

The Inner City Education Foundation

# Parent/Community Meeting Emphasis on Mathematics

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# **ICEF Schools Math Emphasis**

## **Agenda**

- Introductions
- Review of VPP Math Scores
- Methodology
- Math Intervention Plan
- Importance of Basic Skills

Departmental/Scheduling Reorganization

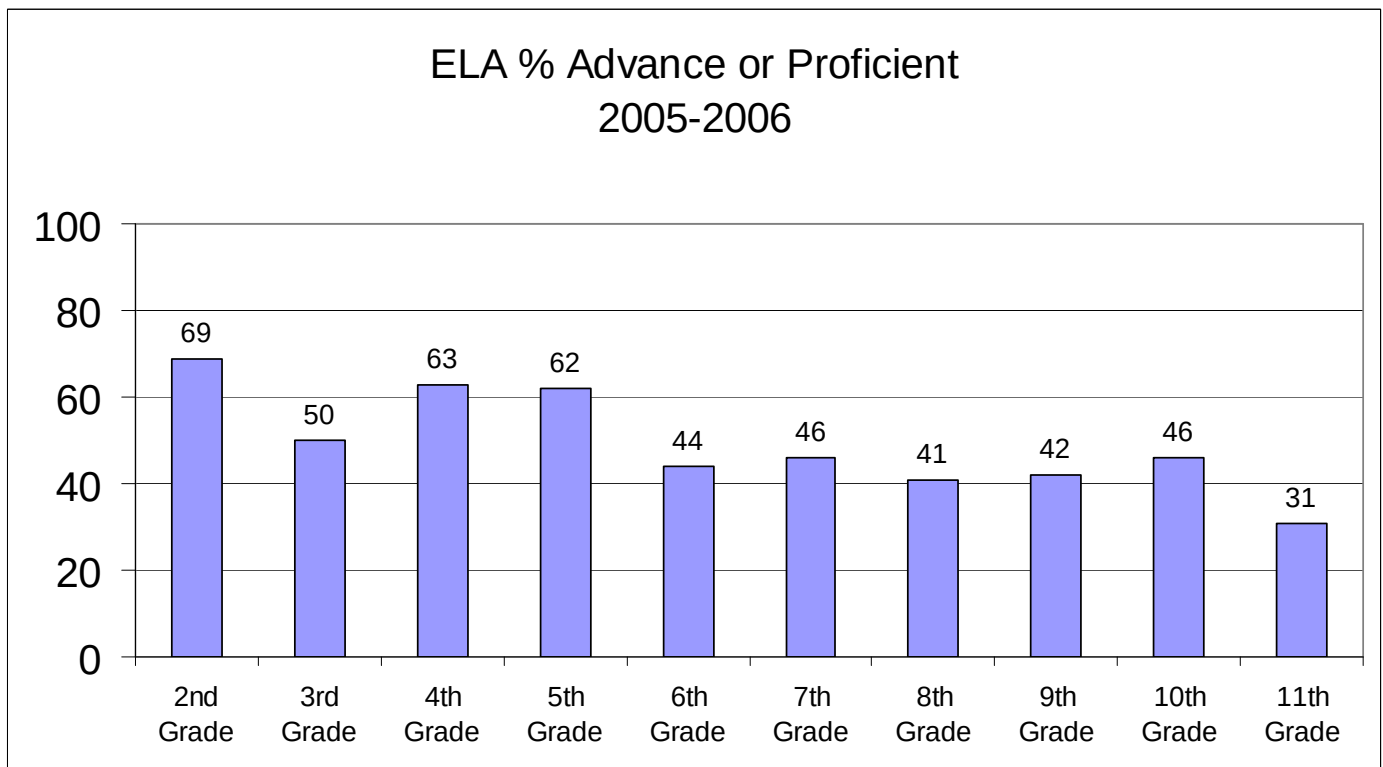
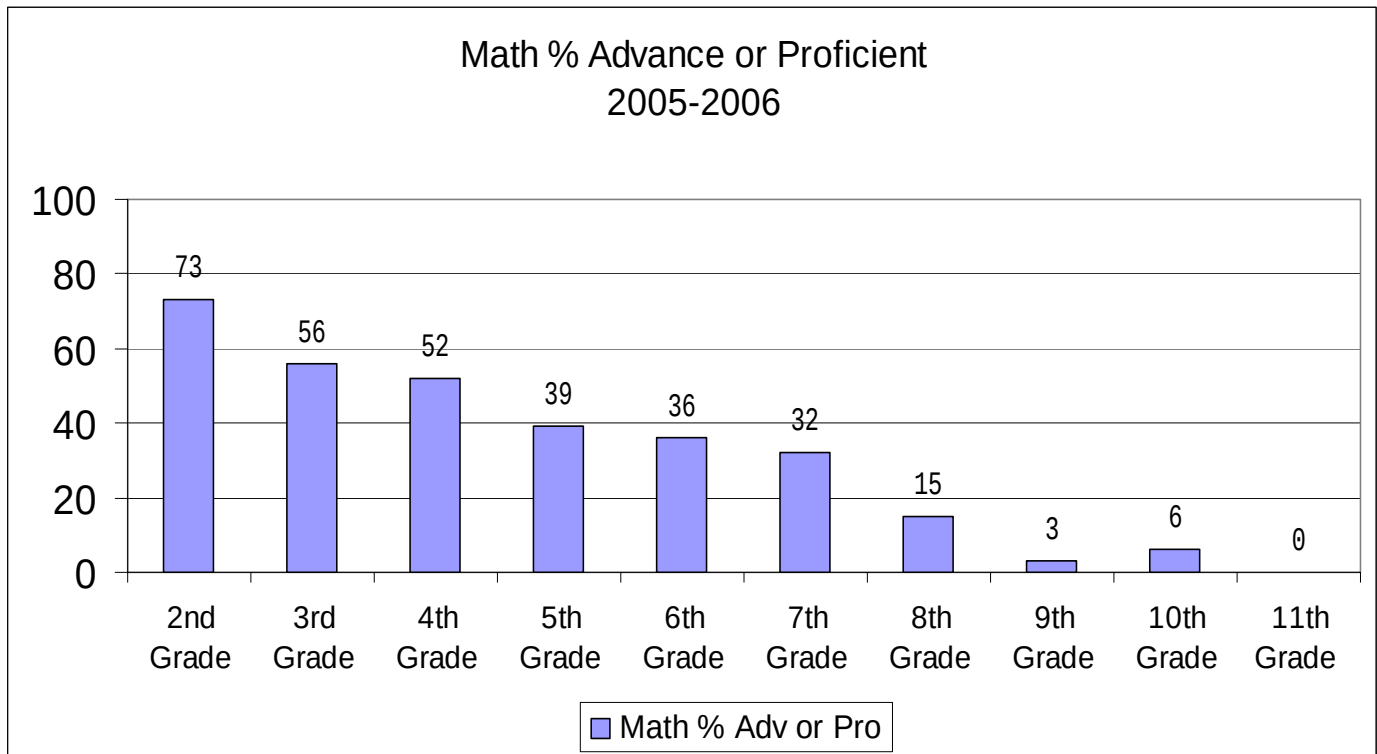
- Parental Involvement
- Online Resources

**<http://www.michaelbatie.com/math>**

**<http://www.michaelbatie.com/saxon/worksheets>**

- Next Steps

# Overview of School wide Math Scores



# Overview of the Plan and Methodology

The methodology used to increase student achievement in math in the middle and high school grade levels will consist of a multi level approach. The areas of emphasis are:

- Daily Math Classes
- Structured Study Hall Activities
- Math Workshops for Students
- Increased Teacher Professional Development
- Regular Teacher Team Meetings
- Periodic Assessments
- Extensive Use of Data to Guide Instruction
- Emphasis on Hands-On Lessons
- Emphasis on Mastery of Basic Skills Outside the Classroom
- Parental Involvement

## Importance of Basic Skills

On the CST basic skills are defined as number sense.  
Below are the third grade number sense standards.

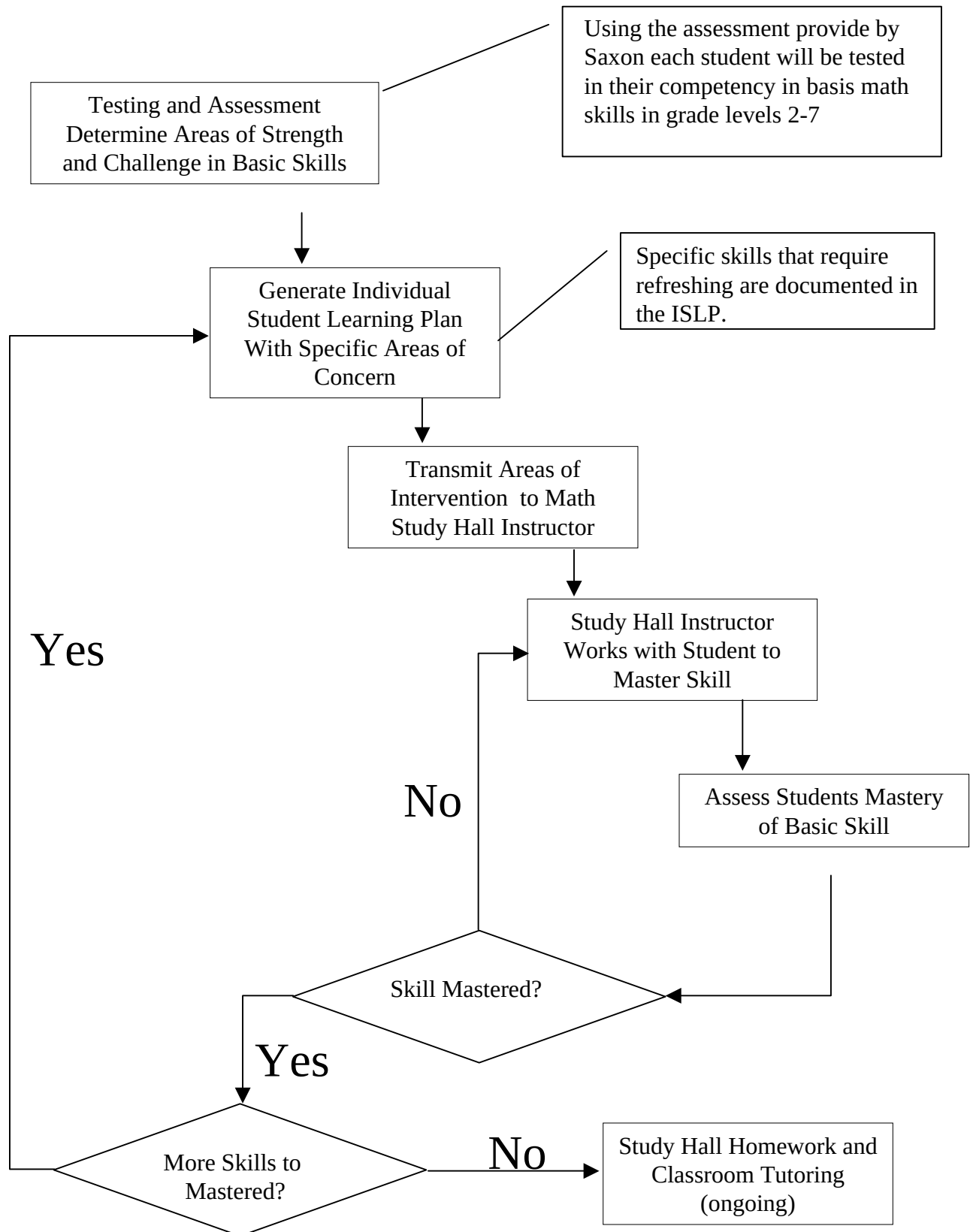
- 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:
- 2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
- 2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.
- 2.3 Use the inverse relationship of multiplication and division to compute and check results.
- 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ( $3,671 \times 3 = \underline{\quad}$ ).
- 2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ( $135 \div 5 = \underline{\quad}$ ).
- 2.6 Understand the special properties of 0 and 1 in multiplication and division.
- 2.7 Determine the unit cost when given the total cost and number of units.
- 2.8 Solve problems that require two or more of the skills mentioned above.

# Importance of Basic Skills

In a presentation to the U. S. Department of Education Mathematics Summit, data was presented that illustrated the downward trend in students' mastery of basic skills. three reasons were given why these skills (addition, subtraction, multiplication, number sense,..) were important

- **Basic Skills Serve Equity**  
The lack of progress in computation skills has disproportionately affected African-American students.
- **Basic Skills are Necessary to Advance in Math**  
Students must learn arithmetic so that they can move on to more demanding mathematics—algebra, geometry, calculus
- **Basic Skills Predict Adult Earnings**  
Richard Murnane and Frank Levy conclude, "mastery of skills taught in American schools no later than the eighth grade is an increasingly important determinant of subsequent wages

# Intervention Flow Chart



# Parental Involvement

## Families, Other Caregivers, and Community Members

Teachers and administrators should invite families, other caregivers, and community members to participate in examining and improving mathematics education. All partners in this enterprise need to understand the changing goals and priorities of school mathematics, as expressed in the Principles in chapter 2. Families need to know what options are available for their children and why an extensive and rigorous mathematics education is important. When parents understand and support the schools' mathematics program, they can be invaluable in convincing their daughters and sons of the need to learn mathematics and to take schooling seriously. Families become advocates for education standards when they understand the importance of a high-quality mathematics education for their children.

Families can establish learning environments at home that enhance the work initiated at school. Respect shown to and for teachers is often carried over from parent to child. By providing a quiet place for a child to read and attend to homework and by monitoring students' work, families can signal that they believe mathematics is important. Such attention and appreciation of mathematics is not lost on students.

If families and other members of the public do not understand the intent of, and rationale for, improvements in mathematics education, they can halt even the most carefully planned initiatives. *Principles and Standards* was written with the hope that the conversations it engenders will ultimately generate a widespread commitment to improving mathematics education. As part of this effort, it is the responsibility of the education community to inform the general public and its elected representatives about the goals and priorities in mathematics education, thereby empowering them to participate knowledgeably in its improvement.

## Parental Involvement

- Provide an adequate study area
- Turn off the television
- Practice basic facts with your child
- Emphasis the importance of math
- Minimize negative inputs
- Insist on the study of math every day

## H

*For use with Lesson 74*

Time \_\_\_\_\_

[illegible]

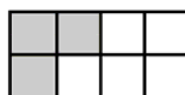


*Saxon Publishers'*  
*Middle Grades Placement Test*

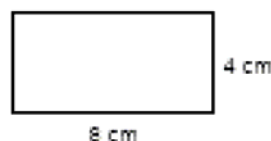
SHOW YOUR WORK!

*Questions from Math 54*

1. Roberta had six quarters, three dimes, and fourteen pennies. How much money did Roberta have?
2. At 11:45 a.m. Jason glanced at his watch. His doctor's appointment was in  $2\frac{1}{2}$  hours. At what time was the appointment?
3. What fraction of this rectangle is shaded?

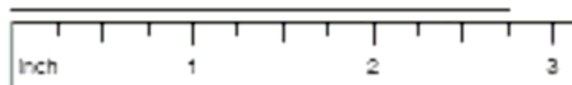


4. What is the perimeter of this rectangle?



5. Three feet equals one yard. A car that is 15 feet long is how many yards long?
6. 
$$\begin{array}{r} 346 \\ \times 90 \\ \hline \end{array}$$
7. 
$$\begin{array}{r} \$20.00 \\ - \$17.84 \\ \hline \end{array}$$
8. 
$$4 \overline{)1480}$$
9.  $48 + 163 + 9 + 83$

10. How long is this line segment?



*Questions from Math 65*

11. Carlos gave the clerk a \$10 bill for a book that cost \$6.95 plus \$0.42 tax. How much money should Carlos get back from the clerk?
12. The distance around the school track is  $\frac{1}{4}$  mile. How many times around the track does Cheryl need to run in order to run one mile?
13. Estimate the product of 67 and 73 by rounding each number to the nearest ten before multiplying.

14. In 2 hours the 3 boys picked a total of 1347 cherries. If they share the cherries equally, then how many cherries will each boy keep?

15. 
$$\begin{array}{r} 67 \\ \times 89 \\ \hline \end{array}$$

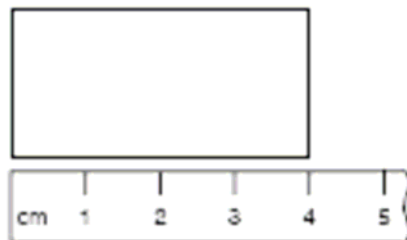
16. 
$$\begin{array}{r} 4608 \\ - 2729 \\ \hline \end{array}$$

17.  $60 \overline{)1590}$

18.  $2.25 + 12.7$

19.  $5\frac{3}{4} + 2\frac{3}{4}$

20. This rectangle is half as wide as it is long. What is the perimeter of the rectangle?



### Questions from Math 76

21. New York City uses about one billion, three hundred million gallons of water each day. Use digits to write that number.
22. Jill is on page 42 of a 180-page book. If she must finish the book in three days, then she needs to read an average of how many pages each day?
23. Carol cut  $2\frac{1}{2}$  inches off her hair three times last year. If she had not cut her hair, how much longer would it have been at the end of the year?

24. One half of the area of the square is shaded. What is the area of the shaded region?



25.  $2\frac{1}{3} + 1\frac{3}{4}$

26.  $6.3 \times 0.48$

27.  $6.7 + 0.48$

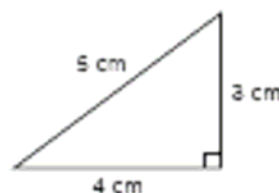
28.  $\frac{5}{8} \times \frac{3}{5}$

29.  $6.3 \div 9$

30. If  $n - 72 = 36$ , what is the value of  $n$ ?

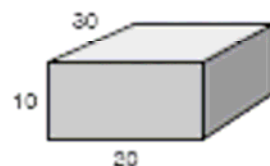
### Questions from Math 87

31. Round 27,647 to the nearest thousand.
32. Forty percent of the thirty students in the class are boys. How many girls are in the class?
33. Evaluate  $ab - c$  if  $a = 5$ ,  $b = 3$ , and  $c = 4$ .
34. Albert bought 3 blank tapes for \$5.95. Find the cost per tape to the nearest cent.
35.  $4.6 - 3.97$
36.  $2.5 \div 100$
37.  $2\frac{1}{2} \times 1\frac{2}{3}$
38.  $\frac{3}{4} \div \frac{2}{3}$
39.  $10 - w = 1.5$  Find  $w$ .
40. What is the area of this triangle?



### Questions from Algebra 1/2

41. What fraction of 56 is 21?
42. What number is  $\frac{4}{7}$  of 210?
43. Evaluate  $xy - yt$  if  $x = 12$ ,  $y = \frac{1}{3}$ , and  $t = 6$ .
44. Find the volume of this rectangular solid. Dimensions are in feet.
45. Find the area of this figure. Dimensions are in centimeters.



46.  $(-5)(-3) + (-6)$
47.  $18.4 \times 0.013$
48.  $\frac{7}{8} + 1\frac{3}{16} - \frac{1}{2}$
49.  $5x - 2 = 88$  Find  $x$ .
50.  $(6)(3) + 4(2 + 12)$

Thank you

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