

Celina ISD Mathematics Board Update

Liz Huston

District Math Coordinator



COMMUNITY

We honor traditions and history while building and valuing new relationships.



EXCELLENCE

We set high expectations and foster a mindset of success in everything we do.



INNOVATION

We provide opportunities for every student and staff member to develop and use their skills to achieve their highest potential.



LEADERSHIP

We cultivate positive relationships that engage and inspire others.



STEWARDSHIP

We are responsible with our resources, talent and partnerships for a sustainable future.

The Learner Experience

Love the learner; drive the rigor
Responsible for one's own learning
Interdependent self-managers

Systems · Structure · Scaffolding · Accountability

LEARNING
OBJECTIVE

LEARNING
ENVIRONMENT

EVERY LESSON.
EVERY DAY.

INSTRUCTIONAL
DESIGN

REFLECTION

Presentation Overview

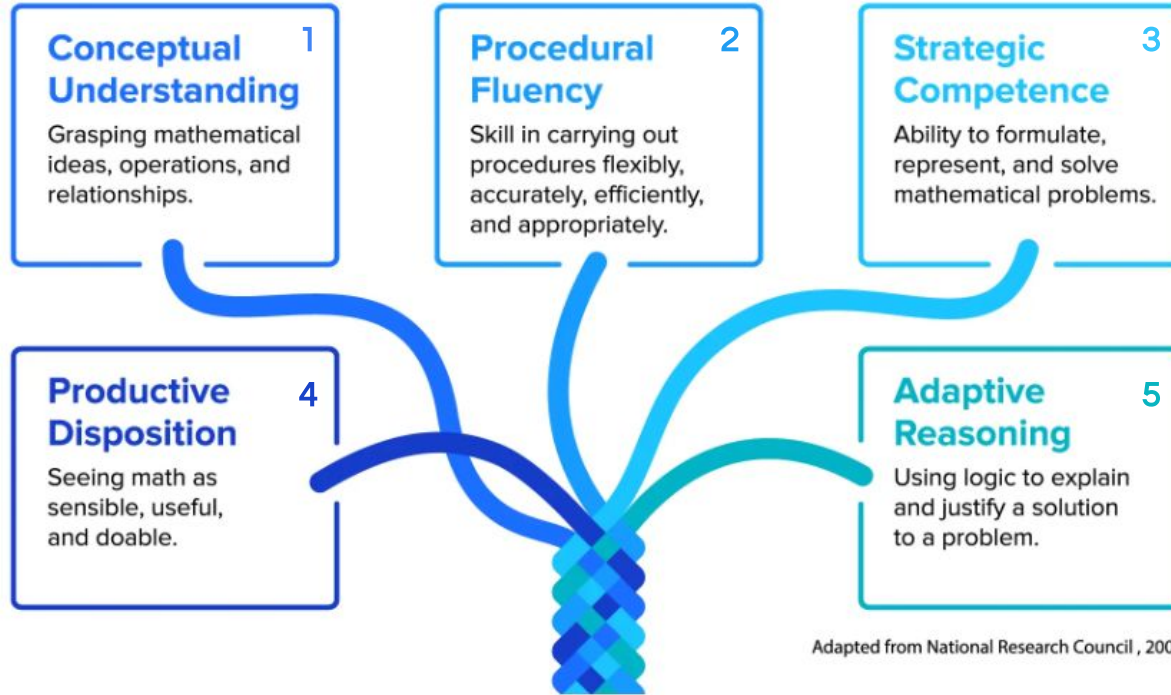
- House Bill 3 - Mathematics Proficiency Plan
 - Mathematics Research Based Instructional Strategies (RBIS)
 - Implementation of High Quality Instructional Materials
 - Texas Math Academies Update
- Future Planning
- Community Connections



House Bill 3

A stylized graphic of a flame or fire, composed of several overlapping, curved, teardrop-like shapes. The shapes are rendered in two shades of orange: a darker, vibrant orange and a lighter, muted orange. The overall effect is a sense of movement and heat, positioned on the right side of the page.

Mathematical Proficiency



“Effective teaching not only acknowledges the importance of both conceptual understanding and procedural fluency but also ensures that the learning of procedures is developed over time, on a strong foundation of understanding and the use of student-generated strategies in solving problems.”

National Council of Teachers of Mathematics. Principles to Actions: Ensuring Mathematics Success for All. NCTM Inc, 2014.

RBIS and **High-Quality Instructional Materials (HQIM)** work together to provide on grade level instruction



HQIM



On grade
level
experiences

The Math RBIS

1

Balance Conceptual
& Procedural

Pursue **rigor** by **balancing conceptual understanding, procedural skill and fluency**. Apply this balanced understanding to mathematical **applications** as required by the standards in the TEKS.

2

Depth of key
concepts

Focus on math content that **aligns to and meets the rigor of the TEKS** for each grade level, **while concentrating time and effort** on going deep on the **most important topics** for the grade level.

3

Coherence
of Key Concepts

Connect concepts within and across grades along a strategic progression of learning so that new understandings are built on previous foundations. Mathematics tells a **continuous, connected story**.

4

Productive
Struggle

Students engage in **productive problem solving, engaging in multiple opportunities for practice, discussion, representations, and writing** that requires them to explain and revise their thinking.

HQIM Implementation Best Practices

Support HQIM implementation planning and change management for school systems.

- 1 Clear Vision
- 2 Implement with Fidelity
- 3 Align Assessment Strategy
- 4 Curriculum-Based Professional Learning and Coaching
- 5 Continuous Learning and Improvement

Since adopting High Quality K-8 Math Instructional Materials...

2

Implement with Fidelity

- K-8th grade math follow the scope and sequence of the adopted resource as outlined
- New Scope and Sequence documents have been created that outline lessons, allotted minutes, essential standards, and pacing



Since adopting High Quality K-8 Math Instructional Materials...

3

Align Assessment Strategy

- Teacher-created assessments have been developed and are intentionally aligned to the corresponding units of instruction to ensure coherence between teaching, learning, and assessment



Since adopting High-Quality K-8 Math Instructional Materials...

4

Curriculum-Based Professional Learning & Coaching

- Curriculum based professional learning provided by our HQIM representatives in August and September
- Learning walks conducted in every K-8 Math classroom
- Monthly meetings with Instructional Coaches to strengthen HQIM implementation
- Quarterly Coaching Meetings with Kiddom and i-Ready



Since adopting High-Quality K-8 Math Instructional Materials...

5

Continuous Learning and Improvement

- District-wide focus on lesson internalization - preparation for 2026–2027
- April 2026 - Next Step Training with Kiddom
- Content Collaborator work this summer will focus on refining and strengthening Scope and Sequence documents and teacher-created assessments to ensure clarity, alignment, and rigor



High-Quality Mathematics Instruction



Section B: Practice Problems

1. Part A
A pan of macaroni and cheese is $\frac{1}{3}$ full. Four friends split the remaining macaroni and cheese equally. Make a drawing that represents the situation.

Friend 1
Friend 2
Friend 3
Friend 4

Part B
Write a division expression representing how much of a pan each friend gets.
 $\frac{1}{3} \div 4 = \frac{1}{12}$

Part C
Explain how the drawing shows the division expression.
The model represents the expression because I shaded $\frac{1}{3}$ of the whole & then I split the $\frac{1}{3}$ into 4 parts for the 4 friends.

2. Part A
Use the diagram to represent the expression $\frac{1}{3} \div 2$.



“The powerful thinkers are those who make connections, think logically, and use space, data, and numbers creatively.”

— Jo Boaler, *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching*

QUESTION 3
Mai has a strip of paper that is 3 feet long. She cuts it into $\frac{1}{4}$ foot strips.

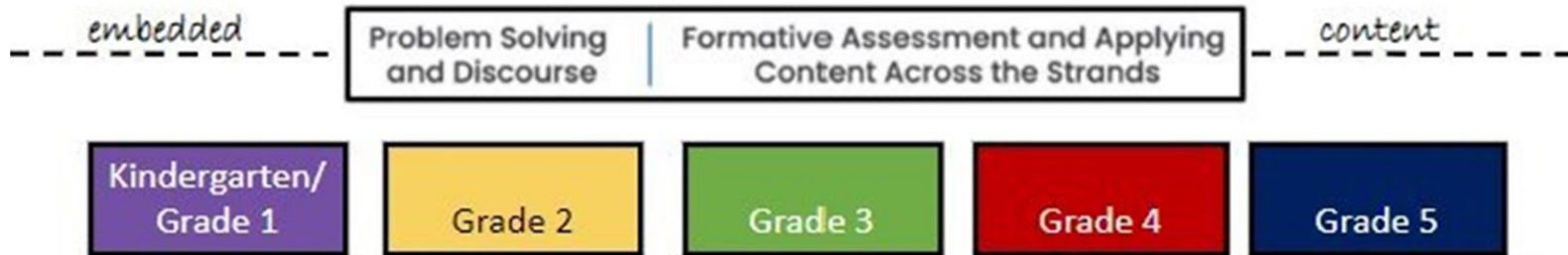
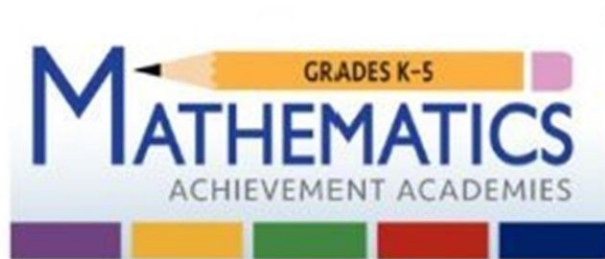
PART A
How many $\frac{1}{4}$ foot strips does Mai make? (The strip of paper is 3 feet long).

SHOW YOUR REASONING

$\frac{3}{4} = 12$

PART B
Write a division equation to represent your answer.

High-Quality Mathematics Instruction



Mathematics Achievement Academies

- Summer of 2024/2025
 - Multiple teachers across multiple grade levels and campuses have attended
- Transfer of Learning to the Classroom
 - Deepened content knowledge
 - Implement learning progressions
 - Connect conceptual understanding to procedural fluency
 - Adapt instruction based on formative assessments
 - Usage of math manipulative toolkits



HB 2 Texas Mathematics Academies

- Requires K-3 Classroom Teachers, Principals, Assistant Principals, Instructional Coaches, and Math Interventionists to complete
- Develops expertise in delivering effective, systematic mathematics instruction
- Engages in research-based instructional strategies that strengthen foundational skills in fluency, problem solving, place value, whole number operations, and fractions.
- Four pathways: Administrator, K-1, 2nd, and 3rd. (4th and 5th will be available but optional)



HB 2 Texas Mathematics Academies

Timeline:



- 2026-2027 Pilot year with Region 10
- 2027-2028 Local Implementation
- 2030 - 2031 All required current employees will have completed the TMA



Future Mathematics Planning and Priorities

Next Steps for CISD Mathematics

- Continue to strengthen Tier 1 instructional material implementation with a focus on lesson internalization
- Design and develop a framework for K-5 math intervention
- Implement new resource at the high school level
- Partner with Region 10 in the pilot and implementation of Texas Mathematics Academies



Community Connections

Community Connections

- Summer Math Achievement Academies with Region 10
- Spring Conference with Peter Liljedahl, author of Building Thinking Classrooms, at Region 10
- Continued Building Thinking Classroom Trainings with Region 10
- Collaboration with other districts in developing math intervention framework/Local Math Intervention Committee
- Book study opportunity with Dani Fry Jackson, author of Math Problem Solving through Small Group Instruction
- Networking with Region 10 for the implementation of Texas Math Academies
- Hosted three R10 Coaching Connections Quarterly Meet Ups



Questions

