Agenda of Workshop Meeting

The Board of Trustees
Belton Independent School District

A Workshop Meeting of the Board of Trustees of Belton Independent School District will be held July 15, 2024, beginning at 5:00 PM in the Dragon Room, 400 N. Wall Street, Belton, TX 76513. One or more tustees may participate via video conference.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on the meeting notice.

1. **Call to Order**
2. **Public Comments**
3. **Board Workshop:**
    A. Academic Progress Report 2
4. **Adjourn**

Academic Progress Workshop

BELTON ISD BOARD OF TRUSTEES
Board Workshop
Monday, July 15, 2024

Purpose

To engage in discussion with the Board of Trustees about our progress toward improving academic outcomes for each and every learner.

Academic Progress

STAAR Assessment Updates

Analysis of 3-8 STAAR Outcomes

4

Proposed House Bill 3 Goals

Planned Response

STAAR Assessment Updates

STAAR 2.0 Changes

- 100% Online
- Automated Scoring Engine
- Increase in Rigor
- New Question Types
- Cross Curricular Pathways
- Constructed Responses
- Tools and Accommodations

Grade Level

- No change in standards

Grade & Subject	STAAR	STAAR 2.0
English I	**40** In paragraph 30, what does the word *laboriously* mean? **F** At great cost **G** For good reason **H** Quietly and in secrecy **J** Slowly and with difficulty	Read this quotation from paragraph 1. *Not only is it a perfectly respectable Bengali good name, meaning "he who is entire, encompassing all," but it also bears a satisfying resemblance to Nikolai, the first name of the Russian Gogol.* Record your answer in the space provided. The author uses the word ___(1)___ to suggest that the name Nikhil is inclusive of two cultures. 1 _____
8th Grade Science	**1** The chart lists organisms in five different categories living near the Texas Gulf Coast. Organisms Living Near the Texas Gulf Coast Vegetation: • Algae • Willow oaks Mammals: • River otter • Coyotes Invertebrates: • Shrimp • Mosquitoes Fish: • Red drum • Pygmy sunfish Birds: • Laughing gulls • Wood ducks Based on the chart, which food chain best models a flow of energy in this ecosystem? **A** Sun ⟶ Mosquitoes ⟶ Shrimp ⟶ Coyotes **B** Sun ⟶ Algae ⟶ Shrimp ⟶ Red drum **C** Sun ⟶ Pygmy sunfish ⟶ Shrimp ⟶ Wood ducks **D** Sun ⟶ Willow oaks ⟶ Algae ⟶ River otters	**3** Which three populations compete for the same producer in this food web? Select **THREE** correct answers. Seagulls, Seals, Dolphins, Sea stars, Limpets, Crabs, Mussels, Herring, Seaweed, Algae, Phytoplankton

STAAR Assessment Updates

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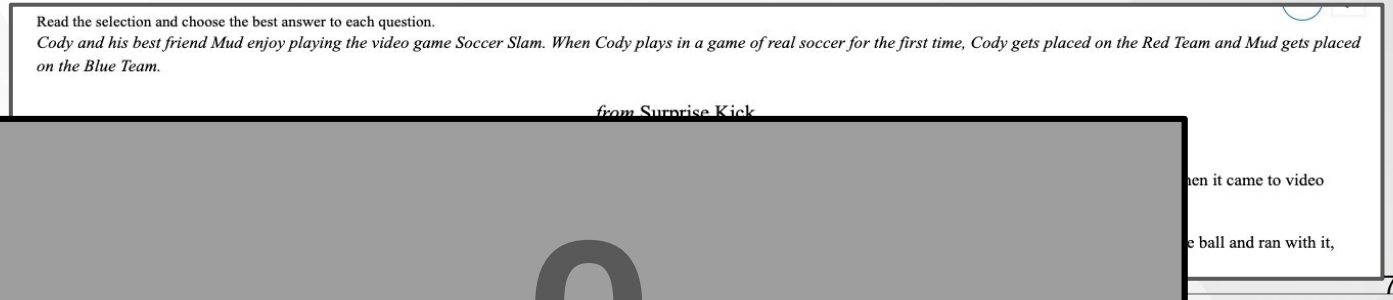
Grade & Subject	STAAR	STAAR 2.0
7th Grade Math	**1** Fatima paid for 5 pallets of grass to be delivered. • Each pallet of grass cost $129.95. • Fatima paid $76.20 for delivery. What is the total amount Fatima paid? **A** $725.95 **B** $649.75 **C** $581.95 **D** $1,030.75	A clothing store has these items on sale: • 5 hats • 10 jackets • 15 pants • 20 sweaters A customer randomly selects one of the sale items. Complete each statement. Move the correct answer to each box. Each answer may be used more than once. Not all answers will be used. 6 0.10 0.20 0.40 0.50 0.70 0.80 The probability that the customer will randomly select a sweater or a hat is [ ]. The probability that the customer will randomly select a jacket is [ ].
US History	**9** But when we come to the possible sequence of events, the loss of Indochina, of Burma, of Thailand, of the Peninsula, and Indonesia following, now you begin to talk about areas that not only multiply the disadvantages that you would suffer, . . . but now you are talking really about millions and millions and millions of people. *—President Dwight D. Eisenhower, news conference, April 7, 1954* In this excerpt, President Eisenhower is expressing concern about — **A** a trade imbalance with Asia **B** the spread of communism in Asia **C** the educational opportunities available in Asia **D** an environmental disaster in Asia	**2** This excerpt is from an executive order from President Harry S. Truman in 1948. It is hereby declared . . . that there shall be equality . . . for all persons in the armed services without regard to race, color, religion or national origin. *—President Harry S. Truman, Executive Order 9981, July 26, 1948* Select **ONE** correct answer in each box to complete each sentence. Executive Order 9981 was a response to the lack of progress regarding civil rights by the [A Supreme Court / B Congress / C Department of Justice]. This executive order began the [A full integration / B partial demobilization / C limited deployment] of the military by the end of the Korean War.

4th Grade Writing

Reading Selection



Read the selection and choose the best answer to each question.

Cody and his best friend Mud enjoy playing the video game Soccer Slam. When Cody plays in a game of real soccer for the first time, Cody gets placed on the Red Team and Mud gets placed on the Blue Team.

from Surprise Kick

…hen it came to video

…e ball and ran with it,

7

ESSAY: Write your es…

Read the story from Surp… information in the story, … following:

Explain how the events i… change his opinions.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

…n the story From Suprise …layer than his friend Mud.

…Mud is always on the other …s it in paragraph two. For

…oesnt have the soccer mind or at least not in vieo games. In the article it states that "Mud doesn't have the soccer mind."

So just because you think you are better than someone doesn't mean you are. And everyone deserves a chance to shine because they are special and you are too. When the right time comes everyone gets to shine.

6

0

4th Grade Writing

Reading Selection

Read the selection and choose the best answer to each question.

Cody and his best friend Mud enjoy playing the video game Soccer Slam. When Cody plays in a game of real soccer for the first time, Cody gets placed on the Red Team and Mud gets placed on the Blue Team.

from Surprise Kick

...hen it came to video

...e ball and ran with it,

8

6

ESSAY: Write your es...

Read the story from Surp... information in the story, ... following:

Explain how the events i... change his opinions.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

...ders would swarm ...t somehow he danced ...red a goal. and in the ...urprised at mud.

7

STAAR Assessment Changes

ELAR	Extended CR Genre		Short CR	
GR	2023	2024	2023	2024
3	**argumentative essay** in response to **paired argumentative** writing pieces	**information composition** in response to an **informational article**	✗	✓
4	**informational composition** in response to an **informational article**	**informational composition** in response to a **story**	✗	✓
5	**informational composition** in response to a **story**	**informational composition** in response to a **story**	✗	✓
6	**informational composition** in response to an **informational article**	**informational composition** in response to a **paired passage, literary excerpt & a poem**	✗	✓
7	**informational composition** in response to a **informational article**	**argumentative essay** in response to an **argumentative selection**	✗	✓
8	**informational composition** in response to a **informational article**	**informational composition** in response to a **literary excerpt**	✓	✓
Eng 1	**informational essay** in response to a **informational article**	**informational composition** in response to a **literary excerpt**	✓	✓
Eng 2	**informational composition** in response to a **literary excerpt**	**informational composition** in response to an **informational article**	✗	✓

State Data Dig

- Stand out trends and patterns
- Greatest areas of change

State Overtime STAAR Results

RLA - Grades 3-8

RLA	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change
3	Approaches	75%	COVID	66%	75%	75%	72%	-3%
	Meets	43%		37%	50%	48%	46%	-2%
	Masters	27%		19%	30%	19%	20%	1%
4	Approaches	73%		62%	76%	76%	79%	3%
	Meets	43%		35%	52%			3%
	Masters	21%		17%	28%	21%	22%	1%
5	Approaches	77%		72%	80%	80%	78%	-2%
	Meets	51%		45%	56%	55%	53%	-2%
	Masters	28%		30%	36%	28%	28%	0%
6	Approaches	66%		61%	69%	75%	75%	0%
	Meets	35%		31%	42%			4%
	Masters	17%		14%	22%	21%	25%	4%
7	Approaches	74%		68%	78%	77%	72%	-5%
	Meets	47%		44%	54%	58%	52%	-6%
	Masters	28%		25%	37%	26%	28%	2%
8	Approaches	77%		72%	82%	82%	79%	-3%
	Meets	53%		45%	56%	56%	54%	-2%
	Masters	27%		21%	37%	27%	28%	1%

STAAR Redesign

State Overtime STAAR Results

Math - Grades 3-8

Math	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change
3	Approaches	78%	COVID	61%	70%	72%	68%	-4%
	Meets	47%		29%	41%	43%	40%	-3%
	Masters	24%		14%	20%	18%	15%	-5%
4	Approaches	74%		58%	68%	69%	67%	-2%
	Meets	46%		34%	41%	46%	44%	-2%
	Masters	27%		21%	22%	21%	20%	-1%
5	Approaches	83%		69%	75%	79%	75%	-4%
	Meets	55%		42%	46%	49%	48%	-1%
	Masters	35%		24%	21%	21%	19%	-2%
6	Approaches	79%		66%	72%	74%	69%	-5%
	Meets	45%		34%	37%	37%	37%	0%
	Masters	20%		14%	15%	15%	13%	-2%
7	Approaches	73%		54%	59%			-8%
	Meets	41%		25%	29%	35%	32%	-3%
	Masters	16%		11%	12%	10%	10%	0%
8	Approaches	81%		60%	70%	74%	70%	-4%
	Meets	55%		35%	38%	44%	40%	-4%
	Masters	16%		10%	13%	16%	15%	-1%

STAAR Redesign

State Overtime STAAR Results

Science and Social Studies

Grade/Subject	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change
5 Science	Approaches	73%	COVID	60%	65%	63%	56%	-7%
	Meets	47%		29%	37%	34%	26%	-8%
	Masters	23%		12%	17%	15%	10%	-5%
8 Science	Approaches	79%		67%	73%	72%	68%	-4%
	Meets	49%		42%	43%	45%	42%	-3%
	Masters	24%		23%	22%	16%	16%	0%
8 Social Studies	Approaches	67%		56%	59%			-3%
	Meets	35%		27%	29%	31%	31%	0%
	Masters	20%		13%	17%	15%	16%	1%

STAAR Redesign

Belton ISD Data Dig

- Stand out trends and patterns
- Greatest areas of change

BISD Overtime STAAR Results

RLA - Grades 3-8

RLA	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change
3	Approaches	79%	COVID	71%	79%	79%	76%	-3%
	Meets	48%		41%	50%	50%	47%	-3%
	Masters	33%		21%	29%	18%	18%	0%
4	Approaches	77%		67%	79%	78%	81%	3%
	Meets	47%		42%	54%	46%	49%	3%
	Masters	27%		21%	28%	19%	19%	0%
5	Approaches	89%		76%	79%	83%	79%	-4%
	Meets	55%		48%	55%	60%	54%	-6%
	Masters	34%		34%	34%	32%	26%	-6%
6	Approaches	69%		65%	66%	75%	75%	0%
	Meets	39%		34%	39%	49%	56%	7%
	Masters	18%		15%	21%	18%	23%	5%
7	Approaches	76%		67%	81%	79%	71%	-8%
	Meets	49%		44%	58%	52%	52%	0%
	Masters	28%		24%	39%	24%	28%	4%
8	Approaches	87%		71%	82%	85%	81%	-4%
	Meets	56%		44%	56%	59%	54%	-5%
	Masters	29%		18%	36%	30%	31%	1%

STAAR Redesign

BISD Overtime STAAR Results

Math - Grades 3-8

Math	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change
3	Approaches	81%	COVID	65%	67%	70%	72%	2%
	Meets	51%		30%	36%	39%	41%	2%
	Masters	27%		15%	16%	16%	14%	-2%
4	Approaches	80%		66%	71%	65%	65%	0%
	Meets	55%		42%	44%	42%	43%	1%
	Masters	36%		26%	25%	19%	19%	0%
5	Approaches	93%		75%	75%	82%	77%	-5%
	Meets	54%		50%	42%	52%	49%	-3%
	Masters	37%		28%	21%	24%	19%	-5%
6	Approaches	81%		70%	69%	72%	70%	-2%
	Meets	48%		33%	33%	33%	34%	1%
	Masters	19%		12%	10%	11%	10%	-1%
7	Approaches	62%		34%	46%			-17%
	Meets	17%		5%	11%			-6%
	Masters	1%		1%	2%	1%	1%	0%
8	Approaches	89%		64%	67%	76%	69%	-7%
	Meets	59%		35%	32%	42%	36%	-6%
	Masters	16%		7%	9%	14%	10%	-4%

STAAR Redesign

BISD Overtime STAAR Results

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Grade/Subject	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Change
5 Science	Approaches	83%	COVID	69%	65%	67%	56%	-11%
	Meets	58%		36%	36%	36%	26%	-10%
	Masters	33%		18%	17%	17%	9%	-8%
8 Science	Approaches	87%		71%	71%	76%	70%	-6%
	Meets	56%		48%	43%	49%	44%	-5%
	Masters	27%		24%	21%	17%	17%	0%
8 Social Studies	Approaches	71%		66%	59%			-9%
	Meets	73%		29%	30%			-9%
	Masters	48%		47%	46%	18%	11%	-7%

STAAR Redesign

Highlights

Reading

- 4th grade reading **approaches** increased by 3%
- 4th grade reading **meets** increased by 3%
- 6th grade reading **meets & masters** combined increased by 12%

Math

- 3rd grade gains compared to state
- 3rd, 4th, & 6th grade increase in **meets** compared to state

Priority Areas

Overall:

- 3-8 all subjects and content saw limited growth
- Transition grade cohort levels
- Writing across content areas

Reading:

- Constructed response at all grade levels
- 5th to 6th grade cohort

Math:

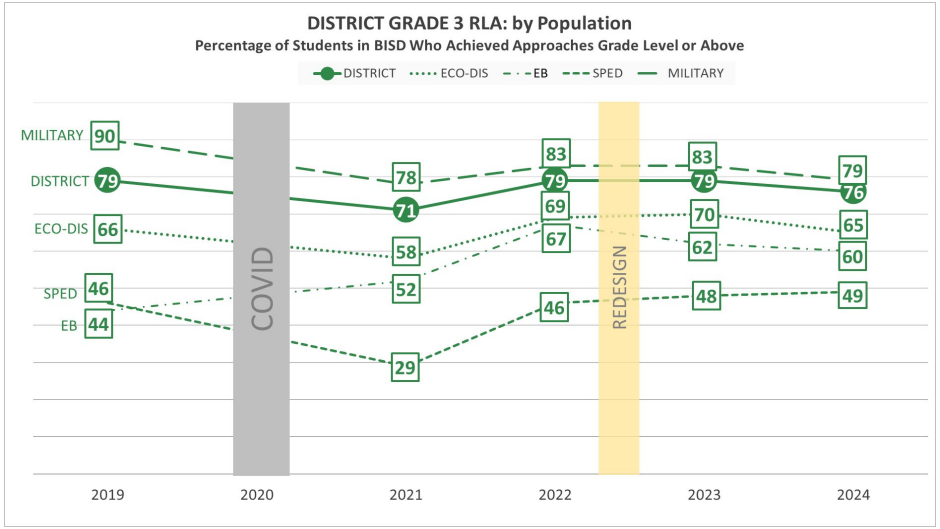
- 5th grade
- 5th to 6th grade cohort
- 7th grade pronounced

Science:

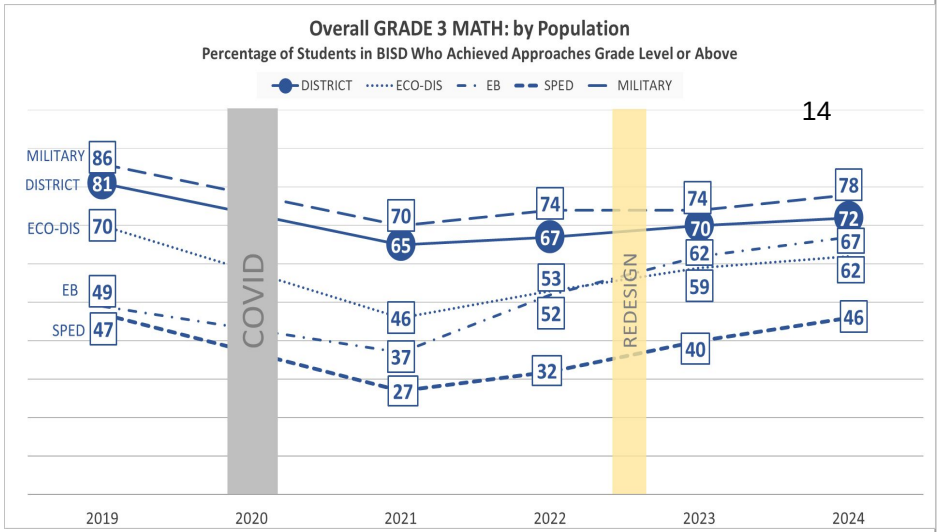
- 5th and 8th

HB3 Student Populations

Reading



Math



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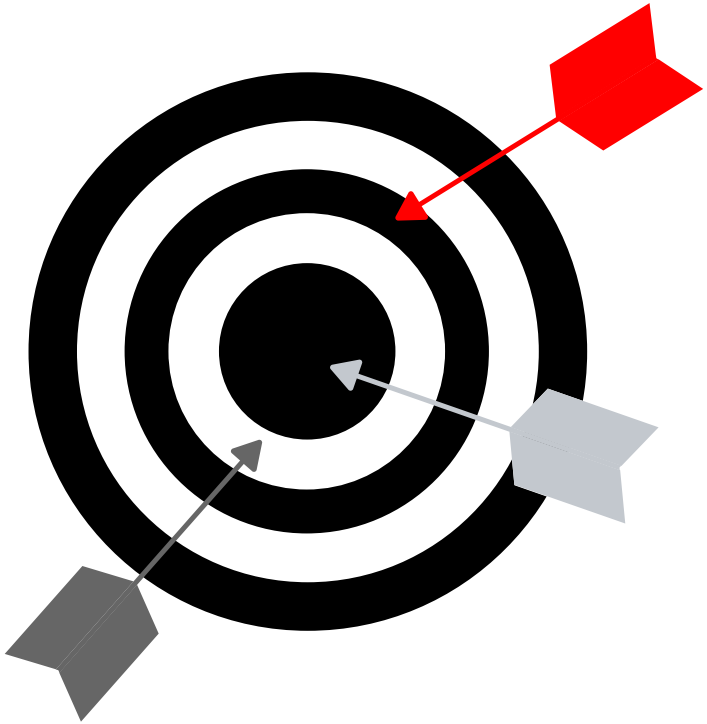
** Data Source: June 2024 TX Assessment Cambium*

House Bill 3 Proposed Goals

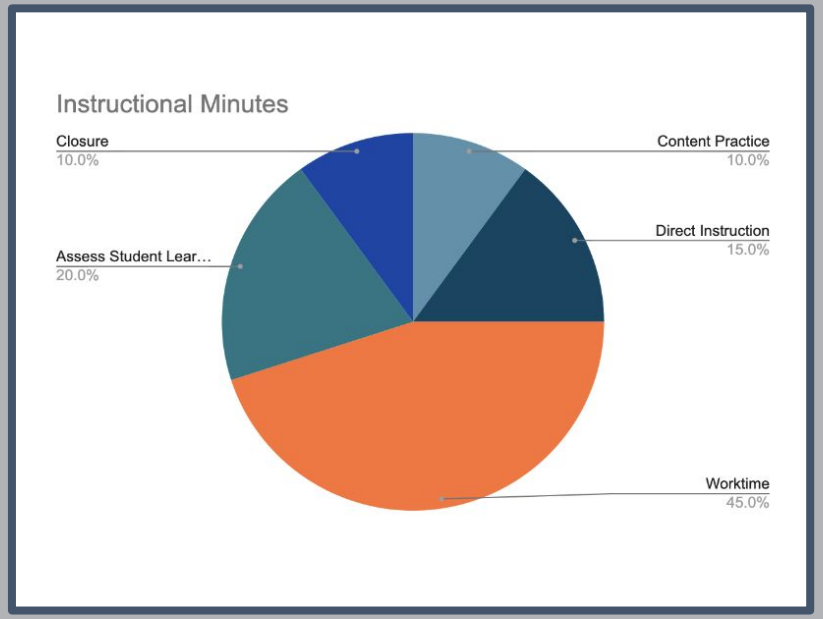
Early Childhood Literacy Board Outcome Goal				
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% (2024) to 57% by June 2029.				
Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
49%	51%	53%	55%	57%
Early Childhood Math Board Outcome Goal				
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% (2024) to 51% by June 2029.				
Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
43%	45%	47%	49%	51%
CCMR Board Outcome Goal				
The percentage of graduates that meet the criteria for CCMR will increase from 76% (2023 Graduates) to 96% (2028 Graduates) by June 2029.				
Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
84%	87%	90%	93%	96%

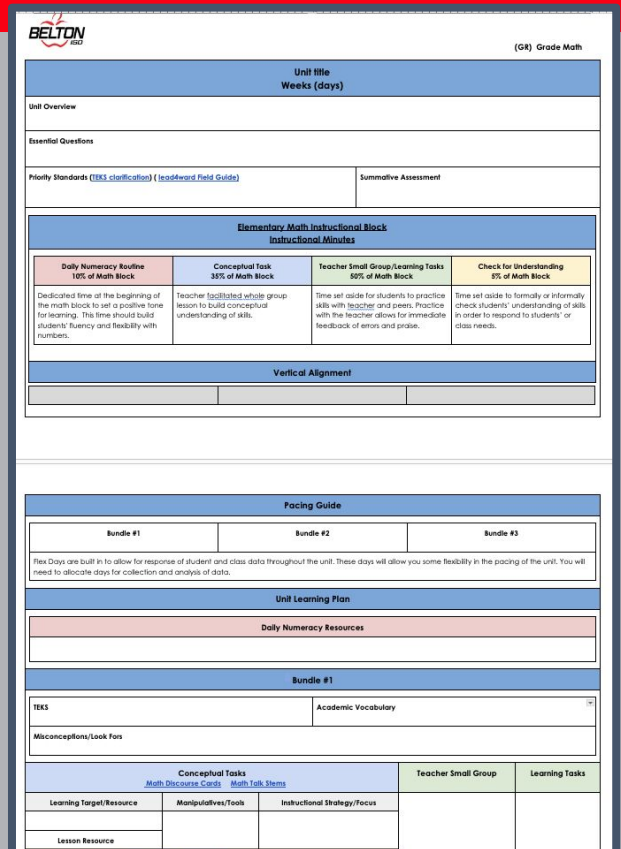
Targeted Support



- Instructional Resources
- Curriculum Embedded Professional Learning
- Collaborative Teams Focused on Student Outcomes

Tools for Support





(GR) Grade Math

Unit title
Weeks (days)

Unit Overview

Essential Questions

Priority Standards (TEKS clarification) (lead4ward Field Guide)

Summative Assessment

Elementary Math Instructional Block
Instructional Minutes

Daily Numeracy Routine 10% of Math Block	Conceptual Task 35% of Math Block	Teacher Small Group/Learning Tasks 50% of Math Block	Check for Understanding 5% of Math Block
Dedicated time at the beginning of the math block to set a positive tone for learning. This time should build students' fluency and flexibility with numbers.	Teacher facilitated whole group lesson to build conceptual understanding of skills.	Time set aside for students to practice skills with teacher and peers. Practice with the teacher allows for immediate feedback of errors and praise.	Time set aside to formally or informally check students' understanding of skills in order to respond to students' or class needs.

Vertical Alignment

Pacing Guide

Bundle #1	Bundle #2	Bundle #3

Flex Days are built in to allow for response of student and class data throughout the unit. These days will allow you some flexibility in the pacing of the unit. You will need to allocate days for collection and analysis of data.

Unit Learning Plan

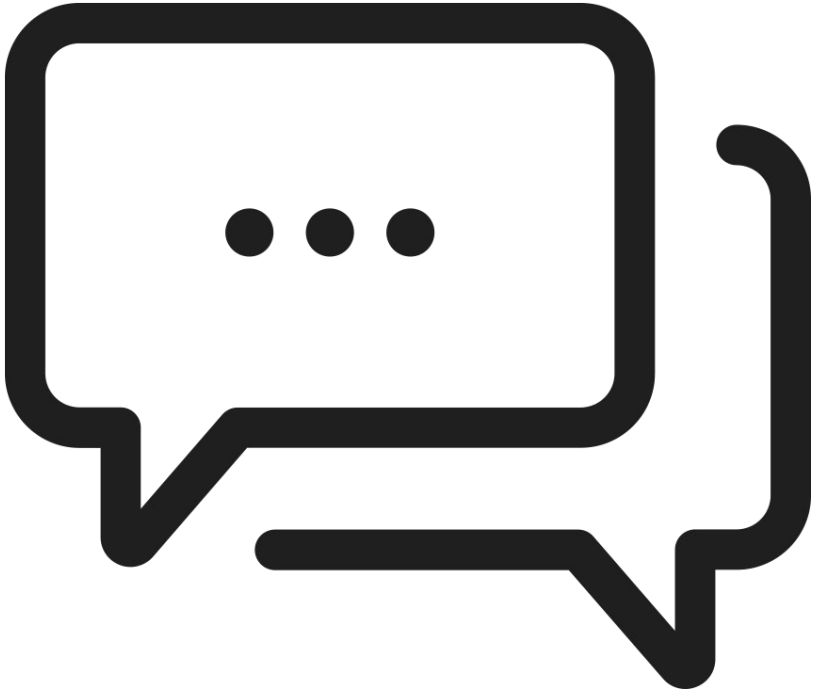
Daily Numeracy Resources

Bundle #1

TEKS	Academic Vocabulary
Misconceptions/Look Fors	

Conceptual Tasks (Math Discourse Cards, Math Talk Stems)			Teacher Small Group	Learning Tasks
Learning Target/Resource	Manipulatives/Tools	Instructional Strategy/Focus		
Lesson Resource				

Discussion



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	Meets	55%		48%	55%		60%	54%	-6%
	Masters	34%		34%	34%		32%	26%	-6%
6	Approaches	69%		65%	66%		75%	75%	0%
	Meets	39%		34%	39%		49%	56%	7%
	Masters	18%		15%	21%		18%	23%	5%
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	Masters	35%		24%	21%		21%	19%	-2%
6	Approaches	79%		66%	72%		74%	69%	-5%
	Meets	45%		34%	37%		37%	37%	0%
	Masters	20%		14%	15%		15%	13%	-2%
7	Approaches	73%		54%	59%		61%	53%	-8%
	Meets	41%		25%	29%		35%	32%	-3%
	Masters	16%		11%	12%		10%	10%	0%
8	Approaches	81%		60%	70%		74%	70%	-4%
	Meets	55%		35%	38%		44%	40%	-4%
	Masters	16%		10%	13%		16%	15%	-1%

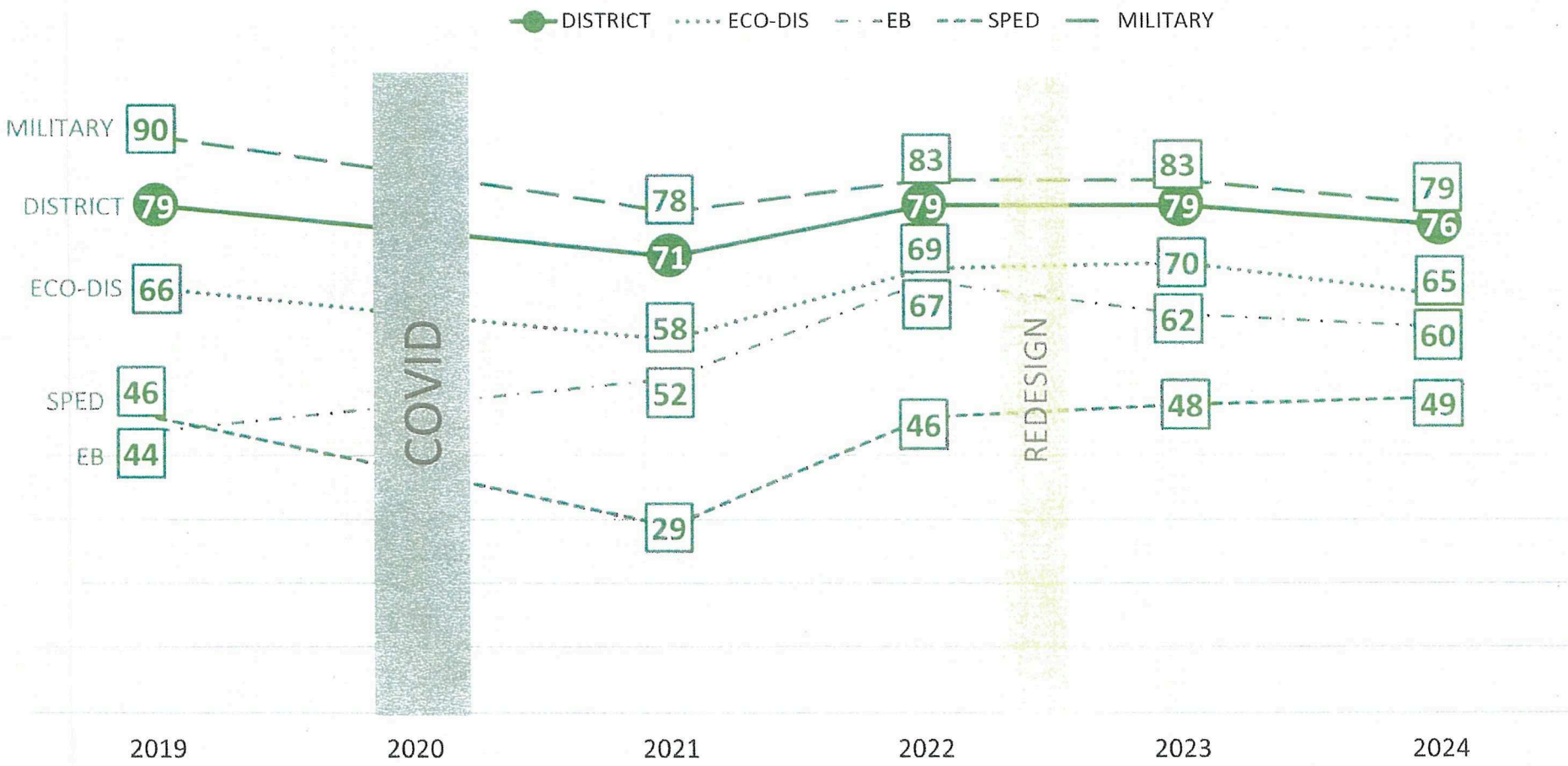
BISD Overtime STAAR Results									
Math - Grades 3-8									
Math	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022		Spring 2023	Spring 2024	Change
3	Approaches	81%	COVID	65%	67%	STAAR Redesign	70%	72%	2%
	Meets	51%		30%	36%		39%	41%	2%
	Masters	27%		15%	16%		16%	14%	-2%
4	Approaches	80%		66%	71%		65%	65%	0%
	Meets	55%		42%	44%		42%	43%	1%
	Masters	36%		26%	25%		19%	19%	0%
5	Approaches	93%		75%	75%		82%	77%	-5%
	Meets	54%		50%	42%		52%	49%	-3%
	Masters	37%		28%	21%		24%	19%	-5%
6	Approaches	81%		70%	69%		72%	70%	-2%
	Meets	48%		33%	33%		33%	34%	1%
	Masters	19%		12%	10%		11%	10%	-1%
7	Approaches	62%		34%	46%		51%	34%	-17%
	Meets	17%		5%	11%		17%	11%	-6%
	Masters	1%		1%	2%		1%	1%	0%
8	Approaches	89%		64%	67%		76%	69%	-7%
	Meets	59%		35%	32%		42%	36%	-6%
	Masters	16%		7%	9%		14%	10%	-4%

State Overtime STAAR Results									
Science and Social Studies									
Grade/Subject	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022		Spring 2023	Spring 2024	Change
5 Science	Approaches	73%	COVID	60%	65%	STAAR Redesign	63%	56%	-7%
	Meets	47%		29%	37%		34%	26%	-8%
	Masters	23%		12%	17%		15%	10%	-5%
8 Science	Approaches	79%		67%	73%		72%	68%	-4%
	Meets	49%		42%	43%		45%	42%	-3%
	Masters	24%		23%	22%		16%	16%	0%
8 Social Studies	Approaches	67%		56%	59%		60%	57%	-3%
	Meets	35%		27%	29%		31%	31%	0%
	Masters	20%		13%	17%		15%	16%	1%

BISD Overtime STAAR Results									
Science and Social Studies									
Grade/Subject	Performance	Spring 2019	Spring 2020	Spring 2021	Spring 2022		Spring 2023	Spring 2024	Change
5 Science	Approaches	83%	COVID	69%	65%	STAAR Redesign	67%	56%	-11%
	Meets	58%		36%	36%		36%	26%	-10%
	Masters	33%		18%	17%		17%	9%	-8%
8 Science	Approaches	87%		71%	71%		76%	70%	-6%
	Meets	56%		48%	43%		49%	44%	-5%
	Masters	27%		24%	21%		17%	17%	0%
8 Social Studies	Approaches	71%		66%	59%		64%	55%	-9%
	Meets	73%		29%	30%		34%	25%	-9%
	Masters	48%		47%	46%		18%	11%	-7%

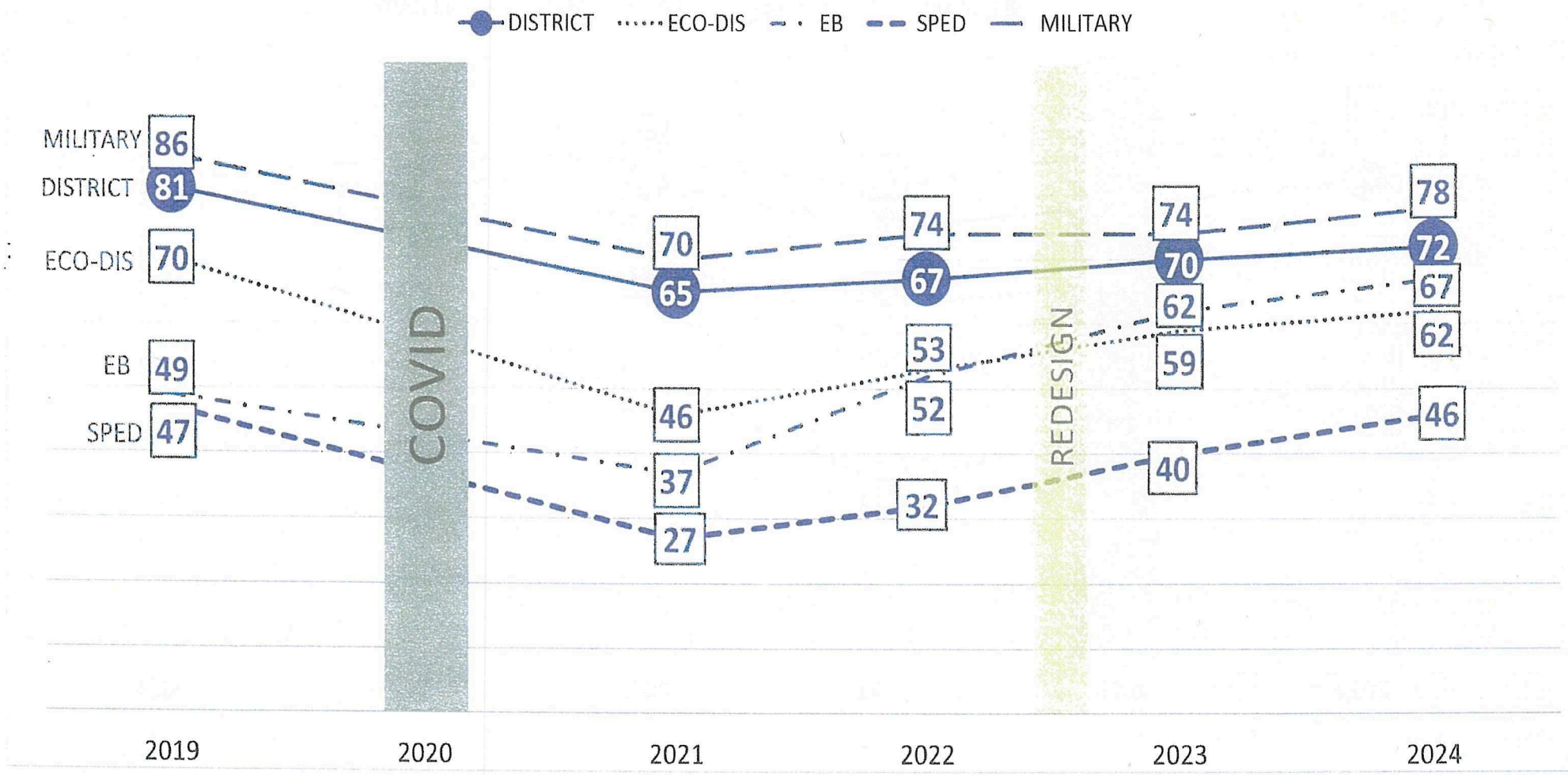
DISTRICT GRADE 3 RLA: by Population

Percentage of Students in BISD Who Achieved Approaches Grade Level or Above



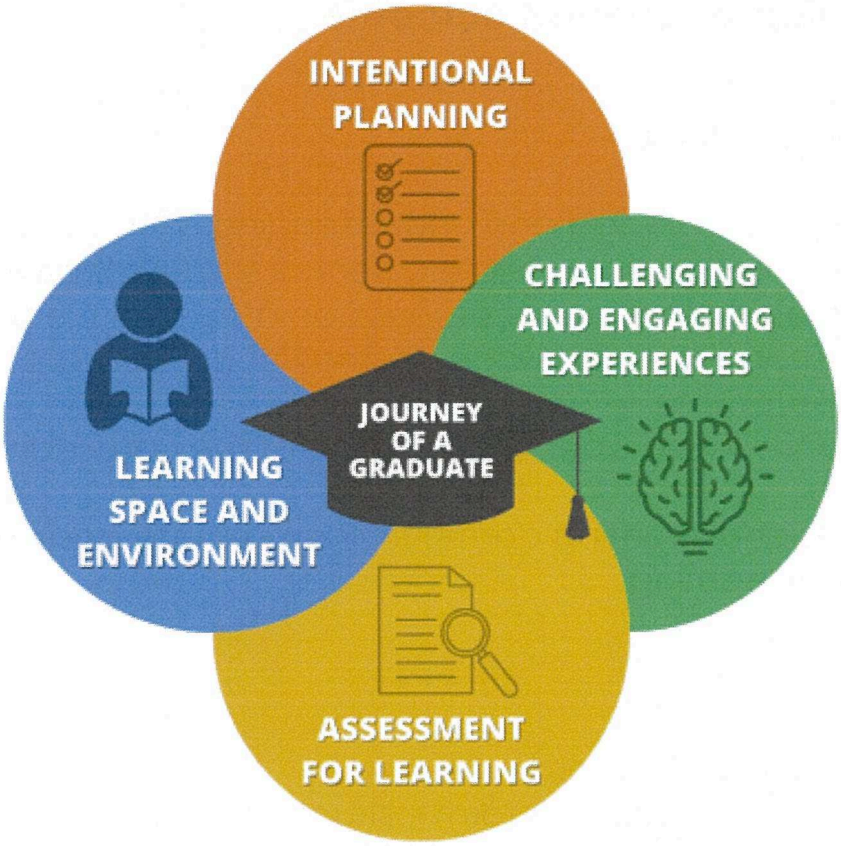
Overall GRADE 3 MATH: by Population

Percentage of Students in BISD Who Achieved Approaches Grade Level or Above



Early Childhood Literacy Board Outcome Goal				
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% (2024) to 57% by June 2029.				
Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
49%	51%	53%	55%	57%
Early Childhood Math Board Outcome Goal				
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% (2024) to 51% by June 2029.				
Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
43%	45%	47%	49%	51%
CCMR Board Outcome Goal				
The percentage of graduates that meet the criteria for CCMR will increase from 76% (2023 Graduates) to 96% (2028 Graduates) by June 2029.				
Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
84%	87%	90%	93%	96%

Belton ISD
Instructional Framework



Intentional Planning

Intentional planning is the process of designing standards-based, data-driven, instruction with clearly communicated student outcomes.

Supporting Beliefs

- A deep knowledge and understanding of standards drives the lesson design and assessment of student learning.
- Intentional planning is centered on a student's learning needs and designed to grow the Journey of a Graduate competencies.
- Students will be able to explain what they are learning and why.
- Professional learning communities maximize and improve student learning.

Key Traits

- Aligned with standard
- Uses student data to inform instruction
- Holistic knowledge of students
- Engaging, flexible lessons

Challenging and Engaging Experiences

Challenging and engaging experiences are relevant and meaningful which spark students' curiosity and passion for learning.

Supporting Beliefs

- Every student will be challenged to grow as a learner.
- Students are engaged when they have ownership of their learning.
- Fostering curiosity and passion inspires students' dreams and empowers their future.
- Student's unique learning needs are met.

Key Traits

- Culturally relevant
- Learning connections are cross-curricular
- Student voice and choice

Assessment for Learning

Assessment for learning is a purposeful, intentional, and comprehensive approach to measuring students' knowledge and growth.

Supporting Beliefs

- Authentic assessment is purposefully designed to ensure hope, efficacy, and student growth.
- Assessments are intentionally designed to align with the standards and desired student outcomes.
- A comprehensive approach to assessment allows students to demonstrate their knowledge in a variety of ways.
- Student ownership, growth mindset, and continuous improvement are essential components of the assessment process.
- Meaningful and timely feedback is vital for student and teacher partnerships to foster growth.

Key Traits

- Professional learning communities create collaborative common assessments along with data analysis
- Students set learning goals with support and independently
- Use of Assessments:
    - Diagnostic assessments to identify what students know and need to know
    - Formative assessments to make in-the-moment, on-going instructional adjustments, and provide feedback to students about their learning
    - Summative assessments to allow students to demonstrate mastery of learning
- Use data to create a learner profile

Learning Space and Environment

The learning space is a shared domain to cultivate meaningful and challenging learning experiences. The environment provides clear, consistent routines, procedures, and expectations that foster individual and collaborative learning.

Supporting Beliefs

- Learning spaces should be intentionally designed to support student learning outcomes.
- Learning environments should be emotionally, physically, and socially safe to foster engagement and allow for risk-taking.

Key Traits

- Responsive and adaptive to student learning needs and intended outcomes
- Fosters student leadership
- Clear and consistent expectations
- Collaborative environment

Evidence of Critical Thinking

A BISD Learning gathers, analyzes and reflects on information in order to solve problems and make informed decisions.

Elements	Student Evidence	Teacher Evidence
Asking questions	Students ask probing, insightful questions that demonstrate a deep understanding of the topic and a desire to learn more. Students engage in conversations that probe for deeper meaning.	The teacher facilitates discussion by asking open-ended questions with appropriate wait time to encourage conversation, active learning and push students to probe for deeper meaning.
Analyzing information	Students analyze information from a variety of sources, identifying strengths and weaknesses, biases, and assumptions.	The teacher creates opportunities for students to analyze information from a variety of sources and models how to identify strengths and weaknesses, biases, and assumptions in information.
Evaluating arguments	Students carefully evaluate arguments, considering different perspectives and weighing evidence fairly.	The teacher provides students with opportunities to evaluate arguments from different perspectives, and models how to weigh evidence fairly.
Drawing conclusions	Students interpret information and draw well-supported conclusions based on the analysis of evidence.	The teacher provides students with opportunities to intrepret informaton and draw conclusions based on the analysis of evidence and models how to support their conclusions.
Communicating ideas	Students clearly and concisely communicate their ideas in a way that is effective and easy to understand. Their writing or speech is well-organized and logical, and they use evidence to support their claims.	The teacher creates a safe environment and provides students with opportunities to communicate their ideas in an effective way, and models how to use evidence to support their claims.

Intentional Planning Tool

1 What do we want students to know?

Big Picture

Why is this unit important?

Why does it matter?
- Big Idea
- Essential Question(s)
- Journey of a Graduate

Standards

What standards are being taught?

What are the priority standards for the unit?

How have these standards been tested in the past?

What do we want students to know (content) and be able to do (skills)?

Prior Knowledge

What should students already know?

What information do we have to show what students already know?

What implication does this data have on instruction?

2 How will we know if students learned it?

Alignment

Are all assessments aligned to standards in both content and rigor?

Summative Assessment

What summative assessment(s)will students experience?

What evidence will the teacher acquire to know students are working toward mastery of the standards?

When / How can students choose to demonstrate mastery of skills?

Formative Assessments

How will you measure mastery of the learning targets? (describe student tasks)
Can students demonstrate their knowledge in a variety of ways?

How will you provide feedback regarding progress?

3 What is the Learning Plan? ↔ What is Our Response?

Instructional Strategies

How do I structure my instructional minutes?

Am I promoting: curiosity, critical thinking, and/or perseverance?

Is this strategy moving from teacher centered to student centered?

How can I clearly demonstrate how to work towards mastery for the standard(s)?

How can I model mastery?

Learning Tasks

Are tasks aligned to the standard?

Are tasks student-centered to encourage collaborative work?

Is there ample time for student discovery and independent practice?

Do tasks provide opportunity for communication (oral and written)?

Do tasks provide student choice?

What Journey of a Graduate competencies are connected to the learning tasks?

Did Students Learn it?

How can students apply their knowledge to a new scenario?

How can students deepen their learning of a standard?

Are students struggling?

How will we reteach?
- Whole group?
- Small group?
- Individual?

When will we reteach?
- Before moving on?
- Spiraling?

How will we know if it worked?

Grade 8	1st Nine Weeks									2nd Nine Weeks										3rd Nine Weeks										4th Nine Weeks									
Assessment		8/19-9/13 BOY Star Reading 8/19-9/13 BOY Star Math					9/24-10/1 Emergent Tree		10/9 PSAT				11/4-11/22 Opp 1 Interim (RLA and Math, Alg 1) 12/2-1/14 MOY Star Math 11/4-12/6 Opp 2 Interim (Science) 11/18-12/6 District Interim (Social Studies)				12/2-1/14 MOY Star Reading			1/14-1/21 Emergent Tree					2/11-3/4 Opp 3 Interim (RLA, Math & Alg1) 2/17-3/25 TELPAS & TELPAS Alt (EB Students) 3/4-3/25 Opp 2 Interim (Science) 3/4-3/25 Opp 2 Interim (Social Studies)				3/17-4/15 STAAR Alt 2				4/16-4/23 Emergent Tree 4/8-4/18 Reading STAAR 4/15-4/25 Science STAAR 4/15-4/25 Soc Studies STAAR 4/22-5/2 Math STAAR & Algebra 1 EOC				4/29-5/16 EOY Star Reading 4/29-5/16 EOY Star Math				
Week #	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Days	08/14-08/16	08/19-08/23	08/26-08/30	09/02-09/06	09/09-09/13	09/16-09/20	09/24-09/27	09/30-10/04	10/07-10/11	10/14-10/18	10/21-10/25	10/28-11/01	11/04-11/08	11/11-11/15	11/18-11/22	12/02-12/06	12/09-12/13	12/16-12/20	01/06-01/10	01/13-01/17	01/20-01/24	01/27-01/31	02/03-02/07	02/10-02/14	02/17-02/21	02/24-02/28	03/03-03/07	03/17-03/21	03/24-03/28	03/31-04/04	04/07-04/11	04/14-04/18	04/21-04/25	04/28-05/02	05/05-05/09	05/12-05/16	05/19-05/23
8th Grade ELAR (Year At A Glance)	Establishing a Reading and Writing Workshop	Dystopian Book Clubs + Text-Based Extended Constructed Response								Tapping the Power of Nonfiction + Text-Based Extended Constructed Response						Drama			Historical Fiction Book Clubs + Text-Based Synthesis Writing Response					Poetry		Target Learning Needs + Text-Based Response				Research Studies							
Grade 8 On Level Math (Year At A Glance)	Real Numbers and Solving Equations		Linear Functions							2D Geometry			3D Geometry			Data and Financial Literacy	Sem. wrap up/assessment																				
Algebra I (Year At A Glance)	Equations and Inequalities		Introductions to Functions		Linear Functions					Systems of Equations and Inequalities						Exponents		Polynomials			Quadratics						Exponential Functions			EOC Review		EOC Testing	Wrap up. Work on high needs skills for Geometry		
8th Grade Science (Year-at-a-Glance)	Weather & Climatic Influences						Astronomy			Force Motion & Energy								Matter & Energy			Organisms & Environments						Skill Review & STAAR Testing			Adolescent Wellness					
Adv. 8th Grade Science (Year-at-a-Glance)	Weather & Climatic Influences						Astronomy			Force Motion & Energy								Matter & Energy			Organisms & Environments						Skill Review & STAAR Testing			Adolescent Wellness					
8th Grade Social Studies (Year-at-a-Glance)	Exploration and Early Colonization			American Revolution			Constitution			Early Republic			Growth and Expansion					Civil War and Reconstruction			STAAR			Enrichment											

Multiplication & Division
7 Weeks (31 days)

Math Guiding Document and Classroom Look Fors

Unit Overview

Mathematicians will continue to deepen their understanding of multiplication and division by using a variety of strategies and the algorithm to determine a product or quotient of a problem. Learners will use these strategies to estimate and solve multi-step word problems with fluency and accuracy. Learners will practice the skill of Interpreting remainders to solve problems. Learners will continue to develop their understanding of patterns by analyzing the relationship between a number pattern and a given rule.

Essential Questions

Where would we use multiplication and division in our daily life?
How do strategies help us multiply and divide?

Priority Standards (TEKS clarification) (lead4ward Field Guide)

4.4- *The student applies mathematical process standards to develop and use strategies and methods of whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:*

(H) solve with fluency one and two step problems involving multiplication and division , including interpreting remainders

4.5-*The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:*

(A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity
(B) represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence

Summative Assessment

Formative Assessment

Process Standards:
The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- **4.1(B)** use a problem-solving model that incorporates analyzing given information, formulative a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution.
- **4.1(C)** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- **4.1(G)** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Elementary Math Instructional Block
Instructional Minutes

Daily Numeracy Routine 10% of Math Block	Conceptual Task 35% of Math Block	Teacher Small Group/Learning Tasks 50% of Math Block	Check for Understanding 5% of Math Block
Dedicated time at the beginning of the math block to set a positive tone for learning. This time should build students' fluency and flexibility with numbers.	Teacher facilitated whole group lesson to build conceptual understanding of skills.	Time set aside for students to practice skills with teacher and peers. Practice with the teacher allows for immediate feedback of errors and praise.	Time set aside to formally or informally check students' understanding of skills in order to respond to students' or class needs.

Vertical Alignment

Third	Fourth	Fifth
3.4(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	**4.4(H) solve with fluency one and two step problems involving multiplication and division , including interpreting remainders**	5.3(B) multiply with fluency a three-digit number by a two-digit number using the standard algorithm 5.3(C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm

3.5(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations **3.5(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations** 3.5(D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product	**4.5(A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity**	**5.4(B) represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity**
3.5(E) represent real-world relationships using number pairs in a table and verbal descriptions	**4.5(B) represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence**	**5.4(C) generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph** 5.4(D) recognize the difference between additive and multiplicative numerical patterns given in a table or graph

Pacing Guide

Bundle #1 Multiplication of Whole Numbers (8-10 days)	**Bundle #2** Division of Whole Numbers (8-10 days)	**Bundle #3** Problem Solving (8-10 days)

Flex Days are built in to allow for response of student and class data throughout the unit. These days will allow you some flexibility in the pacing of the unit. You will need to allocate days for collection and analysis of data.

Unit Learning Plan

Daily Numeracy Resources

GoMath (K-2)
Strategies and Practice for Skills and Facts Fluency

(K-2) Numeracy Rich Resources

(K-5) Numberless Word Problems

(K-5) Number Sense Resources

(K-5) Number Sense Routines Powerpoints

Math Discourse Activities

Bundle #1
Multiplication of Whole Numbers (8-10 days)

TEKS

4.4- *The student applies mathematical process standards to develop and use strategies and methods of whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:*

(B) determine products of a number and 10 or 100 using properties of operations and place value understandings

(C) represent the product of 2 two-digit numbers using arrays, area models, or equations including perfect squares through 15 by 15

(D) use strategies and algorithms including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative and distributive properties

(G) round the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

Process Standards

Academic Vocabulary

Factor, product, area model, array, perfect square, partial products, standard algorithm

4.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. **4.1(G)** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	

Misconceptions/Look Fors
Adding instead of multiplying
Not connecting multiplication to area
Not understanding how to convert factors into expanded form by place value
Forgetting to add regrouped digit or adding the regrouped digit and then multiplying by that sum

Conceptual Tasks Math Discourse Cards Math Talk Stems			**Teacher Small Group**	**Learning Tasks**
Learning Target/Resource	**Manipulatives/Tools**	**Instructional Strategy/Focus**	MIP Developing the Area Model pg. 92-93 MIP Extending the Area Model pg. 93-94 MIP Transitioning to Rectangle Models pg. 95-97 MIP Exploring Multiplication with a 3-Digit Factor pg. 98	Math Mark Model Mania Math Mark Testing the Sparkle Box Math Mark Perfect Squares Math Mark Welcome to Elf Country Math Mark The Robot Assistant Math Mark Lucy Dynamic's Invention
I can determine products of a number and 10 or 100 using properties of operations and place value understandings. 4.4B **Lesson Resource** Click on TEKS activity 4.4B	Calculator (either on Chromebook or 4 function calculator) Worksheet with 6 problems for each group–see resource for example Paper/pencil Whiteboards/markers	This lesson builds on place value understanding. The focus of this lesson is not on the process of multiplication, but the patterns of place value. Students will be placed in groups (you will need an EVEN number of groups, because groups will partner up after completing their task) and given a calculator to solve. The important part of this lesson comes from the discussion after the activity is complete. Be sure to ask the questions listed in the activity under whole group discussion. Link the pattern they noticed to place value understanding.		
Check for understanding: Give the following problems for students to solve.				

34 x 10
34 x 100
10 x 34
100 x 34

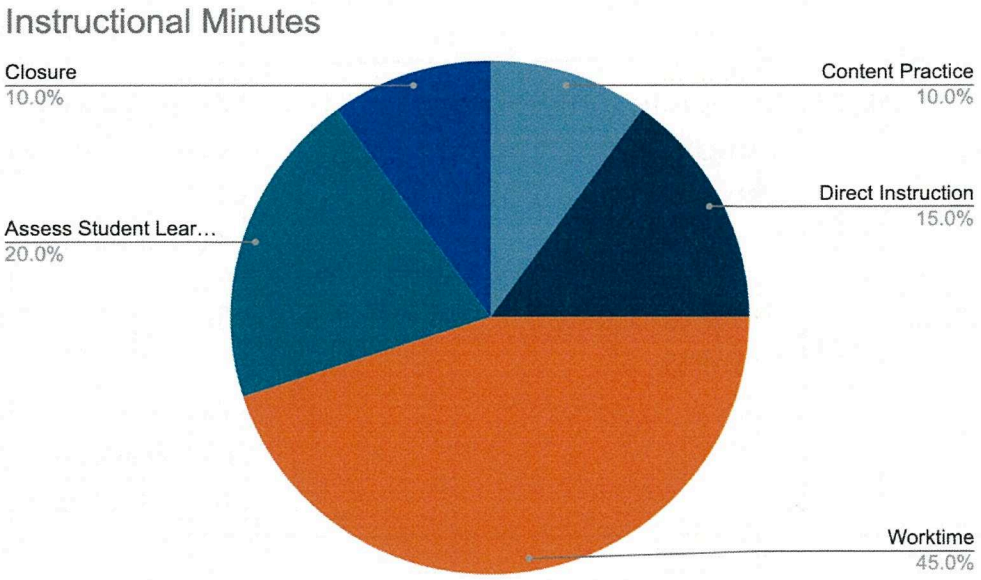
Learning Target/Resource	Manipulatives/Tools	Instructional Strategy/Focus
I can create a model to show multidigit multiplication. I can multiply a 1-digit number by a multidigit number. 4.4C **Lesson Resource** MIP About the Math pg. 88-90 Use Figures 5.1- 5.4	Base Ten Blocks	Today is going to be a review of 2x1, 3x1, and an introduction of 4x1 multiplication. Students will use base 10 blocks to represent the problems and teachers/students will discuss how to link it to an array and an area model. As you walk around and observe students working, make note of who needs extra support, needs more practice or is ready to move on.

Check for understanding: Give students a 4 x 1 multiplication problem to solve on an index card or sticky note.

Learning Target/Resource	Manipulatives/Tools	Instructional Strategy/Focus
I can represent the product of 2 two-digit numbers using arrays. 4.4C **Lesson Resource** Go Math Lesson 8.3 Interactive Student Edition (Only do the first example–breaking 13 and 18 into tens and ones)	Grid paper Colored pencils or crayons pencils	**Ask:** What is an array? How can we use arrays for larger numbers? **Activity:** Have students get out blue, green, orange and purple colored pencils or crayons. Hand out grid paper. Start the Interactive Lesson on your projector. When it asks a question, stop and discuss with your students. Have students follow along with the lesson on their grid paper.

Secondary ELAR Instructional Minutes

Focus	**Percentage of Instructional Time**
Content Practice: - Independent Reading - Patterns of Power Grammar Approach	10%
Direct Instruction Learning target esablished Mini-lesson	15%
Student Worktime Apply learning Formative assessment	45%
Assess Student Learning	20%
Learning Closure	10%



Instructional Minutes Example - 50 Minutes

Minutes	Focus	Student's Responsibility	Teacher's Responsibility
10 - 15	Content Practice	Read self selected text Participate in Patterns of Power Grammar moment	Conference with students during reading Guide grammar moment
10 - 15	Direct Instruction	Take notes Actively listen Contribute to discussion (when applicable)	Clearly communicate the learning target Give direct instruction to model/explain a skill, a concept, a strategy, or a process
20 - 25	Worktime Apply learning	Work independently and/or collaboratively with others Apply learning from direct instruction	Conference with students Lead small groups through individualized instruction Re-teach as learning needs arise
10	Assess Student Learning	Complete summative or formative assessment to demonstrate learning / skill	Assess student work to determine status of student learning / skill Adjust instruction accordingly
5 - 10	Learning Closure	Share and/or reflect on the day's learning	Sum up the day's learning Assess if students met the requirements of the learning target, and how to respond.