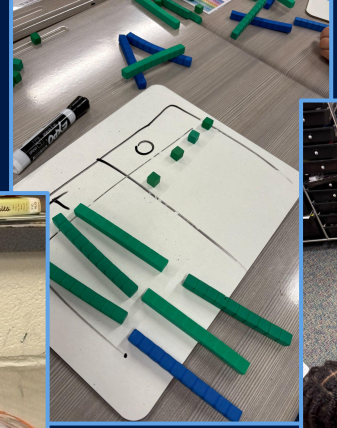

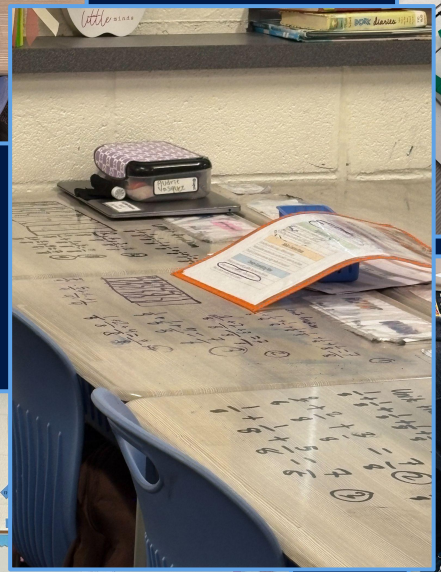

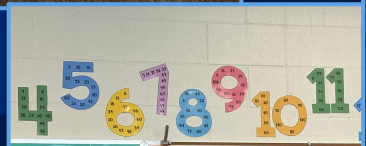
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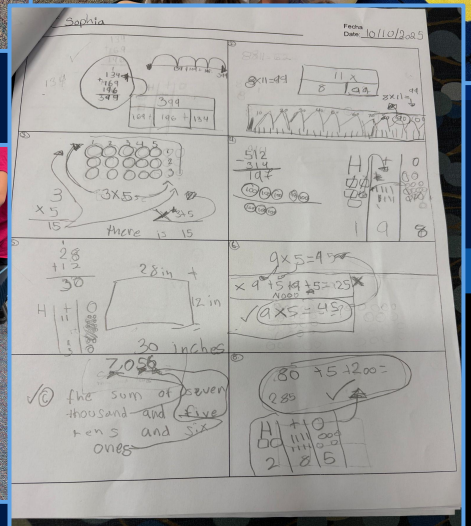
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Secondary Successes

Financial Literacy

The District continues its partnership with First United Bank of McKinney to provide students with learning opportunities focused on financial literacy, including paying for college, budgeting, and responsible credit management. Through this partnership, middle school students and high school seniors enrolled in Quantitative Reasoning engage in real-world financial decision-making scenarios.

Visible Thinking

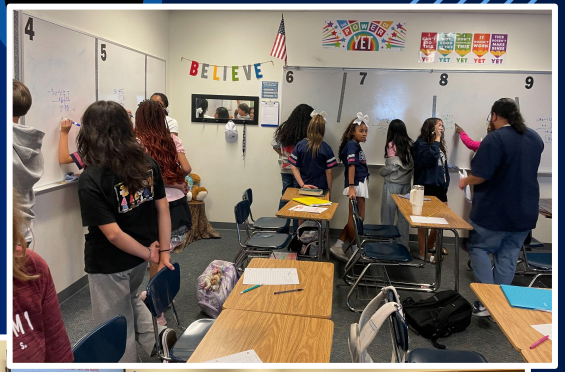
Our work with *Thinking Classrooms* continues through targeted professional learning focused on making student thinking visible. Teachers are designing learning experiences that encourage students to share, explain, and justify their mathematical reasoning through both written and oral communication in the mathematics classroom.

District Checkpoints

District Checkpoints are implemented across all secondary mathematics courses to support instruction and inform campus- and district-level professional learning communities (PLCs). Results from these assessments are analyzed to identify essential standards for reteaching, guide targeted intervention and enrichment, and monitor student academic growth over time.

Revisiting PLCs

In alignment with the District's initiative to strengthen professional learning communities (PLCs), secondary mathematics teams are engaging in focused work to build content expertise across campuses. By identifying clear learning targets for essential standards, teachers are able to shift instructional conversations toward *how* instruction is delivered to ensure students are learning at high levels.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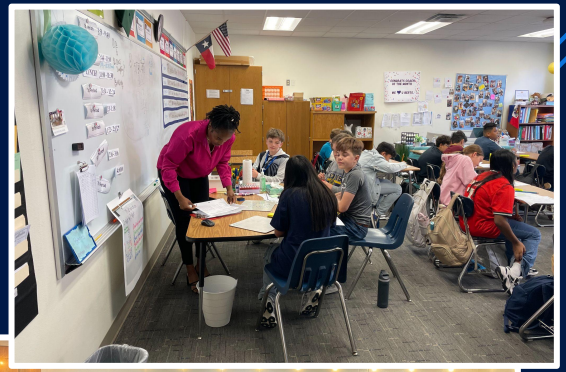

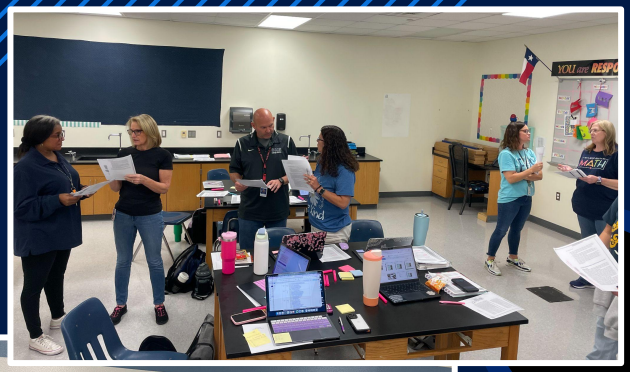

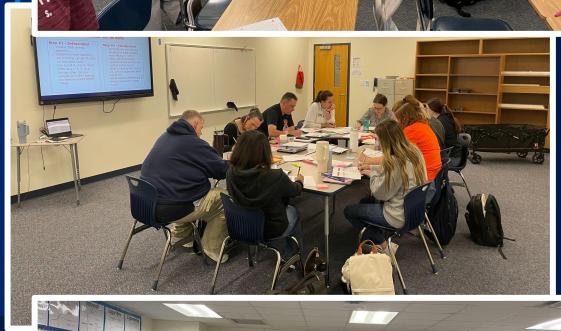

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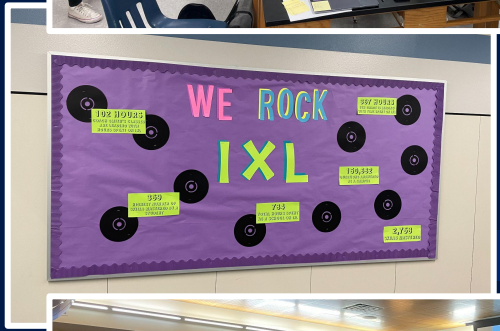
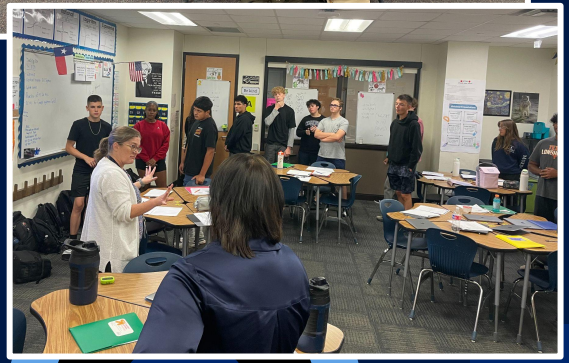

WE ROCK
IXL

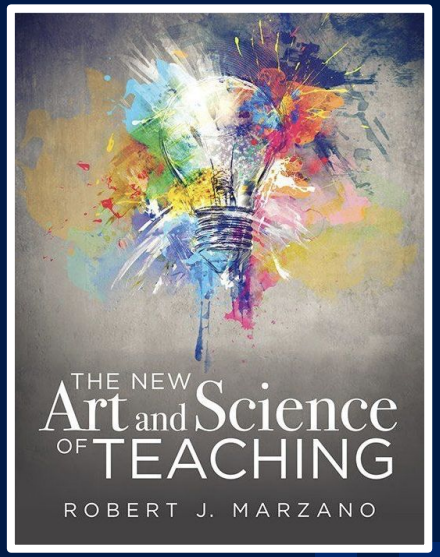


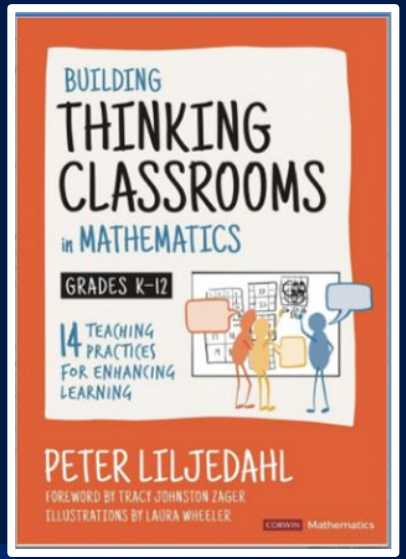
Next Steps

- Continue the work of creating a culture where thinking is not only valued but also necessitated-we will continue to build **Thinking Classrooms** in MISD.
- Deep dive into situating the content in the context of its use by developing a culture of **Problem Solvers** in McKinney ISD.
- Develop a mindset in which Math Educators are providing **actionable and descriptive feedback** to promote academic growth.

Resources

Principles to Actions
Ensuring Mathematical Success for All


THE NEW
Art and Science
OF TEACHING
ROBERT J. MARZANO


BUILDING
THINKING
CLASSROOMS
in MATHEMATICS
GRADES K-12
14 TEACHING PRACTICES FOR ENHANCING LEARNING
PETER LILJEDAHL
FOREWORD BY TRACY JOHNSTON ZAGER
ILLUSTRATIONS BY LAURA WHEELER
CORWIN Mathematics

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