



**DISTRICT
MATHEMATICS
FRAMEWORK**

Rationale for District Mathematics Framework

A Mathematics Plan is necessary to support district leaders, administrators, teachers, and community members in Portales Municipal School District with **math instruction that supports student-centered learning and high achievement.** The mathematics plan provides guidance on the critical components that are the foundation to build, implement and strengthen math instruction.

PMSD Vision for Mathematics

Students in Portales Municipal School District value mathematics, acquire rigorous mathematical knowledge & skills, are persistent problem-solvers, and are enabled to fulfill personal ambitions and career goals.

PMSD Mission for Mathematics

Portales Municipal School District

- **believes that all students are capable of learning math and sets high expectations.**
- **facilitates instruction that is student-centered, inquiry-based, and coherent.**
- **refines lessons to best promote student learning based on evidence gained from assessment.**
- **provides content opportunities for students to engage in productive struggle with cognitively-demanding mathematical concepts that have real-world connections.**
- **fosters a classroom environment where students communicate & reason mathematically.**

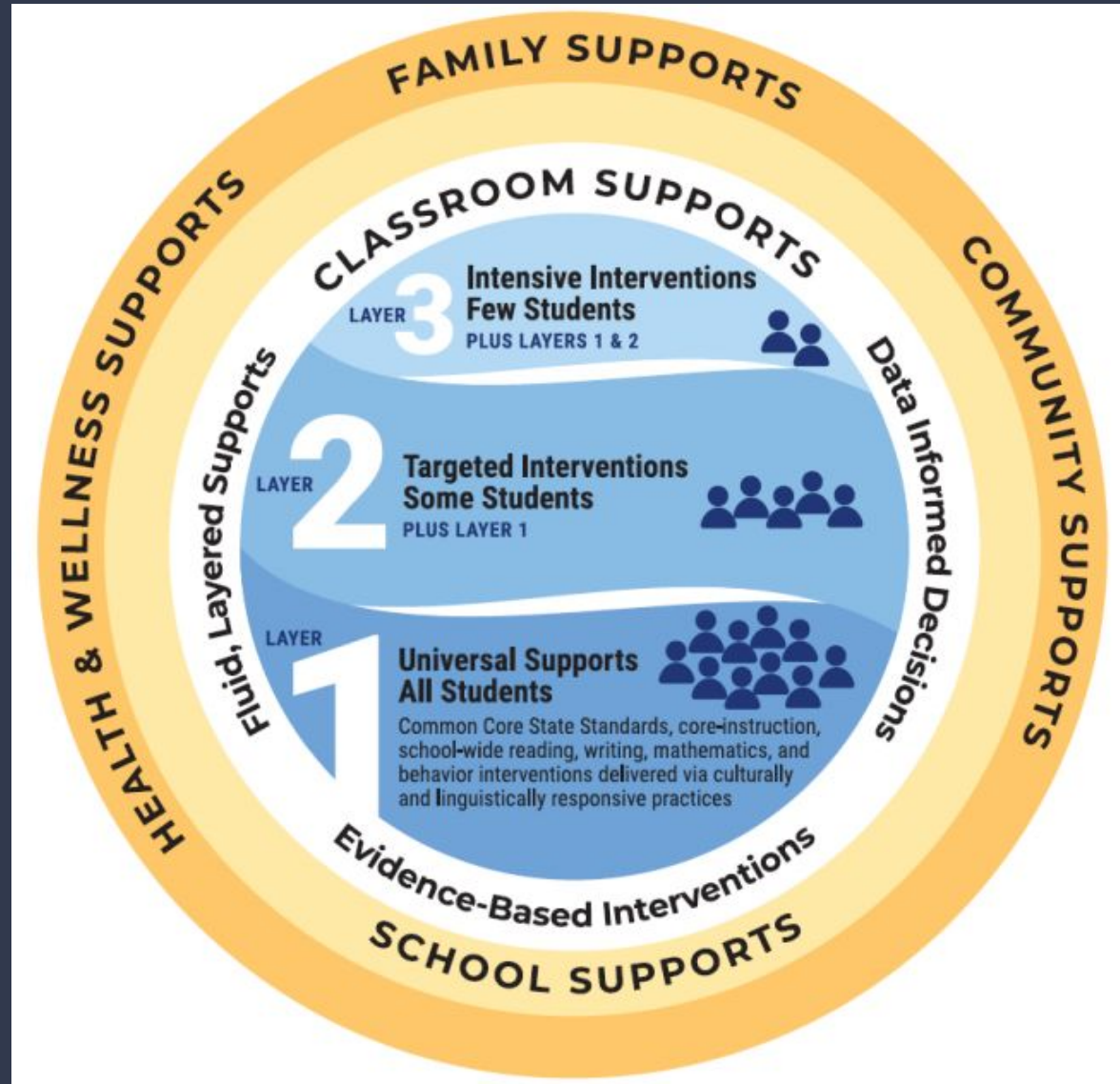
Instruction and Intervention

PMSD is committed to implementing instructional methods that are proven to be most effective in promoting mathematical proficiency.

MLSS

Framework for Supports and Equitable Access to Mathematics Instruction

Math educators in Portales Municipal Schools believe that all learners are diverse and can equitably access meaningful mathematics.



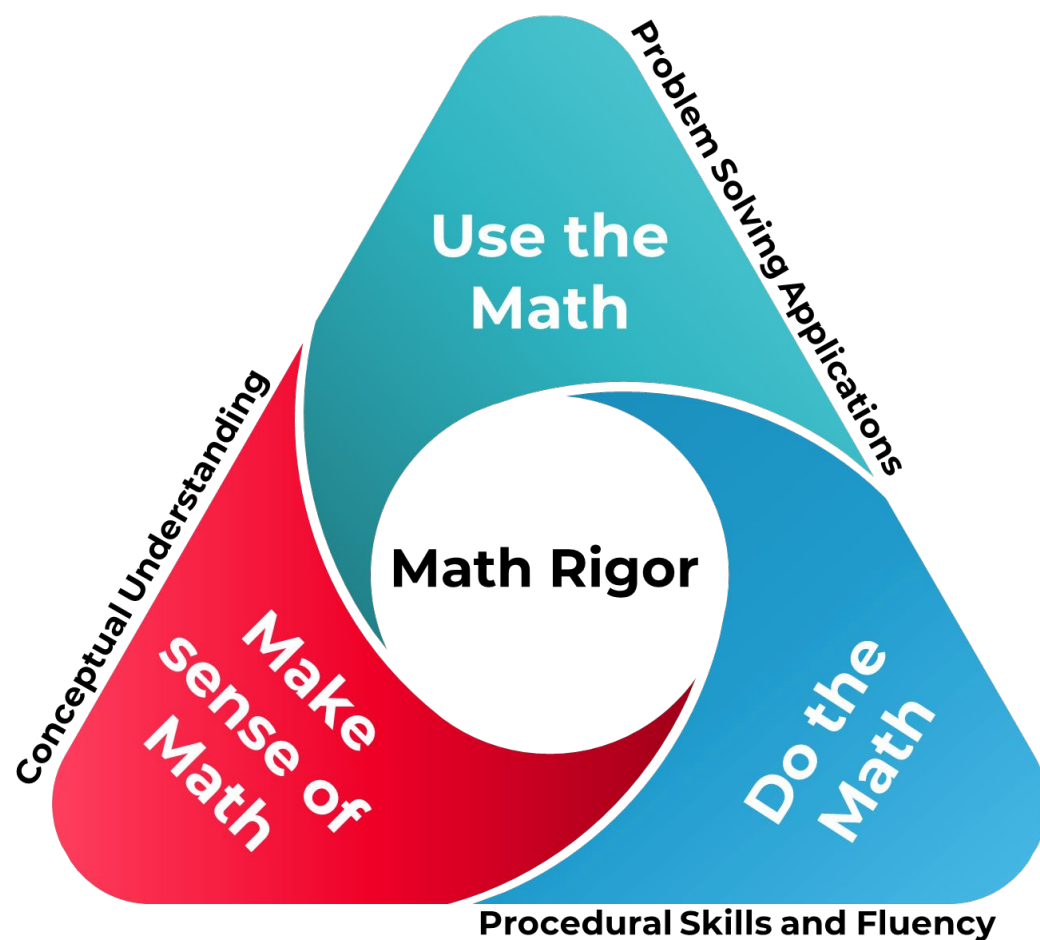
Universal Instruction: Layer 1 Core Instruction

Principles for facilitating instruction:

- Consistent instruction centered around grade-appropriate or content-specific assignments
- Strong instruction, where students are challenged to be problem solvers
- Operate with a growth mindset
- Deep engagement, in what they are learning, that includes productive student discourse
- High expectations for students, believing they can meet grade-level expectations.

Universal Instruction: Layer 1 Core Instruction

Create a learning community that positions students as doers of mathematics, educators find a balance between the three aspects of rigor:



Universal Instruction: Accelerated Learning

Accelerated learning is an instructional framework that enables educators to connect unfinished learning with new ideas and new information, all while engaging with grade-level content.

REMEDIATION

- Concentrates on items students have failed to master
- Prior knowledge that connects to new learning is not introduced
- Instruction attempts to reteach every missing skill
- Isolated from core instruction
- Worksheets, drill skills, self pacing software
- Vocabulary is based on memorization
- Backward movement
- Exposure to repeated basic skills
- Students believe they are in the “slow class” and confidence and engagement decrease

ACCELERATION

- Skills are hand-picked just in time for students to access grade level content
- Schema is created ahead of time to set the stage for learning
- Access to grade level content
- Connected to the pace of core instruction
- Active, fast paced, hands on
- Vocabulary connects to new learning
- Jump-start forward
- Multiple opportunities to experience new content
- Student move into the fast lane and their confidence and engagement increase

Program Improvement - Strengthening Instruction

**Anchor in
proficiency at
each grade
level**

**Develop a strong
understanding of
the progression
of NMPED
Standards &
Benchmarks**

**Maintain solid
instructional
pace
throughout the
school year**

Targeted Interventions and Intensive Interventions will be provided to students in order to meet their individualized needs.

Assessment

New Mexico's Balanced Assessment System supports educators in continuously monitoring students' mathematical development and proficiency, coherently linking formative, interim, and summative assessment data.

Balanced Assessment System

MEASURES AT CLASSROOM
& LOCAL DISTRICT LEVEL

FORMATIVE PRACTICES

Examples: Exit cards, checking for understanding questions, classroom observations, student interviews, etc.

LOCAL ASSESSMENTS

Examples: K-2 ISIP Math, NWEA Map, District/School Common Formative Assessments, etc.

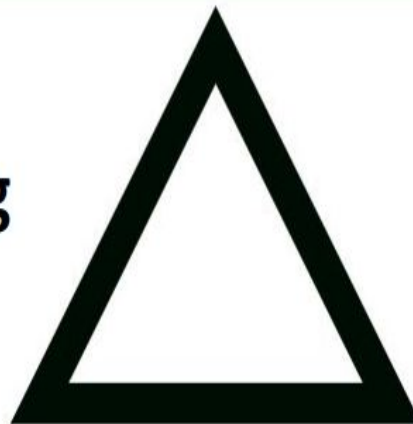
END OF YEAR STATE SUMMATIVE ASSESSMENT

Achievement

Accountability

Assessment *for* Learning

Assessment *of* Learning



Professional Learning

PMSD supports multiple opportunities of professional learning and growth to enhance mathematics learning experiences, refine mathematics classroom instruction, and promote educator collaboration and reflection.

PMSD Math Professional Development

While each campus has its own custom plan for professional development, our district areas of focus include:

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Vertical
Teams

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PLCs

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MLSS

A large, dark red circle with a white gradient, containing the text "Teaching Practices" in white.

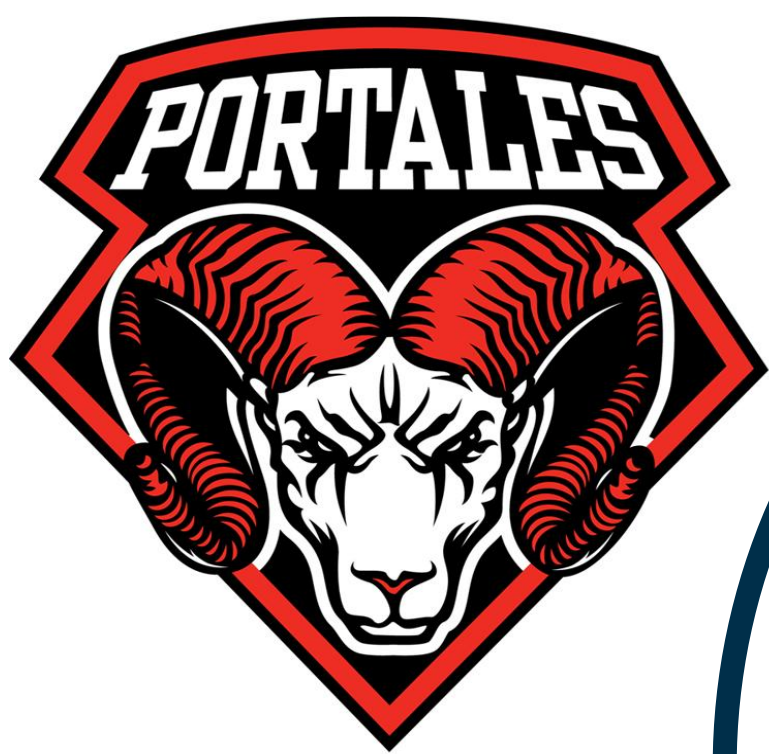
Teaching
Practices

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Pacing
Calendars

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Assessment



**Intelligence plus
character - that is
the goal of true
education.**

~Martin Luther King, Jr.



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