

Welcome...
BACK!

Kristina Chandler
Math ACS

July 31, 2024

If you could re-read any book for the first time, what would it be and why? Be ready to share out.



Think of a number between 1 and 10. Multiply it by 9 and subtract 1. Now close your eyes. It's dark isn't it?



PD Norms

- *Begin and end on time.*
- *Be fully present and engaged throughout the session.*
- *Be solution-oriented.*
- *Respect self & others.*
- *Limit the use of personal technology.*



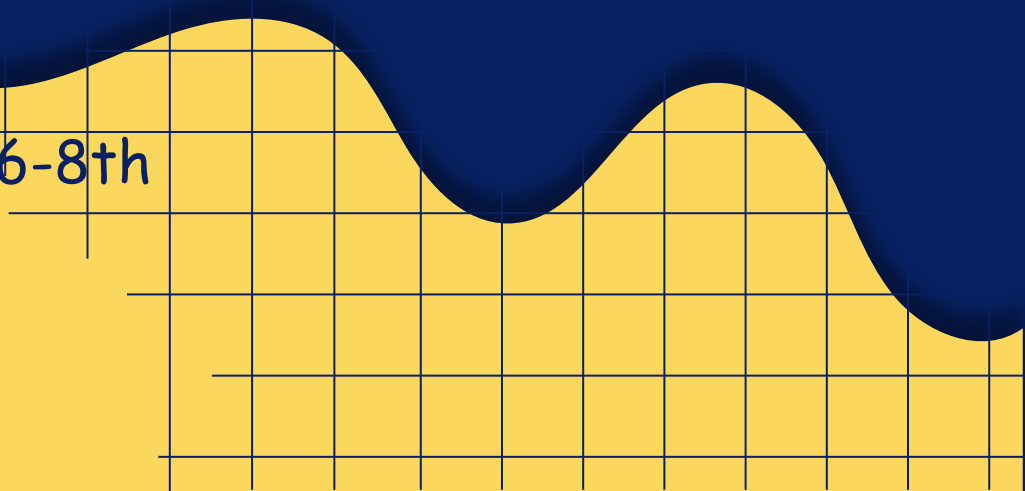
COMMUNITY

“Together, we are stronger, more resilient, and capable of achieving incredible things”

Hello! I'm...



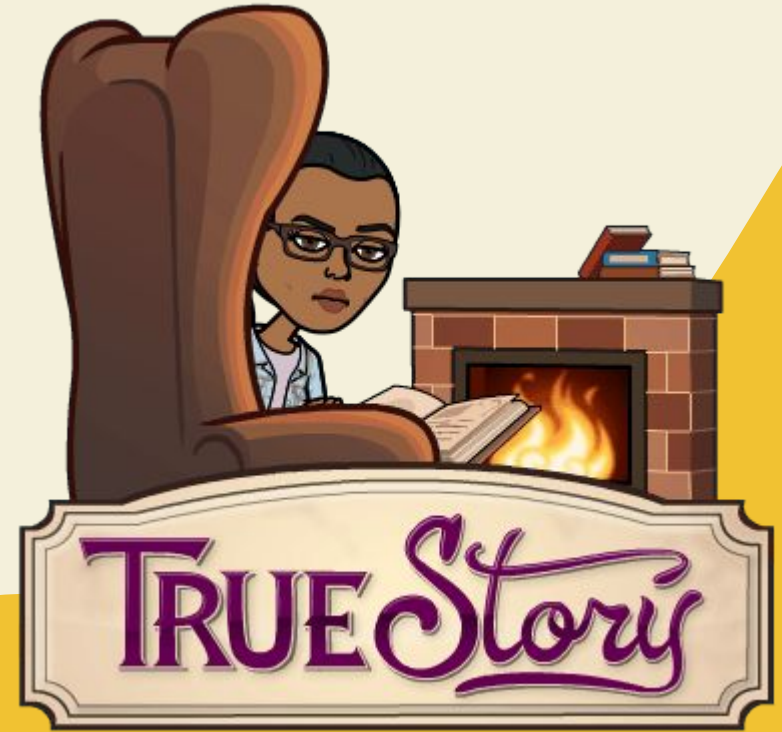
Kristina Chandler
Academic Content Specialist, Math 6-8th



Let's Play Two Truths and a Lie

The following three statements are about me, but two statements are true and one is a lie. Which do you think is the lie? Write the number of your answer on a sticky note and pass it to the front.

- 1) I was a cheerleader in high school
- 2) I will be 32 years old in September
- 3) I have one sister



Your turn..

write two truths and a lie down below that you'd be willing to share with the group. Don't list which is a lie.

1)

2)

3)

You have three minutes!



How can you use this in your classroom?

Math Examples

2 Truths and a Lie

A. $5x + 3 - x + 4 = 4x + 7$

B. $3x^2y - 2y^2x + 1 = 1x^2y + 1$

C. $3x^2 - 2x^2 + 1 - x^2 = 1$

My lie was B because $3x^2y$ and $-2y^2x$ cannot be combined. They are not like terms because one term has x^2 and one term has y^2 .

2 Truths and a Lie

| x | y |
|----|----|
| -1 | -5 |
| 1 | 5 |
| 3 | 15 |
| 5 | 25 |

(1, 10), (4, 19)

- A The slope shown in the graph is 2
- B The slope shown in the table is 5
- C The slope shown in the ordered pair is 3

3

2 Truths and a Lie

$-20 - 4 = A$

$-3 \cdot -8 = B$

$8 - 27 = C$

- 1 B is greater than C.
- 2 A is less than B.
- 3 A is greater than C.

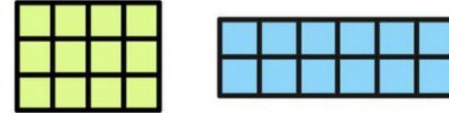
1

TWO TRUTHS, ONE LIE

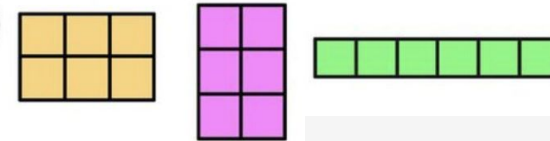
Which of the three statements below is a lie? Explain how you made your choice.

Each is one square unit in all of the figures below.

(1) These figures have the same area.



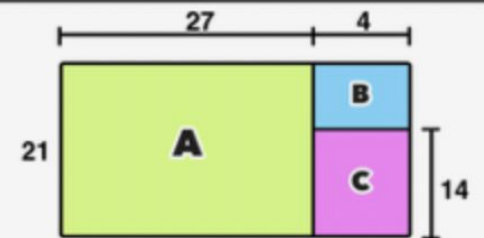
(2) These figures have the same Area.



(3)

TWO TRUTHS, ONE LIE

Which of the three statements below is a lie? Explain how you made your choice.



(1) The area of **A** is 567 square units

(2) The area of **C** is 56 square units

(3) The area of **B** is 16 square units

Let's Talk about our Session!



Look at the Data



Imagine Math Facts



Fact Fluency Plan



Implementation



01

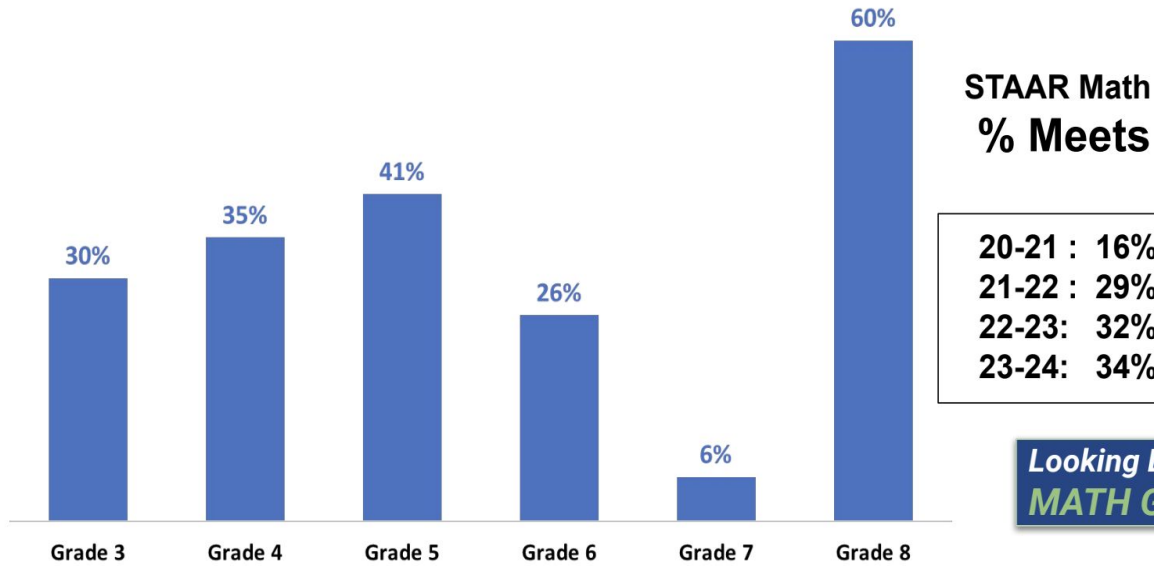
Let's look at the
Data

STAAR Data Highlights

SlideDeck



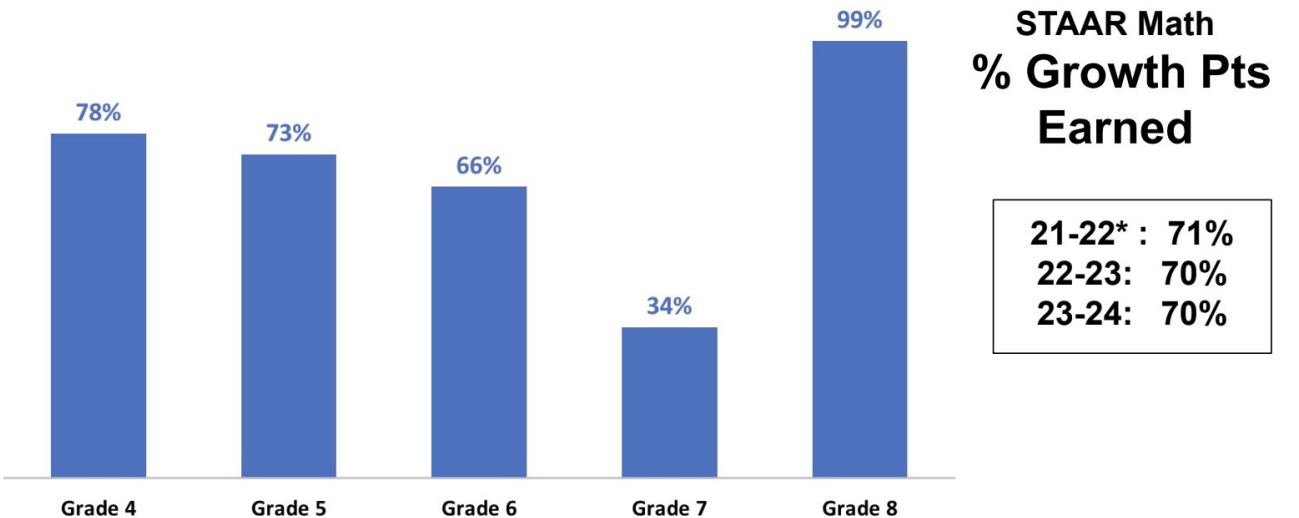
Looking Back: Data from 23-24
MATH ACHIEVEMENT



★ Looking at this data, what are your wonderings?

★ What do you see with 3-5th and 6-8th?

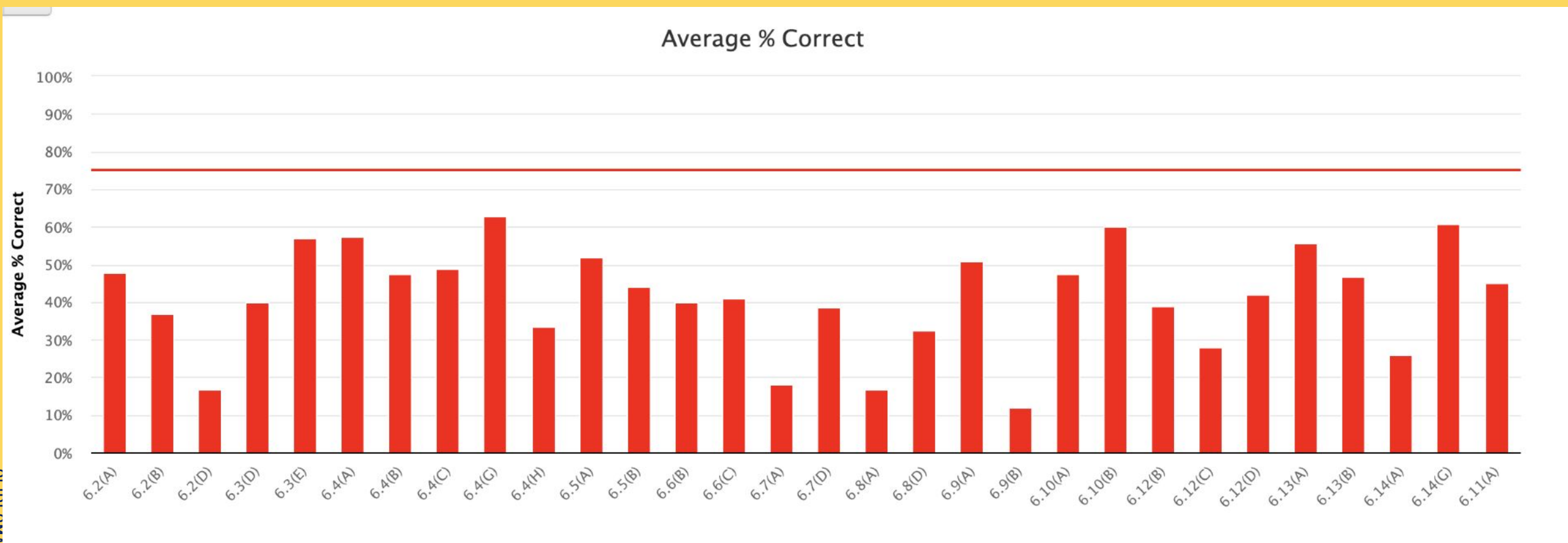
Looking Back: Data from 23-24
MATH GROWTH



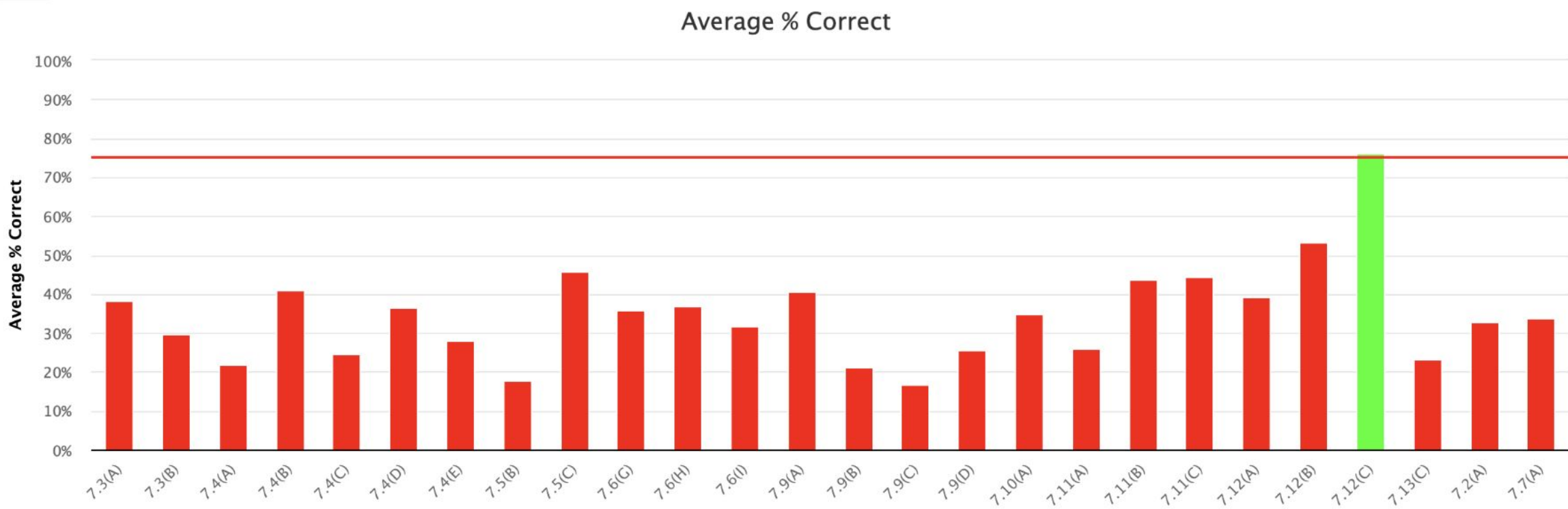
★ Why do you think the percentages are where they are with your grade level?

★ What goals would you like to set for your students?

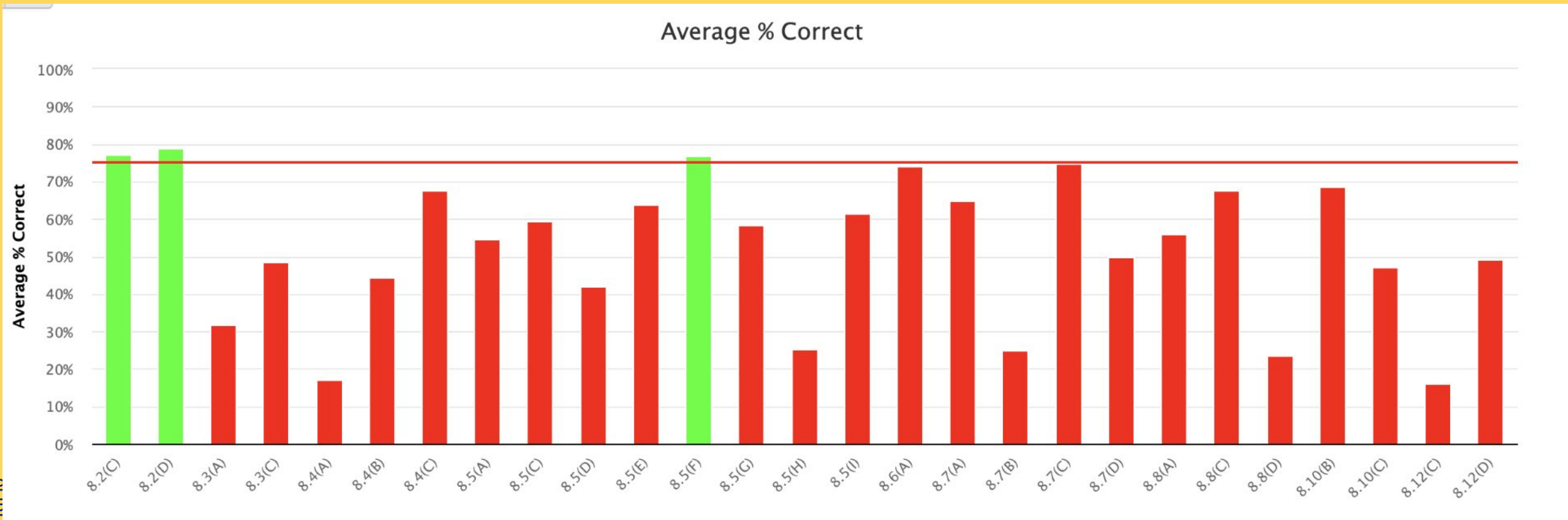
6th Grade STAAR Standards Analysis



7th Grade STAAR Standards Analysis



8th Grade STAAR Standards Analysis

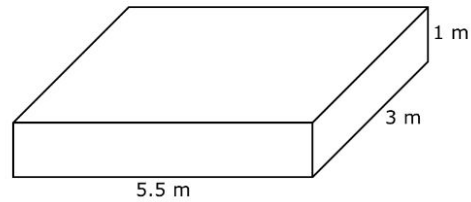


STAAR question - sample

32



The dimensions of a rectangular prism are shown in meters.



What is the volume of the rectangular prism in cubic meters?

Enter your answer in the box.

| | | | | | | | |
|---|---|---------------------------|---|---|--|--|--|
| ← | → | ↶ | ↷ | ✖ | | | |
| 1 | 2 | 3 | | | | | |
| 4 | 5 | 6 | | | | | |
| 7 | 8 | 9 | | | | | |
| | 0 | | | | | | |
| . | - | $\frac{\square}{\square}$ | | | | | |

★ Students are given the formula to solve this problem but lack the computational skills to find their answer

STAAR question - sample

4

GUEST, GUEST



A teacher bought 18 red markers and 6 boxes of blue markers. Each box had 10 blue markers. What is the total number of markers the teacher bought?

(A) 78

(B) 34

(C) 60

(D) 24

★ Students may know how to set up this problem to solve but get lost in the algorithm

STAAR question - sample

1

GUEST, GUEST | Last Saved: 4:06 PM

A baker has a bag with 20 cups of flour. The baker plans to use the flour to make 4 loaves of bread. Each loaf of bread uses $3\frac{1}{3}$ cups of flour.

How many cups of flour will remain in the bag when the baker has finished making the bread?

Enter your answer in the space provided.

← → ↶ ↷ ✕

| | | | | | | | |
|---|---|---------------------------|---------------------|-----|-------|---|---|
| 1 | 2 | 3 | x | y | | | |
| 4 | 5 | 6 | + | - | • | ÷ | |
| 7 | 8 | 9 | < | ≤ | = | ≥ | > |
| | 0 | | \square^{\square} | () | π | | |
| . | - | $\frac{\square}{\square}$ | | | | | |

Our goal is to ensure mastery

- Mastery is defined as “the level of achievement of a particular standard or how well a student needs to know something in order to apply that skill.” - TeamXQ
- Ensuring mastery is necessary for student achievement because it requires students to completely comprehend a lesson, regardless of the time and resources needed, before moving on to the next level (Chargois, 2013).
- Mastery occurs when teachers establish clear learning objectives and clear processes for students to demonstrate mastery.

- ★ How you intend to ensure mastery for your students this year?
- ★ What are your first action steps?

Start with a plan to intervene

Skill Building

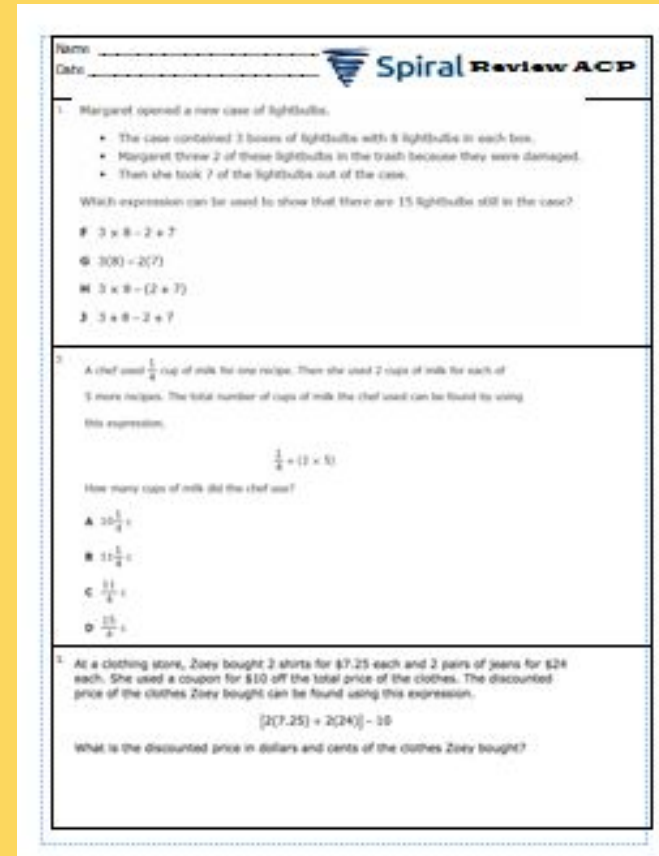
- Incorporate more opportunities to practice
 - Fact Fluency Plan
 - stations
- Close foundational GAPS
- Celebrate victories

Aggressively Monitor

- Exemplars*
- Success Criteria
- LAPS
- Teacher Pathway
- Whole group/individual checks

Skill Building

- ★ Reteach - whole group/small group - based on results
- ★ Intense Instruction for tier III
- ★ Spiral content (also to introduce new content)
- ★ Station/homework/extension activities to reinforce skills
- ★ virtual resources/student-created resources
- ★ Student choice board



| Day 1 | Name: | | | | Partner: | | | Tree 1 | |
|----------|--------|----------------------|--------|---------|----------|----------------------|--------|---------|--|
| Rotation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Location | Green | Independent Practice | Brown | Teacher | Blue | Independent Practice | Red | Teacher | |
| Day 2 | | | | | | | | | |
| Rotation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Location | Purple | Independent Practice | Orange | Teacher | Pink | Independent Practice | Yellow | Teacher | |

Aggressive Monitoring

- ★ Success Criteria
- ★ LAPS/aggressive monitoring
- ★ Show call
- ★ DOL (using exemplars as guide)



Success Criteria

- I can read and annotate the text to determine the values, the units, and the operation.
- I can create equivalent fractions, if needed.
- I will solve and simplify when needed.

Daily Agenda

Lesson Objective

(5.4F) I will simplify numerical expressions that do not involve exponents, including up to two levels of grouping.

Demonstration of Learning

Given 2 problems, I will simplify numerical expressions that do not involve exponents, including up to two levels of grouping with 100% accuracy.

Fractions 3.3A

6 Elementary

AGGRESSIVE MONITORING CODING SYSTEM ANCHOR CHART

Data Tracker

| Week #: 11-8 | 11-9 | 11-10 | 11-11 |
|-----------------|--------|--------|--------|
| Mon | Tues | Wed | Thurs |
| Serenity Alcalá | ✓✓✓ | ✓✓✓ | ✓✓✓ |
| Julia Avina | ✓?✓ | ✓✓✓ | Absent |
| Chanse Bausley | Absent | Absent | ✓✓✓ |
| Silvia Belmonte | ✓✓✓ | ✓✓✓ | ✓✓✓ |
| Joseph Camacho | ✓✓✓ | ✓✓✓ | ✓✓✓ |
| Bethany Correa | ✓?? | Absent | Absent |
| Layana Flores | ✓✓✓ | ✓✓✓ | ✓✓✓ |

Laps

Exemplars are necessary to show

- ★ The expectation teachers have established for students after completion of the lesson cycle.
- ★ Use academic vocabulary, create representations to show conceptual understanding (strategies), and make math connections
- ★ Student misconceptions of the lesson concept
- ★ Identify the aggressive monitoring laps

→ Teachers create exemplars from the lesson's independent practice/DOL to communicate the solution to the problem, as well as the annotations to justify thinking and reasoning

Name: _____ Section: _____

You Do 2/15

1. A graphic organizer is being used to classify two-dimensional figures.

Misconceptions
- may confuse shapes
- may confuse angles and sides
- misunderstanding of definitions
- Vocabulary confusion

Annotations:
- Parallelogram 2 sets of \parallel lines
- Read and annotate question
- Identify and label the characteristics of each shape
- Justify your answer does it make sense

How is the shape shown classified based on the graphic organizer?

Annotations:
- \checkmark 4-90° angles (right)
- \checkmark 1 set of parallel lines
- \times 4-90° angles (right)
- shape is a parallelogram

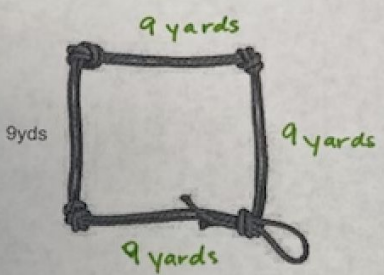
2. What is the name of the subset of quadrilaterals shown?

Annotations:
- 4-90° angles

Name: _____
3rd Grade Math EM7 L14 DOL

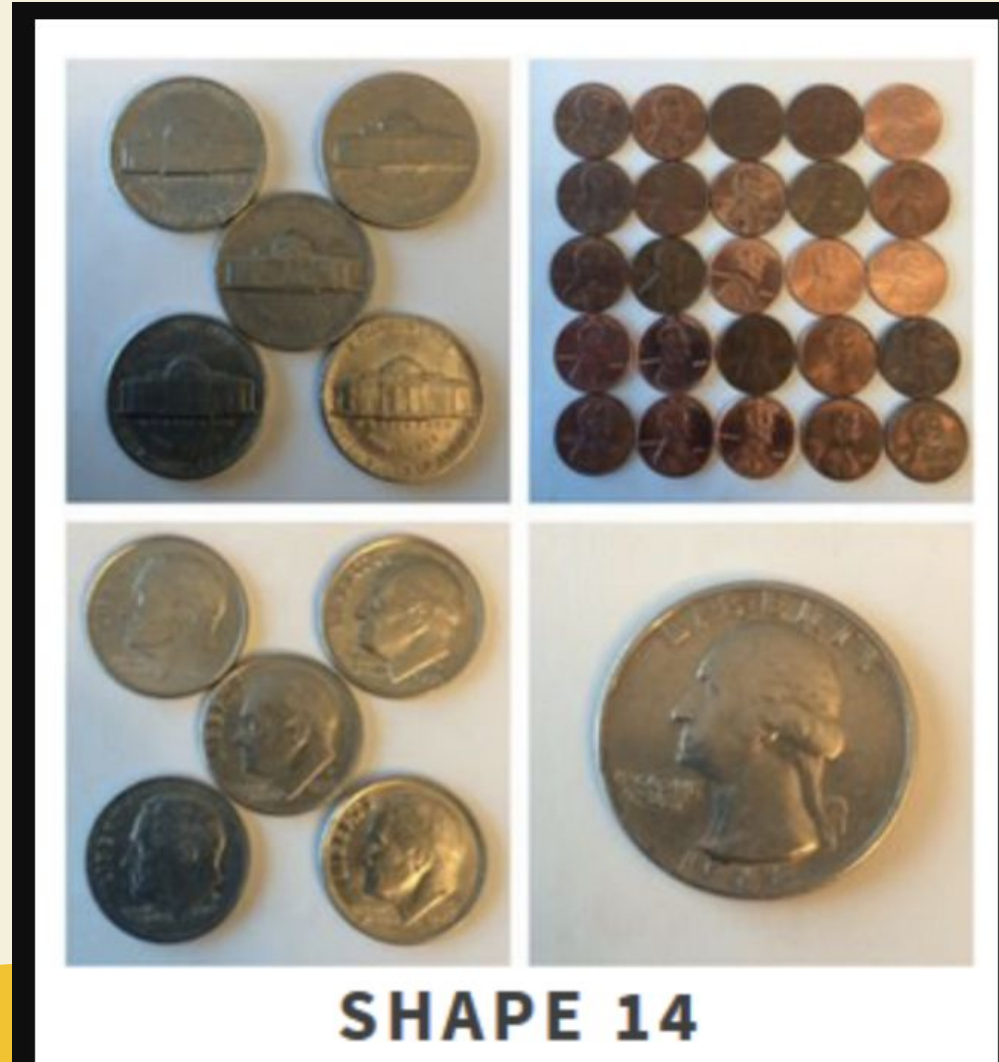
Annotation: All sides are equal

1. Marlene ropes off a square section of her yard where she plants grass. One side length of the square measures 9 yards. What is the total length of rope Marlene uses?



$P = 9 + 9 + 9 + 9 = 36 \text{ yds.}$ OR $P = 4 \times 9 = 36 \text{ yards}$

Which one doesn't belong?



Decide which set of coin(s) do not belong and discuss with your group. Be ready to share out!



Math Examples

$$3x$$

$$-3$$

$$-3x^2$$

$$-5x$$

$$\frac{1}{2}$$

$$\frac{5}{3}$$

$$\frac{2}{10}$$

$$\frac{2}{5}$$

$$1 : 7$$

$$2 : 14$$

$$3 : 11$$

$$7 : 49$$

$$0.5$$

$$0.25$$

$$0.75$$

$$0.\bar{3}$$

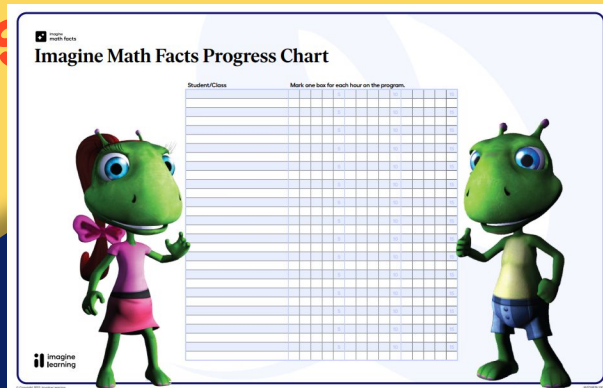


02

All About Imagine
Math Facts

Did you know?

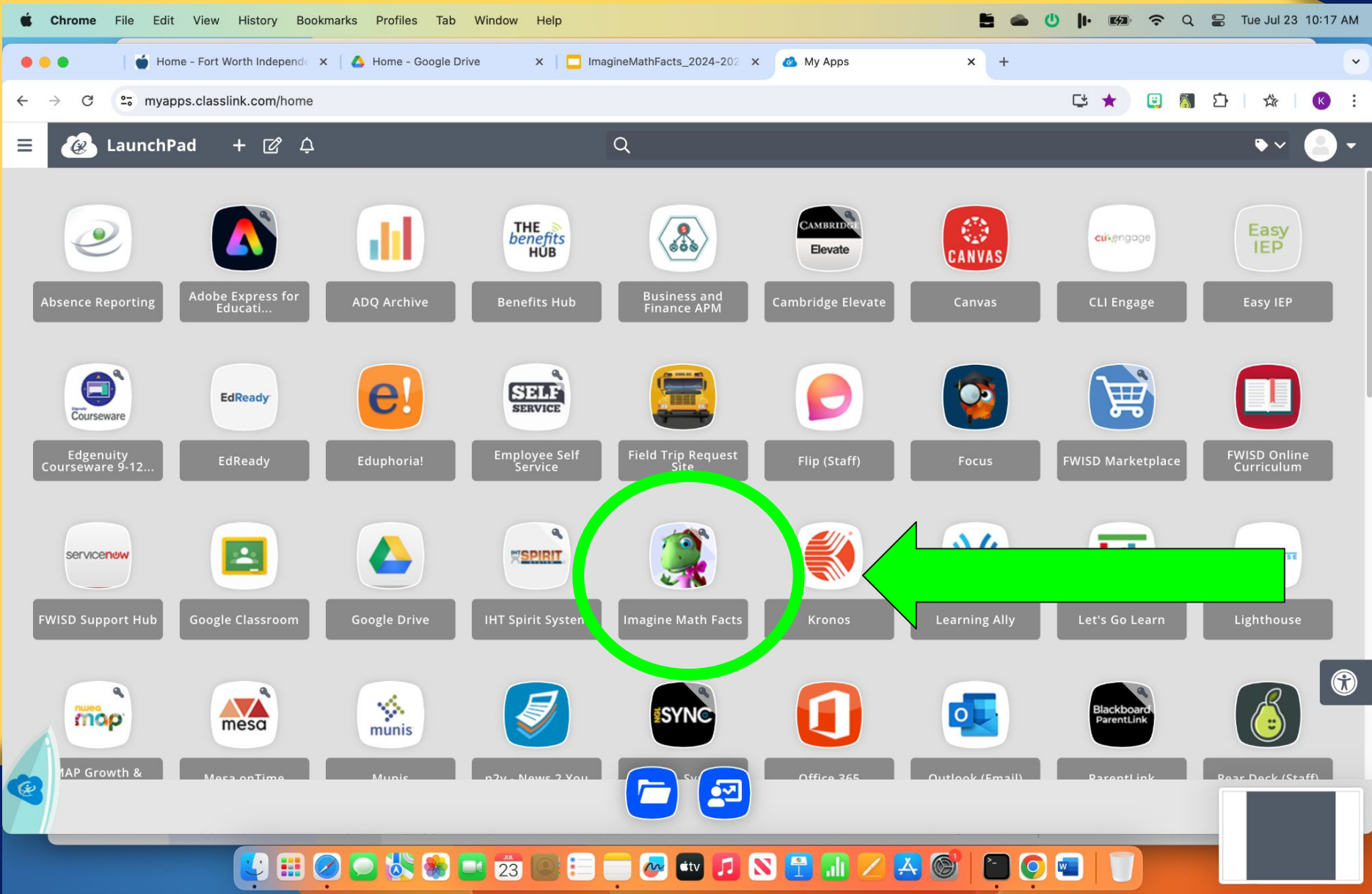
- ★ You can find the Imagine Math Facts on the Class Link landing page
- ★ You can pull usage reports to view data by classroom or by student, and by all operations together or each operation individually.
- ★ You can Print out a class progress tracker, hang it on your classroom wall, and use it to record and display students' usage.



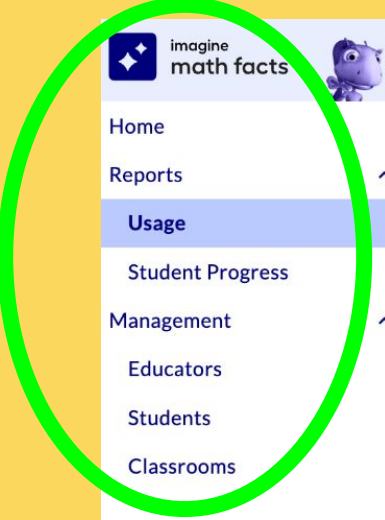
Let's take a trip to the app



We can find Imagine Math Facts in Classlink



Imagine Math Facts - Landing Page



- Home
 - Reports
 - Usage**
 - Student Progress
 - Management
 - Educators
 - Students
 - Classrooms
- Student Data Export
- Kristina Chandler
School Admin

Your Organization will reset on August 16, 2024 [Learn More](#)

Usage

All Students

Overview + - x ÷

Group by: All Students | Date range: Custom (03/01/2024 - 04/12/2024) | Grade levels: Grade Levels

| First Name | Last Name | Total Fact Time | School Fact Time | Home Fact Time |
|--------------|-----------------|-----------------|------------------|----------------|
| Mohammad Jan | Yusefzy | 3h 57m | 3h 57m | 0m |
| Pascal | Nshuti | 3h 10m | 3h 5m | 5m |
| David | Wilson | 2h 42m | 2h 42m | 0m |
| Angelo | Icoyitungiye | 2h 20m | 2h 20m | 0m |
| Alaa | Al Harbi | 1h 58m | 1h 58m | 0m |
| Jose | Fonseca Herrera | 1h 57m | 1h 57m | 0m |
| Iker | Morales Solis | 1h 24m | 1h 24m | 0m |
| Ramin | Ahmadzai | 1h 23m | 1h 23m | 0m |
| Erik | Espinos Salazar | 1h 5m | 1h 5m | 0m |
| Jacob | Barboza | 1h 5m | 1h 5m | 0m |

1 - 50 of 1092 items | 50 items per page

Fact Mastery

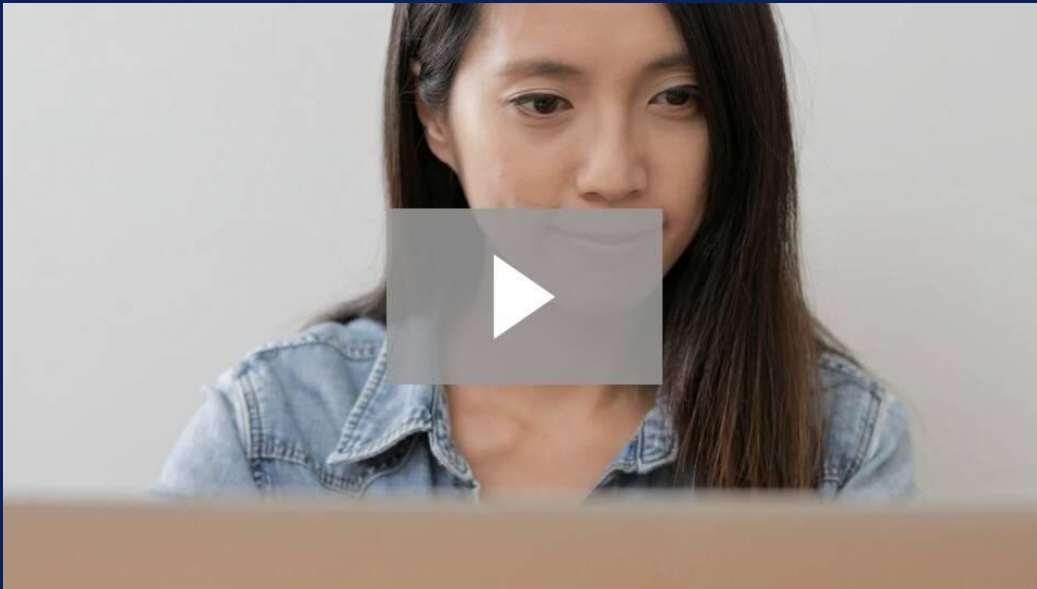
The screenshot shows a 'Fact Mastery' interface with a navigation bar at the top containing four buttons: '+ Addition', '- Subtraction', 'x Multiplication', and '÷ Division'. The 'Addition' button is highlighted with a green circle. Below the navigation bar, there are two main sections: 'FACT MASTERY' and 'PRE & POST TESTS'. The 'FACT MASTERY' section displays a 10x10 grid of math problems. Each problem is in a box that can be either empty (Not encountered), contains a green checkmark (Proficient), or contains a red 'x' (Developing). The problems are arranged in rows by their first operand (1 to 9) and columns by their second operand (0 to 9). A green arrow points to the right from the top left, and another green arrow points to the left from the bottom right. A legend at the bottom left, also circled in green, defines the status icons: a grey circle for 'Not encountered', a red 'x' for 'Developing', and a green checkmark for 'Proficient'. A blue question mark icon is located at the bottom right of the interface.

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | |
| 4 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | |
| 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | |
| 7 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | |
| 8 | | ✓ | ✓ | ✗ | ✓ | ✓ | ✗ | ✗ | ● | ● |
| 9 | ✗ | ✓ | ✓ | ✗ | ✗ | ✓ | ✗ | ✗ | ● | ● |

● Not encountered ✗ Developing ✓ Proficient

★ Note: This is an example of the facts mastery. Student progress will update on this page as they continue to practice until they reach proficiency.

Imagine Math - Reports



- Teachers and Administrators can review Usage reports for any student assigned to them, and Usage reports update hourly.
- Reports can be customized by adding grade level and student ID numbers

Usage


All Classrooms 

Group by: All Classrooms | Date range: Custom (06/19/2022 - 12/12/2022) | Grade levels: Grade Levels

| | Avg Total Fact Time | Avg School Fact Time | Avg Home Fact Time | | |
|---------------------|---------------------|----------------------|--------------------|-------|-----|
| Grade 6 Math CCSS | | 3h 13m | 10m | | |
| Grade 3 Mathematics | | 3h 3m | 3m | | |
| Grade 7 Math CCSS | | 3h 2m | 3m | | |
| Grade 5 Mathematics | | 3h 5m | 3m | | |
| Grade 7 Math CCSS | | 3h 2m | 3m | | |
| Grade 2 Mathematics | | 3h 5m | 3h 2m | | |
| Grade 2 | 10 | | 3h 5m | 3h 2m | 3m |
| Mathematics | | | | | |
| Honors | 13 | | 2h 15m | 2h 3m | 12m |
| Algebra I CCSS | | | | | |

★ Note: Use the filters at the top of the page to change the data that displays. In the "Group by" filter, you can select All Students or All Classrooms. "Date range" and "Grade levels" filters are also available. You can also search by a particular classroom or student in the top left corner of the page.

★ Note: You can add in columns for Grade Level and Student Information Number by clicking the Customize button.

Overview | + | - | x | ÷ | Group by: All Classrooms | Date range: Custom (06/19/2022 - 12/12/2022) | Grade levels: Grade Levels | 

★ Note: The "Overview" portion of the report opens, with usage data for all four operations combined. Hover over the sections of the bars to view the percentage of time in each operation.

Overview | + | - | x | ÷ | Group by: All Classrooms | Date range: Custom (06/19/2022 - 12/12/2022) | Grade levels: Grade Levels

| Name | Active Students | Avg Total Fact Time | Avg School Fact Time | Avg Home Fact Time | |
|-------------|-----------------|---------------------|----------------------|--------------------|-----|
| 201 Grade 2 | 25 | | 3h 12m | 3h 2m | 10m |
| 202 Grade 2 | | | 3h 5m | 3h 2m | 3m |
| Honors | 13 | | 2h 15m | 2h 3m | 12m |

Multiplication 77%

Progress Report

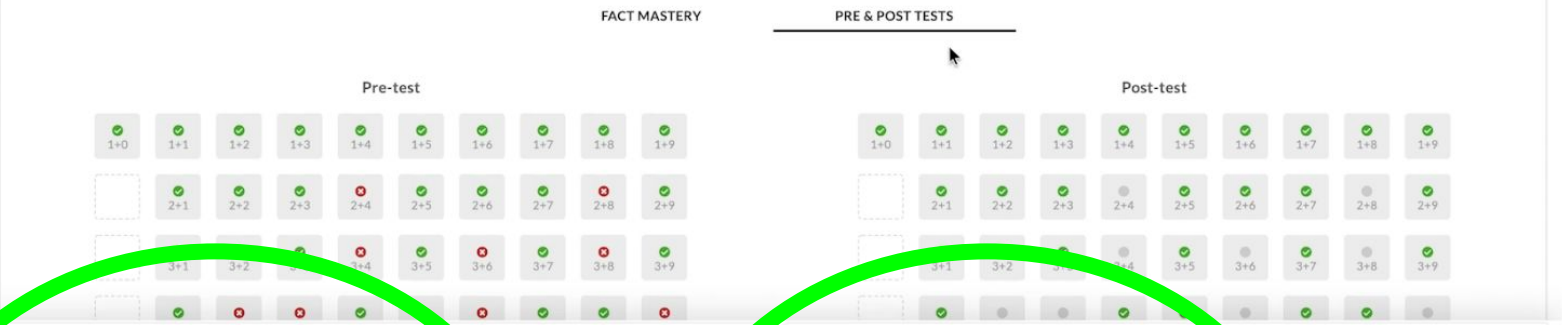
Test Class > Riley Johnson

4 of 15 students

Print

Mastery

+ Addition - Subtraction x Multiplication ÷ Division

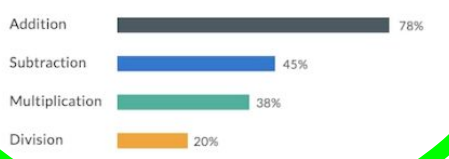


Usage

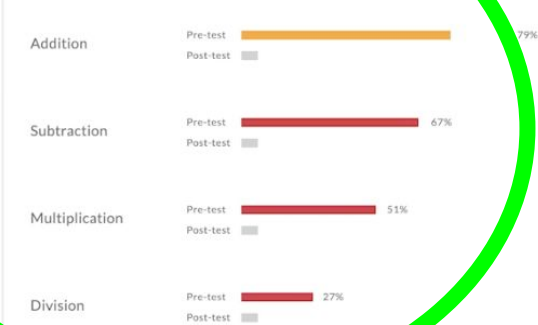
Avg. Weekly Fact Time

Total: 4 hr 30 min
Home: 0 min
School: 4 hr 30 min

Estimated Time Remaining to Completion

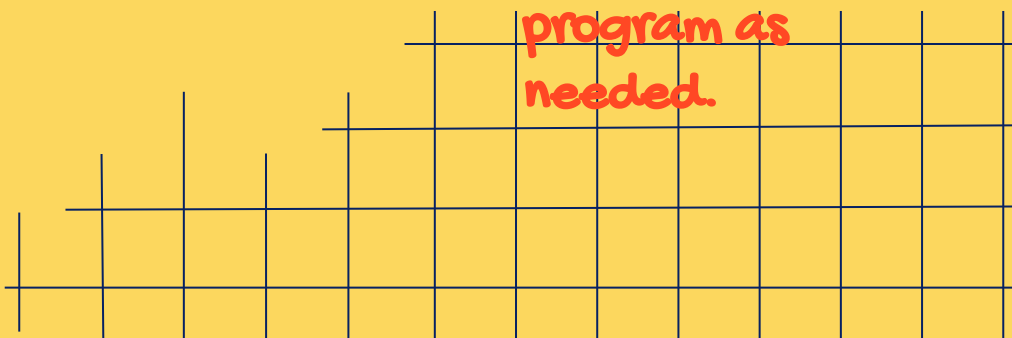


Growth



★ Usage and progress summaries give further insight into individual student data.

★ Helps to see how usage correlates with math fact fluency, and adjust student time on the program as needed.



Usage from 23-24

Usage by School

| School | # Students | Avg # Active Minutes | Avg # Lessons Completed | Avg # Lessons Passed | Avg % Lessons Passed |
|--------------------------------------|--------------|----------------------|-------------------------|----------------------|----------------------|
| COMO ELEMENTARY SCHOOL | 398 | 1,065 | 33 | 27 | 79 |
| FOREST OAK MIDDLE | 454 | 611 | 6 | 4 | 54 |
| JOHN T WHITE ELEMENTARY SCHOOL | 420 | 1,131 | 31 | 24 | 73 |
| MAUDE I LOGAN ELEMENTARY SCHOOL | 255 | 768 | 23 | 18 | 76 |
| MITCHELL BOULEVARD ELEMENTARY SCHOOL | 342 | 1,538 | 33 | 26 | 74 |
| Grand Total | 1,869 | 1,016 | 25 | 19 | 70 |

Usage from 23-24

Usage by Grade Level

| Student Grade Level | # Students | Avg # Active Minutes | Avg # Lessons Completed | Avg # Lessons Passed | Avg % Lessons Passed |
|---------------------|--------------|----------------------|-------------------------|----------------------|----------------------|
| K | 214 | 794 | 24 | 19 | 73 |
| 1 | 239 | 937 | 32 | 25 | 77 |
| 2 | 267 | 1,653 | 38 | 29 | 74 |
| 3 | 229 | 1,425 | 33 | 27 | 75 |
| 4 | 240 | 1,181 | 33 | 26 | 78 |
| 5 | 226 | 777 | 22 | 18 | 77 |
| 6 | 335 | 770 | 7 | 4 | 53 |
| 7 | 70 | 176 | 2 | 1 | 52 |
| 8 | 49 | 148 | 2 | 1 | 61 |
| Grand Total | 1,869 | 1,016 | 25 | 19 | 70 |

Usage from 23-24

Growth by Grade Level

| Student Grade Level | # Students | Avg Fall Scale Score | Avg Winter Scale Score | Avg Growth |
|---------------------|--------------|----------------------|------------------------|-------------|
| K | 165 | 137.4 | 159.8 | 22.4 |
| 1 | 160 | 156.3 | 177.8 | 21.5 |
| 2 | 187 | 171.0 | 189.6 | 18.6 |
| 3 | 175 | 183.4 | 201.0 | 17.6 |
| 4 | 170 | 194.8 | 206.5 | 11.8 |
| 5 | 167 | 203.1 | 212.1 | 9.0 |
| 6 | 173 | 203.3 | 213.0 | 9.7 |
| 7 | 56 | 214.2 | 219.6 | 5.4 |
| 8 | 25 | 208.5 | 213.8 | 5.3 |
| Grand Total | 1,278 | 180.9 | 196.0 | 15.1 |

Usage from 23-24

Growth by Grade Level

| Student Grade Level | # Students | Avg Fall Scale Score | Avg Winter Scale Score | Avg Growth |
|---------------------|--------------|----------------------|------------------------|-------------|
| K | 165 | 137.4 | 159.8 | 22.4 |
| 1 | 160 | 156.3 | 177.8 | 21.5 |
| 2 | 187 | 171.0 | 189.6 | 18.6 |
| 3 | 175 | 183.4 | 201.0 | 17.6 |
| 4 | 170 | 194.8 | 206.5 | 11.8 |
| 5 | 167 | 203.1 | 212.1 | 9.0 |
| 6 | 173 | 203.3 | 213.0 | 9.7 |
| 7 | 56 | 214.2 | 219.6 | 5.4 |
| 8 | 25 | 208.5 | 213.8 | 5.3 |
| Grand Total | 1,278 | 180.9 | 196.0 | 15.1 |



03

Math Fact
Fluency Plan



We Can Meet This Goal!

LAFO Fact Fluency Goals

2024-2025

45 Minute Usage Per Week

| | |
|----------------|--|
| Goal 1: | By the end of 6W1, 60% of our students will demonstrate mastery on the |
| Goal 2: | By the end of 6W2; 80% of our students will demonstrate mastery on the |
| Goal 3: | By the end of 6W2, 60% of our students will demonstrate mastery on the |
| Goal 4: | By the end of 6W3, 80% of our students will demonstrate mastery on the |
| Goal 5: | By the end of 6W4, 50% of our students will demonstrate mastery on the |
| Goal 6: | By the end of 6W5, 75% of our students will demonstrate mastery on the |
| Goal 7: | By the end of 6W5, 50% of our students will demonstrate mastery on the |
| Goal 8: | By the end of 6W6, 75% of our students will demonstrate mastery on the |

TRACKING EXPECTATIONS

| Ms. Cato | | | | 6W1 | | | 6W2 | | | 6W3 | | |
|-----------|------------|------------|----------|---------|---------|-------|---------|---------|-------|---------|---------|-------|
| Last Name | First Name | Student ID | SPED/504 | # Known | % Known | Oper. | # Known | % Known | Oper. | # Known | % Known | Oper. |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
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FACT FLUENCY PROGRAM & EXPECTATIONS



Imagine Math Facts
Accessible through FWISD Classlink

- Every student, at minimum, must complete **45 minutes per week**.
- Students not reaching 45 minutes per week will be **required** to stay for '**Intervention Restoration**' for one hour after school.
- Usage tracked at the **LAN level** and by **Mrs. Capshaw & Ms. Chandler**.



Reference the plan created for elementary



04

Implementation

How we can implement Imagine Math Facts in our classrooms

- have students complete facts mastery in the first 10 minutes of class
- have students complete facts mastery during station rotation
- have students complete facts mastery as an extension to meet their six weeks goals



Usage from 23-24

Implementation Fidelity

| Met Recommendation/School | # Students | Avg Active Minutes per Week | Avg # Lessons Completed per Week | Avg # Lessons Passed per Week |
|--------------------------------------|--------------|-----------------------------|----------------------------------|-------------------------------|
| Met Recommendation | 643 | 52 | 1.4 | 1.1 |
| COMO ELEMENTARY SCHOOL | 174 | 44 | 1.4 | 1.1 |
| FOREST OAK MIDDLE | 17 | 47 | 1.0 | 0.6 |
| JOHN T WHITE ELEMENTARY SCHOOL | 195 | 54 | 1.5 | 1.1 |
| MAUDE I LOGAN ELEMENTARY SCHOOL | 60 | 40 | 1.2 | 1.0 |
| MITCHELL BOULEVARD ELEMENTARY SCHOOL | 197 | 61 | 1.4 | 1.1 |
| Did Not Meet Recommendation | 1,226 | 17 | 0.3 | 0.2 |
| COMO ELEMENTARY SCHOOL | 224 | 20 | 0.7 | 0.5 |
| FOREST OAK MIDDLE | 437 | 17 | 0.0 | 0.0 |
| JOHN T WHITE ELEMENTARY SCHOOL | 225 | 17 | 0.5 | 0.3 |
| MAUDE I LOGAN ELEMENTARY SCHOOL | 195 | 17 | 0.5 | 0.4 |
| MITCHELL BOULEVARD ELEMENTARY SCHOOL | 145 | 18 | 0.2 | 0.1 |
| Grand Total | 1,869 | 29 | 0.7 | 0.5 |

Recommendation: 30 minutes +1 lesson completed per subject per week.

This data includes students with at least one lesson completed.

Recommended Usage

Implementation/Educator Guidelines

Goals

- Students will
- Educators will
- Admin will

Weekly Usage Recommendation

- **Students on grade level:** minimum of 30 minutes per week per subject
- **Students below grade level:** 60-90 minutes per subject per week
- **Minimum 1 lesson per week per subject,** 15-20 minutes per session

Student Populations

- Grades K-12: All students (below, on, or above grade level)
- Grades K-5: students have access to the Spanish Math Program (assessment and ILP)

Assessment Windows

Including three assessment windows (maximum of four during the school year) that are two to three months in length is advised; this allows time to measure student growth between tests

Implementation Options

- All-students: lab or 1:1 devices
 - Small-group center rotations
 - Intervention pull-out groups
 - Before- and After-school Instruction
- *At home usage is encouraged

Educator Actions for Success

Click links to view

Weekly

Class Usage: Students spending a minimum of 30 minutes per subject?

Class Progress: Check for opportunities for small-group or whole-group follow up based on lesson performance.

Assignment Builder: Assign specific lessons to a student's

Data Guides

Data Best Practices for Educators Guide

Data Action Guide

Additional Resources

Click links to view

[Getting started with Imagine MyPath](#)
[Implementing Imagine MyPath Successfully Using the Teacher Dashboard](#)
[Navigating the MyPath Student Experience](#)
[Language support in MyPath](#)

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Call 1-866-457-8776

[Start a live chat](#)



What this would look like...

| 90 MINUTES | | |
|----------------|---|---|
| Time Allotment | Description | Teacher Actions |
| 10 Minutes | Fact Fluency | Aggressively monitor and celebrate student mastery |
| 10 Minutes | Pre-Requsetie Skill | Model pre-requestie skill using process steps |
| 10 Minutes | Mini Lesson- "I Do" | Direct teach, with process steps and success criteria |
| 10 Minutes | Mini Lesson- "We Do" | Teacher Facilitation |
| 15 Minutes | Mini Lesson- "You Do w/ Aggressive Monitoring | Laps identified using success criteria on board, actively monitoring |
| 5 Minutes | DOL/CFU | Aggressively monitoring and formulating a plan to respond to the data |
| 30 Minutes | Small Group Instruction/Stations(Spiral Teks/ Pre-Requisite Skills) | Small group lesson utilizing student data from DOL |

Or...

| 90 MINUTES | | |
|----------------|---|---|
| Time Allotment | Description | Teacher Actions |
| 10 Minutes | Fact Fluency | Aggressively monitor and celebrate student mastery |
| 10 Minutes | Pre-Reqesite Skill | Model pre-requestie skill using process steps |
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Questions? I can help!



Imagine Math Facts
Quick Guide

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