

SAU 39 Mathematics Program Review Draft Vision to be proposed to the SAU 39 School Board

A **mission statement** encapsulates an organization's purpose and communicates its essence to members, stakeholders, and the public. It states why the organization exists, what it seeks to accomplish, what it does to achieve this end and the ultimate result of its work. (NCTM, 2009)

SAU 39 Mission Statement

To engage, support and challenge all learners in the study of mathematics in SAU 39.

A **vision statement** is a guiding image of an organization's success and the resulting contribution to society. A vision statement describes the best possible outcome and what the future consequently looks like. The purpose of the vision statement is to inspire, energize, motivate, and stimulate creativity. (NCTM, 2009)

SAU 39 Vision Statement

We envision a community where all learners see the beauty, functionality, and value of mathematics and are empowered by the opportunities mathematics affords; a community where students approach the study of mathematics with curiosity and confidence and are supported on their journey by knowledgeable, enthusiastic and skilled adults.

The vision for mathematics is comprised of 8 focus areas.

Learning Environment

The design of the instructional environment considers both physical and emotional aspects of learning. An emotionally safe and respectful environment promotes deep inquiry and risk taking, essential elements in the learning process. The physical environment utilizes effective resources, including relevant technology, to promote mathematical learning for all.

Equity

We are dedicated to meeting the needs of all students at their current level of math development and fostering their continued individual growth. All students have equal opportunities to access complex and challenging mathematics. Students are prepared for future endeavors.

Student Identity

Students understand where they are on the continuum of learning and advocate for themselves as needed. They challenge themselves to grow beyond their comfortable limits. Learners see themselves as capable, approaching mathematics with a spirit of perseverance and inquiry.

Curriculum

The SAU 39 Math Curriculum is a K-12 vertically aligned curriculum, informed by state, national, and global standards and designed to facilitate depth of inquiry and understanding. A developmentally appropriate scope and sequence, which scaffolds and spirals, provides the framework for mastery by all students. The integration of math with science, technology, and other content areas is crucial to the success of our learners in the 21st century.

Instruction

Each student has a unique learning style and knowledge base. Instruction is designed to build upon prior knowledge and to make connections to new learning. Differentiated instruction ensures equitable, meaningful mathematics learning for all students by considering the variety of learners present.

Assessment

The purpose of assessment is to inform instruction, as well as to measure and celebrate individual growth. The assessment process promotes individual goal setting and encourages self-directed learning. Assessments in themselves are learning opportunities and, as such, are worthy of students' time and attention.

Community

The broader community, in partnership with the schools, plays a significant role in promoting mathematical inquiry. The partnership between home and school will develop a strong connection for students through informational exchanges and respectful communication. Collaboration with the community provides real world application.

Professional Learning

Professionals engage in deep inquiry about their practice. They feel supported and challenged in their endeavors to meet the ever-changing and increasing needs of their students. A variety of collaborative and reflective practices are embedded within the professional learning community. Learning opportunities are based on both individual and district goals which are designed to improve student learning.