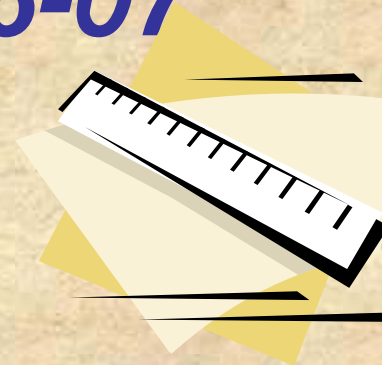


# Blind Brook Public Schools

## *K-8 Math Program Update and Status 2006-07*



# K-5 Math Program Update and Status

- New NYSED Math Standards/curriculum alignment K-5;
- Complete K-5 scope and sequence;
- Math class time extended to 60-80 minutes in Grades K - 4;
- Heterogeneous groupings;
- New math program adoption: *Everyday Mathematics* (McGraw-Hill/Wright Group);
- Intensive professional development program for 2006-07.

# 6-8 Math Program Review Update and Status

- **New NYSED Math Standards/curriculum alignment K-8;**
- **Program review of research-based math programs;**
- **Pilots of three programs September – December 2006;**
- **Evaluations in progress;**
- **Decision and recommendation to the Board of Education in January.**

# K-8 Math Program Professional Development

- Use of content-specialist consultants;
- Standards-based unit planning;
- Japanese lesson study/lesson modeling;
- *Everyday Mathematics* program implementation;
- Data-driven instructional decision-making;
- Assessment design.

# **K-8 Math Program Review Update and Status**

**NYSED Math 3-8 Test 2006 results showed strongest performances in Grades 4, 5 and 8 as follows:**

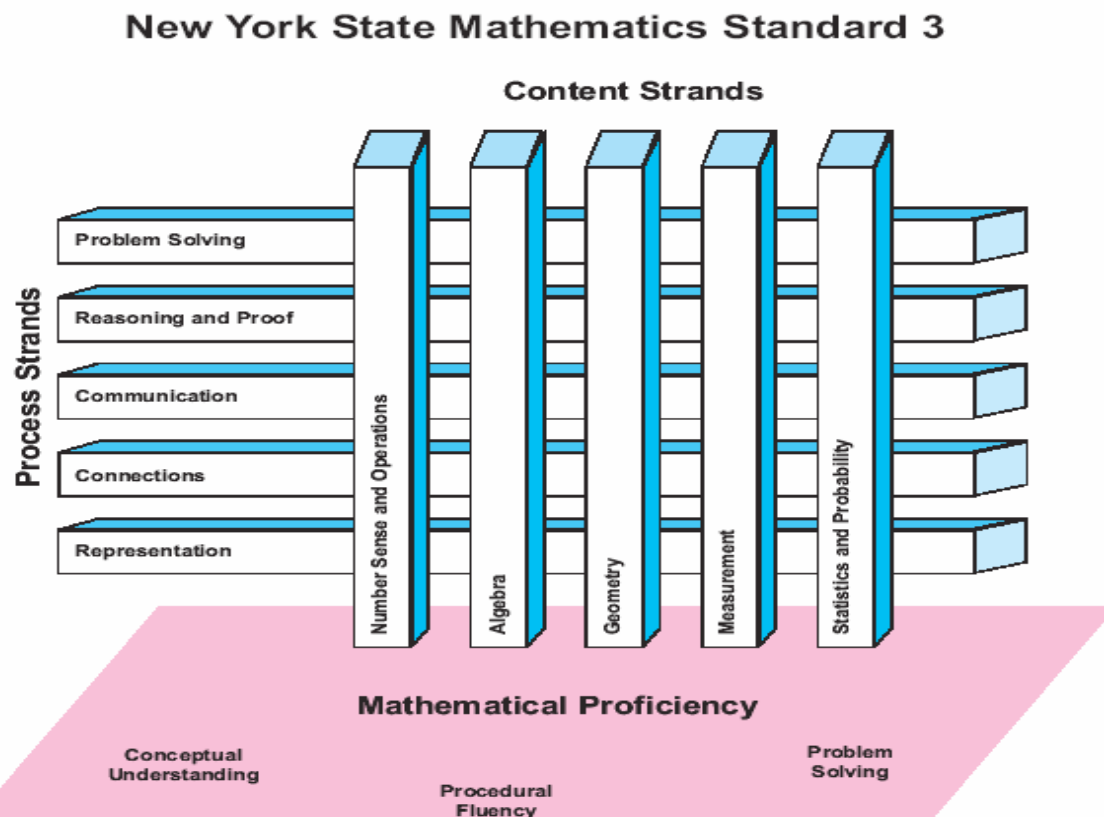
- **Grades 4, 5 and 8: 90%+ of students perform at Levels 3 and 4 (Meet NYS Standards);**
- **Grades 5 and 8: Students at Level 4 competitive with top one-third of 34 Westchester Districts (Meet NYS Standards with Distinction).**

# K-8 Math Program Review Update and Status

## **NYSED Math 3-8 Tests 2007 Objectives:**

- *A stable and consistent performance programmatically across grade levels in Math with an established baseline performance of 90% of all students “meeting standards” at Level 3 or better;*
- *A competitive performance across grade levels in Math with a majority of students “meeting standards with distinction” at Level 4 compared to student peers in 33 Westchester County districts.*

# NYSED MST Standard 3 (2005)



Adapted from *Mathematics Framework for the 1996, 2000, and 2003 National Assessment of Educational Progress*.

# ***K-5 Everyday Mathematics Program Philosophy***

- ***Embraces traditional goals of school mathematics;***
- ***Substantially raises expectations with respect to the amount and range of mathematics that children can learn;***
- ***Provides an instructional framework that is rigorous and balanced;***
- ***Emphasizes conceptual understanding embedded in real-world problems;***
- ***Connects content to student interest, consistent with the way in which children actually learn mathematics***

# ***K-5 Everyday Mathematics Program Philosophy***

- ***Builds skills mastery in “beginning,” “developing” and “secure” content domains starting in Kindergarten in***
  - ***Number sense;***
  - ***Algebra;***
  - ***Measurement;***
  - ***Geometry;***
  - ***Data analysis; and***
  - ***Probability.***

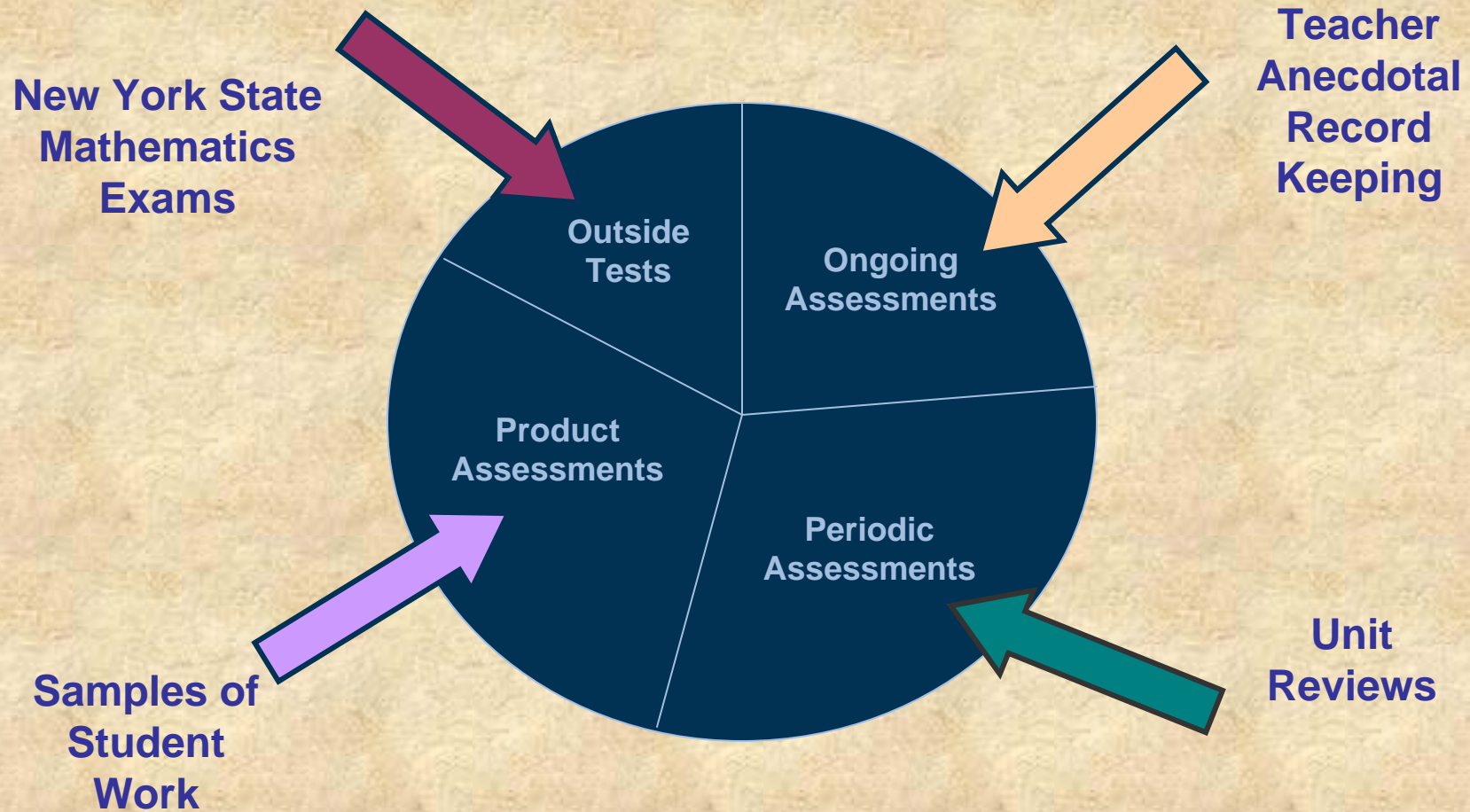
# ***K-5 Everyday Mathematics Program Components***

- ***Math Masters (include Family Letters)***
- ***Student Math Journals I and II***
- ***Student Reference Books***
- ***Minute Math***
- ***Interactive Wall Charts***
- ***Math Manipulatives, Marker Boards and Game Sets***
- ***Study Links, Skills Links and Home Links***
- ***Online Resources, CDs and Network Software (Lesson Guides, CD-ROM Assessment Assistant, Games)***

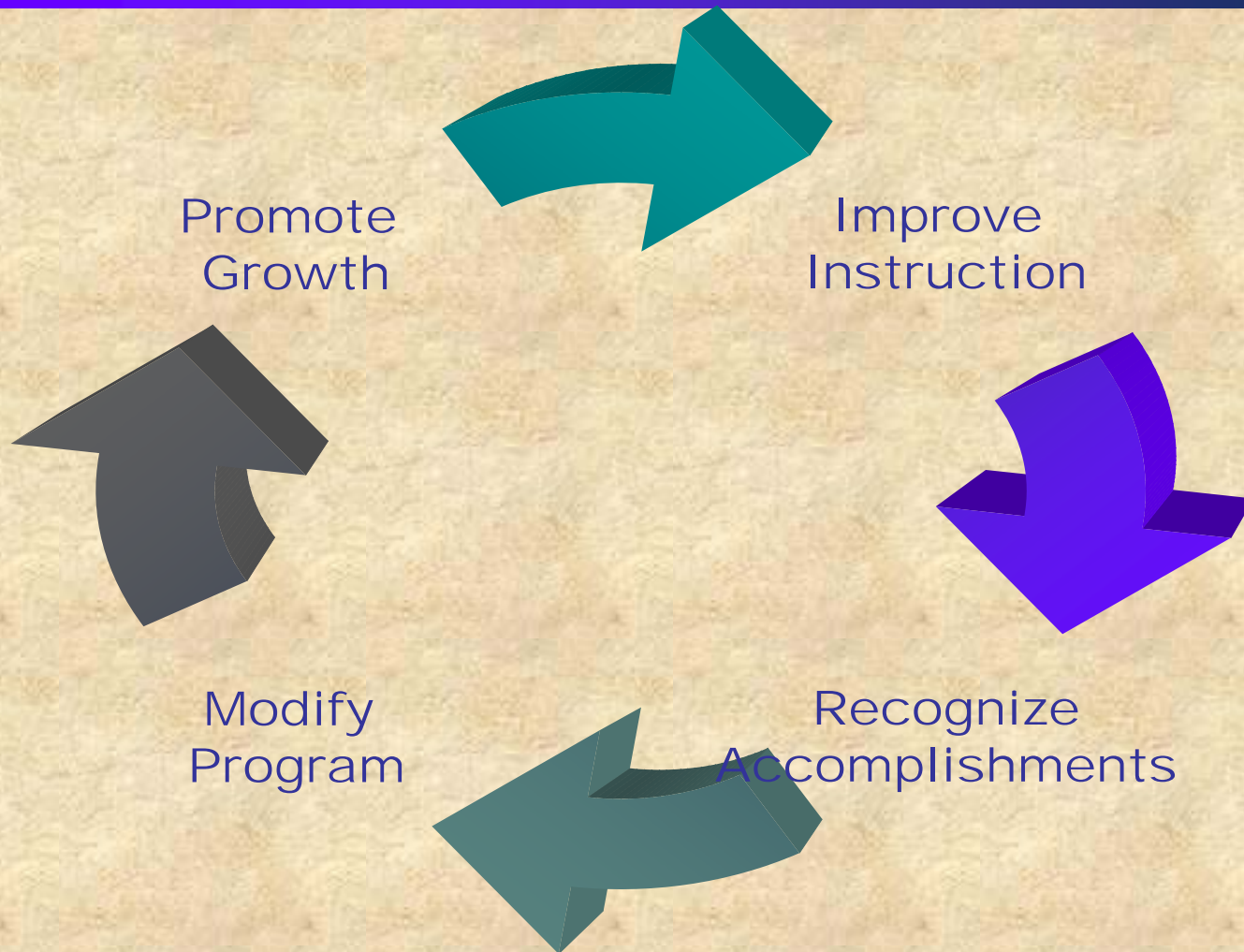
# ***K-5 Everyday Mathematics*** **Lesson Components**

- ***Getting Started: Mental Math and Math Message***
- ***Whole-class Discussion and Activity: Content Link with Manipulatives***
- ***Partner Activity: Number Stories***
- ***Independent Activity: Math Boxes or What's My Rule?***
- ***Small-group Activity: Minute Math***
- ***Home Links: Family Letters***

# K-5 *Everyday Mathematics* A Balance of Assessments



# K-5 *Everyday Mathematics* Purpose of Assessments



# ***K-5 Everyday Mathematics*** **Ongoing and Product Assessments**

- **Teacher anecdotes;**
- **Quick observations of student work and behavior;**
- **Occur every day during whole group, small group, and independent work;**
- **Portfolio writing (3-4 times a week);**
- **Products include: Math Boxes, Student Journals, Math Masters, Home Links, Math Logs and Portfolios (Open-Ended Questions, Number Stories, Strategy Writing, Reflections)**

# **K-5 *Everyday Mathematics***

## **Periodic Assessments**

- **End-of-unit assessments;**
- **Beginning, middle and end-of-year assessment;**
- **Progress indicators and performance indicators (“Beginning,” “Developing,” “Secure” goals);**
- **Unit assessments occur at the end of each unit (about every 4 weeks)**
- **September, January, June**

# ***K-5 Everyday Mathematics*** **Alignment to NYSED Tests**

**New York State Math Assessments in Grades 3, 4 and 5 occur once a year during the week of March 5-9:**

- **2-day exam in Grades 3 and 5**
- **3-day exam in Grade 4**

**Practice in problem-solving, word problems, and showing more than one way to solve a problem ongoing part of instruction and assessment**

# **K-12 Math Program Update: Looking Ahead**

- **Scheduling parent workshops and game nights;**
- **Extending intensive professional development program from RSS to MS;**
- **Individualizing AIS instruction based on NYSED 3-8 Test data;**
- **Expanding enrichment options;**
- **Engaging in a timely review of HS math program (Grades 9-12) in keeping with newest changes in Math Regents.**

# NYSED Math Regents: Looking Ahead

	Math A	Math B	Algebra	Geometry	Algebra 2 and Trigonometry
2006-07	X	X			
2007-08	X	X	X First admin. In June 2008		
2008-09	X Last admin. in January 2009	X	X	X First admin. in June 2009	
2009-10		X Last admin. in June 2010	X	X	X First admin. in June 2010
2010-11			X	X	X
2011-12			X	X	X

# Blind Brook Public Schools

## *K-8 Math Program Update and Status 2006-07*

