

ACHIEVEMENT FOCUS	WHEN KIDS COME FIRST	LEVEL	GUIDING QUESTIONS	ESSENTIAL LEARNINGS	RESP'Y	MONITORING PERIOD					
	STANDARD/REFERENCE					NOV		JAN		MAR	
						Complete	Ongoing	Complete	Ongoing	Complete	Ongoing
Numbers and Operations  Mental Math	<u>Commitment 2</u> To Work Urgently on Literacy, Numeracy and Science	K - 12	What is it we want students to learn?	<ul style="list-style-type: none"> <li>We expect students to understand and apply mental math strategies taught. (multiplying by units of 10 and regrouping)</li> <li>We expect students to verbalize their mathematical thinking using the appropriate vocabulary. (double entry journals, orally explaining with partners)</li> <li>We want students to develop and improve upon number sense and apply it to numbers and operation strands. (7 – 12 better understanding of algebra and operations with fractions)</li> <li>We want students to independently solve problems across the strands applying various strategies.</li> </ul>	All Numeracy Teachers		X		X		X
	<u>Commitment 3</u> To Help Children Develop a Passion for Learning		How will we know when each student has mastered the essential learning?	<ul style="list-style-type: none"> <li>Informal Assessment (observations/interview/anecdotal/flashcards) Weekly quizzes, work assessed by teacher regularly, depth of answers in conversations in class.</li> <li>Formal Assessment - written and interview style tests, projects and assignments.</li> <li>Quality of journal response completed by students needs to be neat and show a systematic explanation of math concept using correct vocabulary.</li> <li>Pre/post testing (differentiation)</li> </ul>	All Numeracy Teachers		X		X		X
			How will we respond when a student experiences initial difficulty in learning?	<ul style="list-style-type: none"> <li>We will develop differentiated activities for students. (tiered assignments, self-selected options, hands-on activities with concrete materials)</li> <li>PLEP (in school support), District Math Coach intervention for grades 3-5, teacher assistant support and Resource and Methods teacher, teachers offer extra help after school and at lunch.</li> <li>We will use our First Steps tools to help pin-point student's lack of understanding.</li> <li>Math buddies</li> <li>Increase communication with students, parents/guardians regarding academics. For example, POD Mentorship (K-12), Markbook (9-12), Parent e-mail lists (9-12), regular phone calls home</li> </ul>	All Numeracy Teachers, Math Coach, PLEP, and Resource and Methods		X		X		X

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			<p><b>How will we deepen the learning for students who have already mastered essential knowledge and skills?</b></p>	<ul style="list-style-type: none"> <li>▪ <b>We will differentiate activities/provide enrichment for students according to their interests.</b></li> <li>▪ <b>We will have the students that have mastered essential knowledge be peer helpers.</b></li> <li>▪ <b>Math buddies</b></li> <li>▪ <b>UNB Math Competition</b></li> <li>▪ <b>Problem of the Week contest</b></li> </ul>	<p><b>All Numeracy Teachers</b></p>		<p><b>X</b> <b>X</b></p>		<p><b>X</b> <b>X</b></p>		<p><b>X</b> <b>X</b></p>
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