



NFPS Math ~ *State of the District 2021 / 2022*

[Resource Adoption Presentation June 2021](#) - Please reference slides 3,4, 9 10, 11 noting district priorities

K-5	6-8	9-12
<p>80 minutes of instruction per day 60 minute math lesson + 20 minute Number Corner</p> <p>Coaches will support workshop model lesson framework for instructional time (entry task, mini-lesson, worktime, share and reflection) - with planned center / problem solving days</p> <p>60 minutes: All teachers will use Stepping Stones as the main resource with identified key lessons organized by domain within the scope and sequence. .</p> <p>Clearly articulated scope and sequence with pacing / timely assessments embedded to help ensure <u>equity of content within each grade level</u>.</p> <p>Standards will drive our instruction and assessment practices will include more frequent shorter tasks to measure student understanding and inform instruction. IAB's will be embedded in grades 3-5 throughout the year and will be used as a means of assessment. Feedback conversations after assessments will be utilized to help model reflection of performance and provide relevance to students.</p> <p>Number Corner (focused numeracy) Short daily 20 minute workouts that introduce, reinforce, and extend skills and concepts related to the critical areas of study (major clusters) at each grade level. Computational fluency, number lines, number strings, and problem solving support key skills around place value, number sense, critical thinking and short written exercises.</p> <p>We will fully implement Number Corner once training is complete in November. We will have full Bridges training in the spring of</p>	<p>48 minute instruction per day w/workshop extension opportunities every other day</p> <p>Coach will support a workshop model lesson framework for instructional time (entry task, mini-lesson, worktime, share and reflection) with planned center / problem solving workshop days Integration of math practices as well as embedded professional learning to support student-centered problem based instructional practices will be a key focus area for the math coach.</p> <p>Implementation training of new resource (asynchronous onboarding with remote support as needed September and in-person professional learning planned for November once teachers have had some experience using the resource).</p> <p>Clearly articulated scope and sequence with pacing / timely assessments embedded to help ensure <u>equity of content within each grade level</u>.</p> <p>Standards will drive our instruction and assessment practices will include more frequent shorter tasks to measure student understanding and inform instruction. IAB's will be embedded throughout the year and will be utilized as a means of assessment. Feedback conversations after assessments will be utilized to help model reflection of performance and provide relevance to students.</p> <p>Special Ed individualized classes in grades 6 - 8 will implement Do the Math Modules in Mult. / Div. and fractions, model problem solving strategies / math practices as well as implement IAB's / problem solving days to build student stamina for the spring assessments.</p>	<p>Block schedule (80 minutes every other day) w/ workshop extension in algebra classes.</p> <p>Coach will support a workshop model lesson framework for instructional time (entry task, mini-lesson, worktime, share and reflection) with planned center / problem solving workshop days Integration of math practices as well as embedded professional learning to support student-centered problem based instructional practices will be a key focus area for the math coach.</p> <p><u>Block Schedule Instructional Framework - How can we spend our 80 minutes to engage learners?</u></p> <p>Implementation training of new resource (asynchronous onboarding with remote support as needed September and in-person professional learning planned for November after teachers have had some experience using the resource).</p> <p>Clearly articulated scope and sequence with pacing / timely assessments embedded to help ensure equity of content within each grade level.</p> <p>Standards will drive our instruction and assessment practices will include more frequent shorter tasks to measure student understanding and inform instruction. HS IAB's will be embedded throughout the year and will be utilized as a means of assessment and as a way to inform tier 1 instruction. Feedback conversations after assessments will be utilized to help model reflection of performance and provide relevance to students.</p>



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2022 and fully implement Number Corner and Bridges in 2022 / 2023.		
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District embedded professional learning and instructional coaches will be essential to actualizing our priorities.

Priority teacher moves to support student-centered learning model:

- nurturing a growth-mindset learning community / environment
- task quality to support cognitive engagement
- teacher questioning and informed feedback
- end of lesson share and reflection (closure) to:
 - validate student understanding
 - inform planning to support and affirm student needs

Empathy Research

Engage focus groups to strengthen our lens of student / staff learning experiences, ultimately using this perspective to design professional learning that is relevant for the needs of our community.