

Tier 0

Awareness
Communication
Data Analysis

Tier 1

Strength in Number
Intervention
Steering Committee
Program Analysis
Data Analysis

Tier 2

Focus:
Strength in Number
Classroom

Steering Committee
Professional Learning
Communities
Strength in Number
Intervention
Data Analysis

Focus:
Core Resources

Tier 3

Leadership
Development

Integrated Implementation of
Strength in Number Classroom
& Core Resources

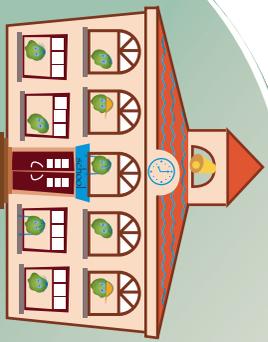
Strength in Number Intervention
Steering Committee
Professional Learning
Communities
Data Analysis

Tier 4 (school-led)

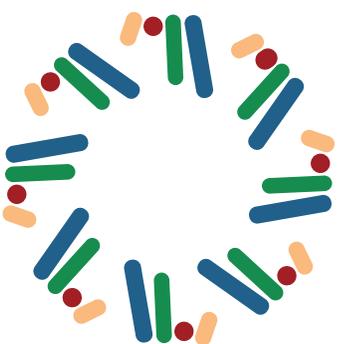
Integrated
Implementation of
Strength in Number Classroom
& Core Resources

Strength in Number Intervention
Steering Committee
Professional Learning Communities
Data Analysis
Continuing Contact
& Support

YOUR SCHOOL



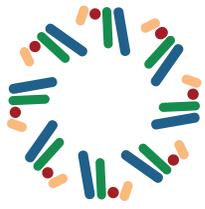
Implementing a Comprehensive Mathematics Program



FIRST PEOPLE'S CENTER FOR EDUCATION

••• *empowering tomorrow's leaders in learning* •••

Implementing a Comprehensive Mathematics Program



FIRST PEOPLE'S CENTER FOR EDUCATION

...empowering tomorrow's leaders in learning...

Implementing a Comprehensive Mathematics Program ■■■

Achievement in early childhood and elementary education is often pointed to as being the strongest indicator of a student's success in later years and into adulthood.

Mission ■■■

To improve and support teacher effectiveness in Native communities, because we believe America's First Children deserve the best.

Partnerships to Build and Sustain Effective Education within Native Community Schools

FPCFE pioneered an innovative partnership model that encompasses exacting instructional strategies that are now used successfully with Native American children. This exemplary approach evolved as local educators realized the disparity in achievement between Native American students and the majority population. FPCFE and Native community schools work together to identify and implement a plan for lasting student success.

A Comprehensive Mathematics Program ■■■

By ensuring that all stakeholders in a child's education are knowledgeable and actively involved, a working system is established to provide every child effective and meaningful mathematics instruction.

The *FPCFE Comprehensive Mathematics Program* is a systemic approach addressing the following components:

- 👉 **Vision and Leadership**
- 👉 **A Comprehensive and Coherent Curriculum**
- 👉 **Accessibility for All Students**
- 👉 **Classroom Teaching Grounded by Research and Best Practices**
- 👉 **Appropriate and Effective Assessment**
- 👉 **Parent and Community Awareness and Engagement**
- 👉 **Sustained Professional Development**

FPCFE Tier Model for Implementing a Comprehensive Mathematics Program ■■■

- 👉 **Tier 0: Establishing Communication**
- 👉 **Tier 1: Awareness, Capacity Building and Strength in Number Intervention**
- 👉 **Tier 2: Core Resources and Strength in Number Classroom**
- 👉 **Tier 3: Integrated Implementation and Leadership Development**
- 👉 **Tier 4: School-led with Continuing Contact and Support**

Tier 0: Establishing communications to lay the foundation for a partnership to provide the best math and literacy education possible for students is one aspect of Tier 0. Helping the school understand what support FPCFE can provide and how that can positively impact students, along with the school sharing about past, current and future initiatives and their successes and challenges, prepares the school and FPCFE to develop a plan that can fit the needs of the individual school and its community.

Tier 1: The Awareness, Capacity Building and Strength in Number Intervention tier, includes beginning targeted intervention through intensive professional development with focused coaching to develop specialized interventionists. These interventionists become skilled professionals addressing the needs of students who need additional support, as well as becoming internal support for adults working with students. A local *Steering Committee* is established to define a local vision and plan for long-term success and to be a sounding board for current and new initiatives, ensuring a purposeful and effective implementation.

Tier 2: The focus moves to improving classroom instruction within Tier 2. Classroom instruction relies on teachers having content knowledge and knowledge of best teaching practices, along with having access to effective tools for teaching and assessing. The school might adopt new resources to best meet curricular goals and the learning needs of the students. FPCFE provides professional development and coaching to help the staff learn how to best use their core resources and how to meet individual needs. When reliable and effective resources are in place, the next step is to extend and refine teachers' knowledge about how students learn best. In order to do this FPCFE provides professional development and coaching for the staff to learn about Strength in Number diagnostic assessments and targeted differentiation tools. Effective core resources for teaching and the specialized knowledge gained through Strength in Number bring together critical teacher knowledge for powerful classroom instruction.

Tier 3: Integrating the implementation of all that has been learned in the previous Tiers is the focus of Tier 3. A system that effectively integrates intervention, curriculum, assessment, best teaching practices and school-based leadership is a system that has the pieces necessary for student success. One goal of Tier 3 is to develop local leadership that will be able to conduct much of the professional development, maintain the momentum of the systemic implementation and provide coaching to all staff on a regular basis. FPCFE provides direct support for the development of local leadership through an apprenticeship model.

Tier 4: Once the school has progressed through Tier 3, the school moves to a school-led operational level. Local leadership, the local Steering Committee, staff and community work together to ensure that all components of a Comprehensive Mathematics Program are nurtured to sustain the continuous improvement model. Regular and continuing contact between the school and FPCFE helps the local leadership to continue to use the tools they have in place to provide the best educational opportunities possible for students.