On Good Ground:
Planting the Seeds for Success with the Florida BEST Math Standards

ARCHDIOCESE OF MIAMI
Professional Learning Days
June 5-6, 2025

Opening Prayer: “Planting on Good Ground”

Good and Gracious God,

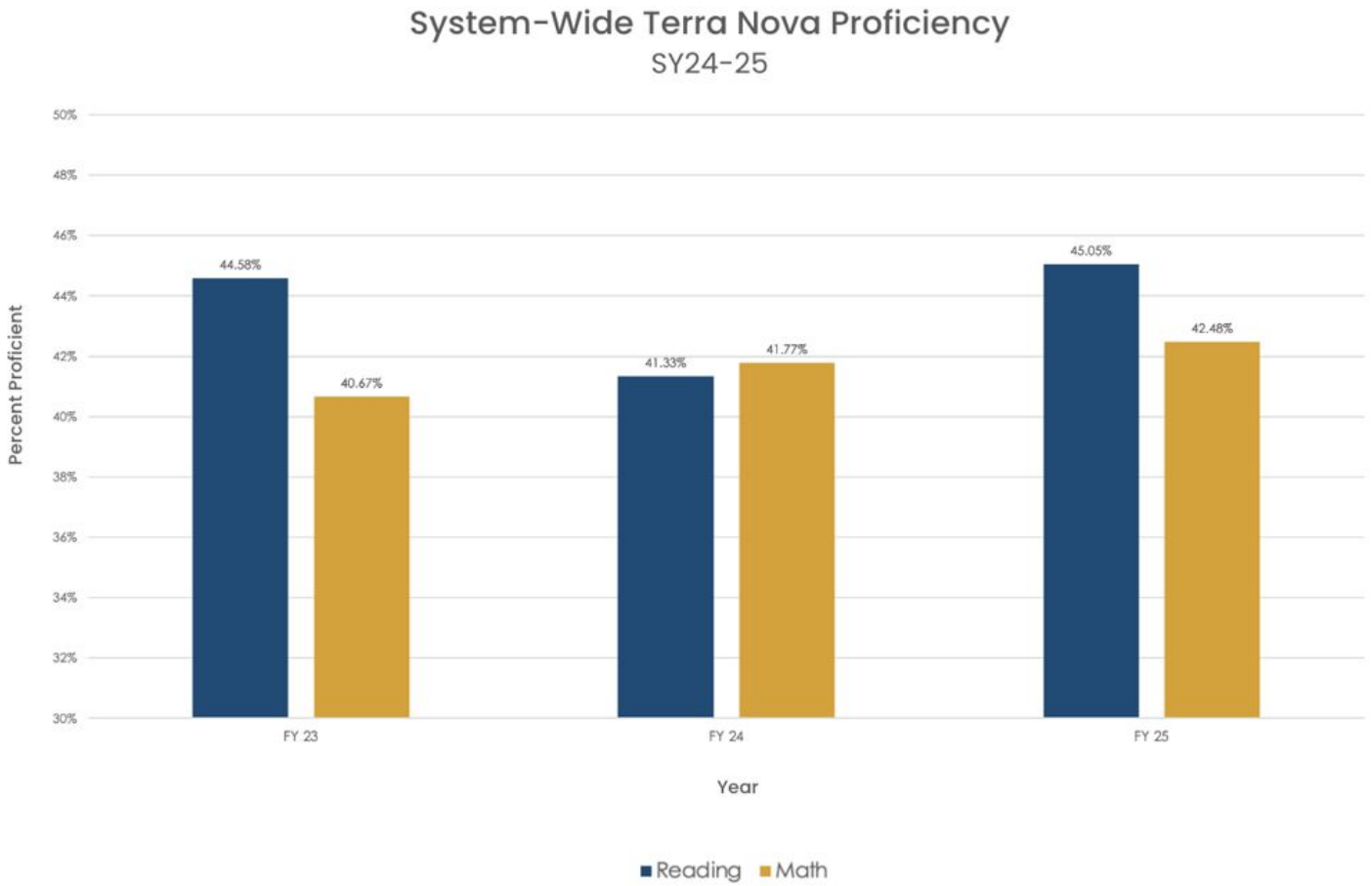
Thank you for bringing us together as Catholic educators. As we begin this work, help us to plant on good ground. Ground prepared with collaboration, watered by curiosity, and nourished by purpose.

Guide us in embracing new standards with patience, clarity, and faith. May our teaching reflect Your truth and inspire young minds to grow. Bless our time together and the students we serve.

We ask this through Christ our Lord. Amen.

AGENDA

Time	Minutes	Activity
8:15-8:30am	15	Arrival, Fellowship, Visit vendors
8:30-8:50am	20	Welcome, Opening Prayer, Introduction
8:50-9:20am	30	Transitioning to the FL BEST Math Standards
9:20-9:30am	10	Transition to Breakout Sessions, Visit vendors
9:30-11:30am	120	Unpacking the Standards
11:30am	5	Adjourn,Visit vendors

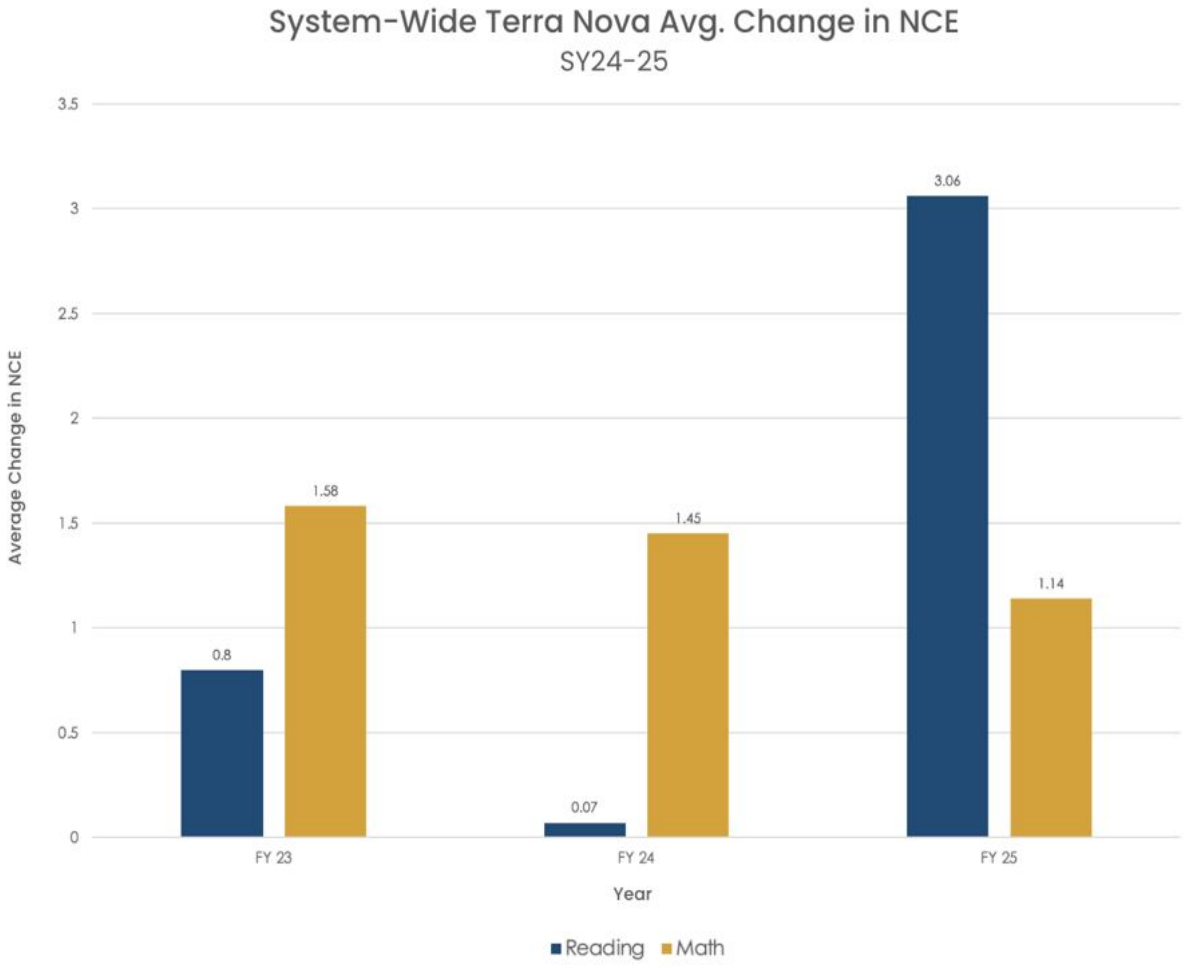


ADOM Terra Nova GLOWS:

Math proficiency grew close to one percentage point, raising **proficiency** to over 42% of students

Reading **proficiency** increased nearly 4% points to 45% of students

highest rate of proficiency in the last three years



ADOM Terra Nova GLOWS:

The average **NCE Math growth** was positive averaging an increase of **one** point

consecutive Math growth in the last three years

The average **NCE Reading growth** was over **three** points

the highest growth over the last three years

OVERVIEW OF THE ADOPTION PROCESS

- ADOM Priority 2024/25: Develop, revise or adopt new math standards for elementary schools.
- Math Standards Adoption Committee
  - Met virtually and in-person to evaluate other state curriculum standards and frameworks.
  - Criteria: Inclusion of standards for PK, NCTM standards alignment, **assessment alignment**, mathematical rigor and coherence, developmental appropriateness for elementary students.
  - Compared MAFS with FL B.E.S.T.
  - Recommended FL B.E.S.T Standards for Mathematics, approved by Dr. Rigg, Superintendent
- Revised Curriculum Maps for PK - 8th grade
- Professional Learning Days
  - Implementation and Unpacking Standards (June 5/6)
  - Ongoing PL in Mathematics pedagogy and best practices during ADOM PD days
- Additional Resources: Catholic Integration, list of suggested Math Curricular Programs for Adoption

THANK YOU!

ADOM Math Standards Adoption Committee 2024/25

- Kathy Balboa, Curriculum Specialist, St. Michael the Archangel
- Julie Espino, Math Lead Teacher, St. John Neumann
- Karen Fitzpatrick, Advanced Math Teacher, St. Gregory
- Maria Jebian, Principal, Annunciation
- Sylvia Kenna, Curriculum Specialist/Enrichment Math Teacher, Blessed Sacrament
- Maylin Leon, ESE Director/MS Math Teacher, St. Bartholomew
- Julie Perdomo, Principal, St. Louis Covenant
- Colleen Ramroth, Religion and Academic Coordinator, St. Jerome
- Heidi Suero, Principal, Nativity
- Jeanette Victoria, MS Math/DE Teacher, St. Mark
- Barbie Perdomo, Early Childhood Specialist, OCS
- Dr. LaTonya White, Associate Superintendent for Teaching and Learning, OCS

BIG TAKEAWAYS

Next Steps…..

1. Understand the differences between MAFS and B.E.S.T.

2. Gain a deeper understanding of how to deconstruct/”unpack” a standard.

3. Understand and practice writing a learning target.

Process. Discern. Practice. Plan. Teach.

Transitioning to the Florida B.E.S.T. Math Standards

A Practical Look at What's Changing and How to Implement It

Objectives:

- Understand the key differences between MAFS and B.E.S.T. standards
- Learn how to read the coding scheme and utilize the B.E.S.T. standards for effective planning
- Determine the purpose and importance of each standard
- Identify and address instructional gaps during the transition year

Florida's MATH FORMULA FOR SUCCESS

5 + 5 + T1 + T2 + T3

5 CHARACTERISTICS OF HIGH-QUALITY MATH INSTRUCTION

- Horizontally and Vertically Aligned
- Balanced Instructional Approaches
- Student-Centered
- Instruction Informed by Assessment
- Implements Tiered Instruction

5 TYPES OF ASSESSMENTS

- Screening
- Progress Monitoring
- Diagnostic
- Formative
- Summative

T1 INSTRUCTION FOR ALL STUDENTS

- Systematic
- Scaffolded
- Differentiated
- Corrective Feedback
- Explicit
- Inquiry-Based

T2 SUPPLEMENTAL FOR STUDENTS NEEDING ADDITIONAL SUPPORT

- Systematic
- Small Group Scaffolded Instruction
- Multiple Differentiated Opportunities to Practice Targeted Skill(s)
- Corrective Feedback
- Explicit
- Frequent Progress Monitoring
- Occurs in Addition to Tier 1

T3 TARGETED INTENSIVE FOR STUDENTS WITH SUBSTANTIAL MATH DEFICIENCY

- Systematic
- Small Group and/or One-One Scaffolded Instruction
- More Differentiated Guided Practice
- Immediate Corrective Feedback
- Explicit
- More Frequent Progress Monitoring
- Occurs in Addition to Tier 1 and Tier 2

The B.E.S.T. Instructional Guides for Mathematics (BIG-M) include ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporate Universal Design for Learning (UDL) principles.

From MAFS to B.E.S.T. - What Changed?

	MAFS	Florida B.E.S.T.
# of Benchmarks	More numerous, often overlapping across grades	Streamlined, with stronger focus on mastery
Language	Sometimes abstract or vague	Clear, concise, classroom-friendly
Fluency Expectation	Implied or embedded in skills	Explicit fluency expectations per grade
Coherence	Limited vertical alignment	Strong vertical alignment across grade levels
Instructional Focus	Balance of conceptual and procedural	Emphasis on foundational skills and world application
Teacher Usability	Required unpacking to clarify intent	More intuitive design for planning and instruction

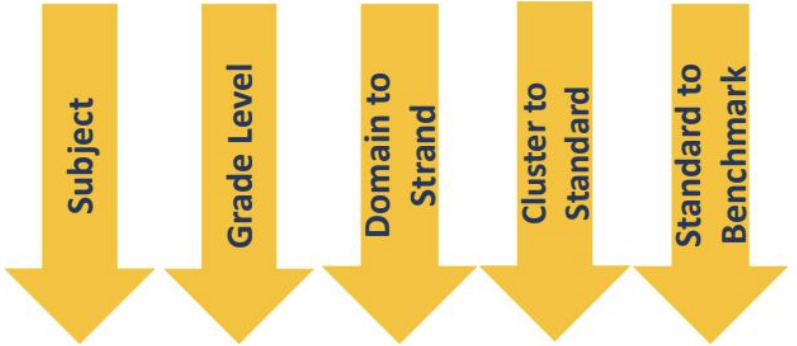
Side by Side Comparison

MAFS	Florida B.E.S.T.	Instructional Shift
MAFS.K.CC.2.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	**MA.K.NSO.1.2:** Recite number names to 100 by ones and tens starting at any given number.	Shift from general “understanding” to **explicit fluency targets** and **counting from any number** (not just starting from 1).
MAFS.1.NBT.2.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.	**MA.1.NSO.1.2:** Compose and decompose two-digit numbers in multiple ways using tens and ones	More **flexibility and depth** in number decomposition; encourages **multiple representations** beyond base-ten models.
MAFS.2.NBT.1.4:Compare two three-digit numbers based on meanings of hundreds, tens, and ones digits.	**MA.2.NSO.1.4**: Plot, order and compare numbers up to 1,000 using number lines and comparison symbols.	Adds emphasis on **visual representation** (number lines); expands from comparison to **ordering and plotting**.

B.E.S.T. Standards Coding

Mathematics
Florida Standards

MAFS. 2. NBT. 2. 7.



B.E.S.T. Standards
for Mathematics

MA. 2. NSO. 1. 2.

Digging in / Deconstructing a Standard

MA.4.AR.1.2: Solve real-world problems involving multiplication and division of whole numbers, including problems in which remainders must be interpreted within the context.

Element	Explanation
Standard Code	MA.4.AR.1.2
What students must know (nouns)	Real-world problems, multiplication, division, whole numbers, remainders
What students must do (verbs)	Solve, interpret
Conceptual Focus	Operations, real-world application, contextual understanding of remainders
Depth of Knowledge (DOK)	Level 2–3: Skills/concepts + strategic reasoning
Success Criteria	Can students choose the correct operation? Can they explain the remainder's meaning?

Standards vs Curriculum

Curriculum | How are the standards incorporated into the classroom?

- Sometimes confused with “standards,” curriculum is the means or the instructional material by which the standards are taught.

Instruction | How is instruction a part of the standards?

- Instruction is the teacher’s delivery and strategies used to implement the curriculum and standards.

Assessment | How are assessments related to the standards?

- Assessments provide feedback to teachers, parents and students on a student’s level of mastery of the standards.

Transition Year = Gap Year

Why Gaps Will Happen

- Students were taught using MAFS-aligned instruction in previous grades
- B.E.S.T. Standards reorganize when and how key concepts are introduced
- Some foundational skills may not have been covered in the depth or order now expected

What Do These Gaps Look Like?

- A student in Grade 3 may struggle with fractions because the concrete modeling now required wasn't emphasized in Grade 2 under MAFS
- Grade 1 students may lack fluency because B.E.S.T. introduces explicit fluency expectations earlier
- Teachers may find skills in current grade-level benchmarks are built on content students haven't yet mastered

Transition Year = Gap Year

Common Types of Gaps

- *Vertical Gaps:* When a standard is now introduced earlier or later in the sequence
- *Fluency Gaps:* Students lack speed/accuracy in basic math facts
- *Conceptual Gaps:* Students need support understanding models, visuals, or math language that is newly emphasized

The Goal: Build the Bridge

- "Meet them where they are—and walk them to where they need to be."
- Use data to diagnose missing skills
- Integrate spiral review and scaffolded instruction

Collaborate across grades to identify trends and address them early

Don’t Panic!

- **These gaps have already been thoughtfully identified by our our committee and integrated into the curriculum map you will be receiving today.**

Let’s dive into the maps

- Crosswalk between BEST and MAFS
- Changes are noted in red
- Includes pacing

Anticipating the Gaps:

Know What to Look For - Plan Ahead

Area	Potential Gap	What to Watch For
Content Shift	Standards introduced in a different grade or removed entirely	Students missing prior knowledge or confused by new content
Fluency	Students haven't mastered basic facts or operations expected in new grade	Slow problem-solving, avoidance behaviors
Modeling & Visuals	B.E.S.T. emphasizes number lines, diagrams, and concrete models	Students struggle to represent or interpret visual models
Math Language	Terminology in B.E.S.T. is more specific and consistent	Vocabulary misunderstandings, errors in explanation

Anticipating the Gaps:

Know What to Look For - Plan Ahead

How to Anticipate These Gaps

- Use diagnostic tools (e.g., iReady, fluency checks, classroom probes)
- Administer quick skill checks at the start of a unit
- Ask: “What does this B.E.S.T. benchmark assume students already know?”
- Review prior grade's B.E.S.T. standards (not MAFS)

Teacher Mindset Shift:

“I am not behind—my students are on a bridge year. My job is to guide, not panic.”

Strategies for Addressing the Gaps

Tiered Instructional Strategies

- *Spiral Review*
- *Scaffolding*
- *Formative Assessment*
- *Small Group/Targeted Instruction*
- *Visual Models / Representations*

Collaboration is Key

- Work vertically: align across grade levels to ensure coherence
- Share tools and assessments in PLCs
- Celebrate small wins—growth over perfection

Use the B.E.S.T. Clarifications

- Clarifications often suggest strategies and models to use
- Use them as a guide when selecting or creating instructional materials

Closing Encouragement

“Let us not grow weary in doing good, for in due season we shall reap, if we do not lose heart.” — Galatians 6:9

Your Work Is a Vocation

- As Catholic educators, we are called not just to teach math—but to nurture minds and hearts.
- Transitions bring challenges, but also tremendous opportunities for renewal, creativity, and growth.
- This process is not about perfection—it’s about progress, reflection, and fidelity to our mission.

Have Courage and Confidence

- You are not alone. We walk this journey together—supported by faith, collaboration, and community.
- Lean on one another in PLCs and professional learning.
- Let your classroom be a place where joyful learning and academic excellence are acts of faith.

A Year of Planting

Think of this year as planting seeds—seeds of deeper understanding, instructional excellence, and future student success. What we sow in faith today, we will harvest in the years to come.