

Executive Summary of the Iowa Comprehensive State Mathematics Plan 2025-26

The Iowa Comprehensive State Mathematics Plan (Iowa CSMP) sets a bold vision for mathematics education, ensuring that every student, from early childhood through high school, becomes a confident and capable problem-solver. Aligned with House File 784 (HF 784), the plan strengthens instruction, intervention, and educator preparation to raise achievement and close opportunity gaps across the state of Iowa. This document serves as the plan for the first year of a multi-year comprehensive plan. The first year of the Iowa CSMP will focus on kindergarten through grade six, building a strong mathematics foundation for students to continue to build on in grades seven through twelve and beyond. The multi-year comprehensive mathematics plan will be created during the 2025-26 school year.

Grounded in coherence and continuous improvement, this comprehensive multi-year plan articulates a unified vision focused on early numeracy, conceptual understanding, procedural fluency, and high expectations for all learners. While the goals outlined in the plan reflect long-term statewide priorities, Year 1 activities are intentionally focused on foundational improvements in K–6 mathematics. The plan employs a systems-level approach to ensure instruction is consistent, intentional, and equitable, providing students with timely and targeted support.

Four overarching goals guide the Iowa CSMP:

1. **All students** demonstrate growth and proficiency across all areas of mathematics—including number sense, algebraic thinking, geometry, measurement, data analysis, and problem-solving—from early learning through graduation, prepared for success in STEM fields, technical careers, and higher education.
 - Develop and publish [Appendix A](#): a statewide reference guide that articulates the benefits of high-quality instructional materials (HQIM) and curriculum-based professional learning (CBPL), defines the characteristics of high-quality materials, and supports districts in evaluating their current materials and identifying and/or adopting HQIM.
 - Offer CBPL on the instructional routines and teaching practices found in the HQIM that teachers are using, prioritizing professional learning for schools most in need of support.
 - Develop and share mathematics-specific classroom observation tools, collaborative unit and lesson preparation protocols, and role-specific toolkits to support the implementation of HQIM.
 - Begin planning for a mathematics-focused “HQIM Leadership Academy” to support district and school leaders in using the tools in their role-specific toolkits.
 - Revise the Iowa Early Learning Standards for mathematics during SY 2025–26 using a process aligned with the Iowa Department of Education K–12 standards review process.
2. **Every school** is staffed with effective, qualified, and well-trained educators who provide evidence-based instruction across K–12, ensuring students build deep conceptual understanding and procedural fluency.
 - Launch targeted professional development, starting with K–6 educators in high-need schools, Fall 2025, focused on embedding systematic and sequential instruction in early numeracy guidance and training, focusing on subitizing, cardinality, counting, spatial relationships, benchmark numbers, and part–part–whole models.
 - Launch targeted professional development and implementation support for instructional leaders for grades K–6, starting with high-need schools, in Fall 2025.

- Support revisions to educator preparation programs in alignment with HF 784 by using the *Mathematics Teacher Preparation Workbook* to guide updates focused on building number sense, addressing misconceptions, and implementing high-quality instructional materials (HQIM) with integrity.
3. **Every school** implements a Multi-Tiered System of Supports (MTSS), grounded in high-quality universal instruction and informed by valid and reliable screening and progress monitoring tools, to provide timely and targeted interventions that improve mathematics outcomes.
 - By July 1, 2025, publish and disseminate a vetted list of K–6 mathematics screeners and progress monitoring tools to support statewide MTSS implementation.
 - Require all K–6 schools to administer approved screeners three times annually beginning Fall 2025 and identify students "persistently at risk" based on HF 784.
 - Provide guidance and technical assistance to support schools in accurately identifying students classified as "persistently at risk" in mathematics, in alignment with HF 784 criteria.
 - Provide a model personalized mathematics plan with technical assistance and a webinar to support schools with the implementation of personalized mathematics plans.
 4. **Families and communities** are essential partners in the learning of mathematics. Every learning community fosters mathematical knowledge and a shared responsibility among stakeholders to enhance outcomes for all students.
 - Design and launch family mathematics resource menus Fall - Winter 2025 that include learning progressions, parent guides, interactive tools, and real-world application ideas to support at-home learning.
 - Partner with the National Math Stars program in SY 24–25 to recognize the top 2% of 3rd-grade mathematics performers using state testing data, notify families through a standardized nomination letter, and coordinate award medal distribution through district offices.
 - Collaborate with school districts and assessment coordinators during SY 2025–26 to identify appropriate data sources for nominating high-achieving 2nd and 3rd-grade students to enrichment programs such as National Math Stars.

Through these commitments, the Iowa CSMP advances a vision where every student is mathematically proficient, confident in problem-solving, and prepared to thrive in an increasingly data-driven world and meet the following outcomes.

- Educators statewide implement high-quality instructional materials (HQIM) with integrity, supported by clear guidance, aligned professional learning, and leadership development, while ensuring coherence from early childhood through elementary grades.
- Iowa's current and future educators are equipped to deliver high-quality, standards-aligned mathematics instruction through strengthened professional learning, coaching, and educator preparation aligned with HF 784.
- All K–6 students receive timely identification and targeted support through the use of valid screening tools, personalized intervention plans, and active family engagement, aiming to improve mathematics outcomes.
- Families are equipped and engaged as partners in mathematics learning through accessible home resources, expanded enrichment opportunities, and recognition of student achievement.