



# Canadian Martyrs Catholic Elementary School

## PILLAR

## HWCDSEB GOAL STATEMENT

		<p>The staff of the HWCDSEB will work to improve students' mathematical achievement by using research-based instructional and assessment practices that respond to student learning needs and interests. The focus will be assessment with an emphasis on "for" and "as" learning; balanced instructional approaches; the differentiation of instruction; and deepening mathematical knowledge for teaching.</p>
<p><b>Data</b></p>		
<p><b>DATA ANALYZED</b> (Click below to add all data sources analyzed)</p>	<p>► Diagnostic assessments (PRIME, diagnostic and formative assessments found in core mathematics resources, or teacher created) ► eMath plus, Prodigy, SuccessMaker user and performance data ► Environment (use of anchor charts, exemplars, visible learning goals and success criteria) ► EQAO reports ► EQAO student surveys (grade 3, 6, 9) ► Evidence of student work and tasks ► Individual Education Plans (I.E.Ps) ► Principal/Vice-Principal walkabouts ► Qualitative data from teachers conversations and classroom visits ► Report card data ► Student profiles (behavioural data) ► Teacher feedback/dialogue ► Teacher Observational data ► Tutor Program data ► Usage of LMS for blended learning ► Usage of online support programs (i.e. Prodigy, eMath+, SuccessMaker )</p>	
<p><b>DATA FINDINGS</b> (From all data analyzed, which data will we highlight for improvement?)</p>	<p>-Skopus report card on Terms 1 &amp; 2 (Mathematics), EQAO Mathematics results 3 year trend, data from Prime assessments (Gr. 4-8), Pre/Post Assessments from Nelson/Math Makes Sense, focusing on level 2 students based on EQAO results, triangulation of Mathematics data                      -From the Grade 3 &amp; 6 EQAO results students struggled                      -32 of 199 students were achieving below level 3 in the strand of Number Sense and Numeration on Skopus Term 2 report                      -EQAO 69% of students in Grade 3 "like mathematics most of the time", 26% of students in Grade 6 "like Mathematics most of the time"                      -60% met the standard in Grade 3, but did not meet it in Grade 6</p>	
<p><b>Focus/Goals/Targeted Actions/Evidence</b></p>		
<p><b>BIPSA FOCUS:</b></p>	<p>2. Balanced Instructional Approaches</p>	
<p><b>Focus:</b> (Urgent Student Learning Need)</p>	<p>Promoting an understanding of the 7 mathematical processes and explicitly teaching a process through open response and rich/robust questions.</p>	
<p><b>GOAL STATEMENT:</b></p>	<p>The staff of Canadian Martyrs CES will introduce and implement the 7 mathematical processes in all five strands through reinforced practice, open response opportunities, and improve on student mindset towards mathematics.</p>	
<p><b>BIPSA Targeted Action:</b></p>	<p>3.2 a) Embed the development and practice of operational and computational skills throughout the entire mathematics program to increase accuracy and mastery in computation. 3.2 b) Use manipulatives, technology, visual representations, 3-Part Lesson, accountable math talk, effective questioning techniques, teaching through problem solving, etc. to deepen students' understanding of math concepts. 3.2 c) Explicitly teach the seven mathematical processes through student exploration and/or large group investigations. 3.2 d) Implement varied student groupings and instructional strategies (i.e. direct instruction, small group instruction, one-to-one support and independent practice) to meet the needs of all learners as they work toward their learning goals.</p>	
<p><b>Targeted Actions:</b> If... then... statements</p>	<p>-If teachers focus on explicitly teaching the 7 mathematical processes (1 per month), then students will become more confident, engaged, and improve their own mathematical mindset:                      - use of manipulatives      -open ended questions                      -technology                      -descriptive feedback                      -re-enforced practice in the classroom</p>	
<p><b>How will we know when we have achieved this goal? What evidence will we need to collect?</b></p>	<p>-Skopus/Report Cards Term 1 &amp; 2                      -Unit post assessments                      -Engagement survey from EQAO                      -Prime                      -Student Interest Mathematics survey results                      -Triangulation of data                      -EQAO achievement results</p>	

<p>What support &amp;/or resources do we need to be successful at implementation?</p> 	<p>Other resources school will use:</p> <p>-Prodigy, successmaker, e-math, tutors, Jump Math, on-line Homework Help          -www.edugains.ca          -www.LearnTeachLead.ca          -www.eqao.com - "Strategies for Teachers"</p>	<p>Curriculum Department Support</p> <p>&gt; NUMERACY CONSULTANT &gt; NUMERACY SPECIAL ASSIGNMENT TEACHERS &gt; TECHNOLOGY AND DIGITAL LEARNING CONSULTANT (JK-8)</p>
<p><b>Catholic School Effectiveness Framework</b></p>		
<p>Which CSEF Focus Indicators will we have achieved?</p> 	<p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria. 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning. 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths needs, learning preferences and cultural perspectives. 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	
<p><b>Month</b></p>	<p><b>Incremental Strategy</b></p>	<p><b>Results Obtained</b></p>
<p><b>September</b></p>	<p>-Share with staff components of SIP tool          -Introduction and initial meeting with MSAT</p>	<p>-Staff awareness of goal and urgent student needs based on data reviewed          -MSAT meeting with teachers to discuss supports for level 2 students; as well, assisted with Student Interest Survey template</p>
<p><b>October</b></p>	<p>-Administer school wide Student interest survey in Mathematics          -Principal Initial meeting with Mathematics tutor for Grade 3 &amp; 6 level 2 students in preparation and support for EQAO</p>	<p>-Staff will use results to gage student engagement          -Grade 3 &amp; 6 teachers identify 3 Grade 3 level 2 students, and 3 Grade 6 level 2 students for EQAO Math tutor support</p>
<p><b>November</b></p>	<p>- Growth mindset lessons with MSAT          - Focus on problem solving mathematical process</p>	<p>- Students will comprehend and apply the mathematical process throughout the math strands</p>
<p><b>December</b></p>	<p>- Contune with the mathematical process of problem solving</p>	<p>- Students will comprehend and apply the mathematical process throughout the math strands</p>
<p><b>January</b></p>	<p>- Focus on reasoning and proving mathematical process</p>	<p>- Students will comprehend and apply the mathematical process throughout the math strands          - Review of term 1 reports</p>
<p><b>February</b></p>	<p>- Focus on reflecting mathematical process</p>	<p>- Students will comprehend and apply the mathematical process throughout the math strands</p>
<p><b>March</b></p>	<p>- Focus on selecting tools and computational strategies mathematical process</p>	<p>- Students will comprehend and apply the mathematical process throughout the math strands</p>
<p><b>April</b></p>	<p>- Focus on making math connections strategy</p>	<p>- Students will comprehend and apply the mathematical process throughout the math strands</p>
<p><b>May</b></p>	<p>- Focus on the representing mathematical strategy</p>	<p>- Students will comprehend and apply the mathematical process throughout the math strands</p>
<p><b>June</b></p>	<p>-Create a Math Post survey for student interest and engagement Grades 1-8 complete          - Focus on communicating mathematical strategy</p>	<p>- June Reports          - Students will comprehend and apply the mathematical process throughout the math strands</p>