Math Expectations Alignment Plan

Our Purpose
Empower all students to reach their fullest potential, fostering a safe, supportive, and joyful learning environment that prepares them for success in life and instills a passion for lifelong growth.

	Belonging	Family	Love	Hope
Define	Everyone feels noticed, included, and important in the learning community.	We work together to support growth and well-being.	We show care, patience and respect for each other, even when dysregulated.	We feel capable to improve and learning the skills needed to be successful.
Look Like Feel Like	Greeting each other by name, making sure we each feel seen, a part of the school, and able to participate.	We communicate clearly about routines and how to support each other. We feel like we are on the same team and we all work together.	We remain calm, respond in a predictable way, connect on a personal level and offer frequent praise for effort and engagement. We feel cared for, valued, and supported in meeting high expectations.	We work on the skills needed to grow, celebrate small gains and communicate a belief that we all can grow. We are confident in our ability to get better and that my effort makes a difference.

Goal
By the end of the school year, the percentage of 4–8 students meeting or exceeding grade-level expectations in math (on common assessments/state test/benchmark of choice) will increase. During independent math practice, the percentage of students who are both actively engaged in grade-level tasks (on-task, attempting problems, using strategies) and demonstrating persistence (continuing to work, trying at least one new strategy, or seeking appropriate help when stuck) will increase, as measured by observation tools and student self-reflection.

Goal Details		
Rationale, Information, etc.	**Skills, Knowledge, Dispositions**	
	Staff	**Students**
Many students are not meeting math expectations and struggle to stay engaged with independent practice on grade-level standards. - Some students give up quickly or avoid tasks when they feel confused or afraid of being wrong, which limits practice time and growth. - Strengthening Tier 1 routines and supports for productive struggle and persistence will improve academic outcomes and students' sense of competence and agency in math.	• Understand the progression of grade-level standards and how to scaffold access without lowering rigor. • Plan and launch independent practice with clear models, success criteria, and supports (visuals, examples, sentence stems, anchor charts). • Teach and reinforce specific persistence strategies (e.g., reread, use notes, draw a model, check examples, try an easier related problem, ask a specific question). - Use active monitoring, in-the-moment feedback, and quick re-teach or small-group support; respond to struggle with coaching instead of allowing avoidance. • Hold and communicate a growth mindset about students' math learning ("You're not there yet, but your brain can grow with practice.").	• Understand the learning target and success criteria for independent work. • Use concrete strategies for getting started, persisting, and checking work. • Know how to seek help productively (ask a specific question, use a help signal) rather than stopping work or disrupting others. • Develop dispositions of perseverance, confidence, and ownership ("I keep working, try a strategy, and ask for help when I need it.").

Math Expectations Alignment Plan

Actions (Alignment: Environment, Engagement, Curriculum)	
Activities/Learning	**Processes/Systems**
Establish and teach consistent "Independent Math Practice" expectations (what it looks/sounds like; where materials are; how to get help while others are working); post visual norms in every classroom. Before independent work, teachers model a sample problem or task with "think-aloud" that shows how to handle confusion and keep going (e.g., reread, choose a strategy, check work). Use practice sets that start with accessible items and progress to grade-level and challenge problems so all students can begin and then stretch; include opportunities to choose between two or three tasks at similar rigor to increase ownership. Integrate real-world and culturally relevant contexts into practice tasks so students see meaning and value in persisting.	Schoolwide language for productive struggle and persistence (e.g., "Struggle is part of learning," "Try–Check–Ask") used by all adults; routines for quick access to tools (manipulatives, reference sheets) so students can keep working. Lesson plans follow a "Launch–Try–Check–Reflect" structure with protected time for the teacher to circulate, confer, and provide quick support rather than doing new whole-group instruction during independent work. All teachers use a simple active-monitoring system (e.g., clipboard checks, status-of-the-class, or color-coded cards) to quickly identify who is stuck, who is coasting, and who needs more challenge, then respond in real time. Grade-level teams agree on a small set of common independent tasks/exit tickets per unit tied to priority standards and designed to require some productive struggle, with annotated examples of expected student work.

Monitoring (Fidelity & Outcome)			
Tool	**Who**	**When**	**Information**
Independent-practice walkthrough form with look-fors for clear expectations, modeled examples, persistence language, posted targets, and active monitoring.	Administrators, instructional coaches, MTSS team	At least once per month per grade-band.	% of classrooms implementing agreed routines and persistence practices.
Teacher reflection checklist on planning, launching, and monitoring independent work (including how often persistence strategies were explicitly taught and reinforced).	Classroom teachers	Weekly or per unit.	Self-reported consistency and perceived impact of routines and persistence supports.
Common formative assessments and exit tickets tied to grade-level standards.	PLC/grade-level teams, interventionists	Every 2–3 weeks (per unit checkpoints).	% of students meeting targets; performance of students previously below standard; identification of concepts needing re-teach.
Engagement–persistence tallies during independent practice (on-task, off-task, stuck-but-trying-strategies, disengaged/given up).	Coaches/admins or peer observers	At least quarterly.	Changes in on-task and "stuck-but-trying" rates over time; patterns by grade and subgroup.
Benchmark/state assessments and local diagnostics.	Leadership/MTSS team	2–3 times per year.	Growth in proficiency and identification of persistent gaps by grade and subgroup.

Goal Supports

Reinforcing Feedback	Tier 1 Responsive Intervention
Frequent, specific feedback that names persistence and strategy use (e.g., "You stayed with that problem and tried two strategies—that's powerful math thinking.").	When a student stops working or avoids tasks, teacher uses a brief re-engagement script: acknowledge feeling, restate goal, chunk the task, and set a short, achievable step ("Do the first two problems; I will come back and check.").
Class and school recognition that highlights math perseverance (e.g., "persistence shout-outs," "strategy spotlight," display of revised work showing improvement).	Provide in-the-moment scaffolds (partially worked examples, manipulatives, sentence stems) that allow the student to keep working while maintaining or returning to grade-level rigor.
Quick positive notes, calls, or messages home focused on students' math effort and growth in sticking with challenging work.	For frequent avoiders, scheduled check-ins before independent work to preview tasks, plan a strategy, and agree on how the student will signal for help without disrupting others.

Training & Coaching Component (Staff Focused)			
Activity	**Who**	**Resources**	**Time Frame**
PD: "Designing Independent Math Practice that Builds Persistence" (rigor, scaffolds, productive struggle, and feedback).	Principal, math coach/lead teacher	Slide deck; sample tasks; examples of student work at different levels of persistence; planning template including "persistence moves."	Beginning of year or early semester.
PLC sessions to co-design common independent tasks and exit tickets that intentionally include opportunities for productive struggle and reflection on strategies used.	Grade-level and course-alike teams	Standards maps; sample tasks; assessment blueprints; student work protocols.	At unit planning cycles (every 4–6 weeks).
Coaching cycles focused on independent practice: observation of routines, persistence language, and active monitoring; feedback and co-planning to strengthen these.	Instructional coaches, administrators	Walkthrough/observation tools; feedback forms; model lesson videos or peer observations.	Ongoing; at least one cycle per teacher per semester.

Tier 2 Supports	
What	**Who**
Small-group math intervention targeting specific skill gaps plus explicit instruction in persistence strategies (e.g., modeling how to stay with a multi-step problem).	Intervention teachers, math specialists, classroom teachers
Structured "pre-teach" or "re-teach" sessions before/after core lessons to preview vocabulary, examples, and steps so students can enter independent work with more confidence.	Interventionists, classroom teachers
Math-focused check-in/check-out where students set daily persistence goals (e.g., "I will work for ___ minutes before asking for help," "I will try at least one new strategy when stuck").	Mentors, case managers, homeroom/advisory teachers

Tier 3 Supports

What	Who
Individualized math intervention plans integrating academic, behavioral, and executive-function supports (e.g., very small groups, frequent conferences, structured breaks, and explicit persistence coaching).	Student support team (administrator, counselor, interventionist, case manager, teachers, family)
Intensive one-on-one or very small-group instruction using specialized programs or approaches, aligned to core instruction so students continue accessing grade-level content.	Intervention teachers, specialists
Regular problem-solving meetings to review both academic data and persistence/engagement data, adjust interventions, and coordinate with outside supports if needed.	Student support team