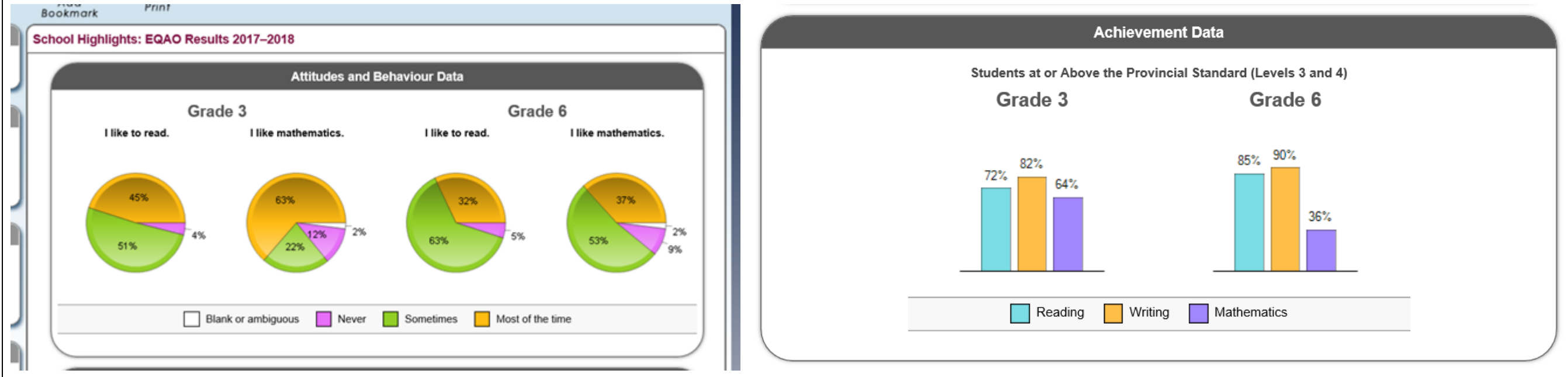


Goal Setting

Overall Goal: 90% of students, as measured by our focus students, will acquire a new strategy and move one strategy along the continua of number development.

Needs Assessment / Where Are We Now?



Theory of Action: Due October 12, 2018

If we create engaging learning experiences through a focus on integrating global competencies and improve assessment and feedback practices through a focus on monitoring learning and setting goals then student engagement and achievement will improve as measured by monitoring our focus students.

Success criteria for engaging learning experiences:

- I can see and hear authentic learning experiences*
- I can see and hear assessment and feedback practices*
- I can see and hear student-centered learning*
- I can see and hear students using resources with intention*
- I can see and hear educators as responsive facilitators*
- I can see and hear collaboration*
- I can see and hear purposeful planning*
- I can see and hear discourse along with independent think time*
- I can see and hear wellness*

'Look Fors'

Success Criteria for monitoring learning and setting goals

- I can see and hear learning behaviours.
 - Initiative
 - Students using the room (third classroom)
 - Kids showing GRIT
 - Using resources in the classroom
 - Improved confidence
- I can see and hear student moves.
 - Self-edit
 - Self-assessment
 - Hearing students asking questions
 - Students on topic
 - Tasks completed
- I can see and hear teacher moves.
 - Open-ended questioning
 - Teacher moving around the room asking questions ("I don't know....what do you think?")
 - Teacher as facilitator of learning, creating learning experiences and adjusting to student interests
 - Teachers providing descriptive feedback to students about their learning
 - Teachers as part of a group at various times throughout the learning
 - Collaboration/discourse (questioning of each other and educator)
 - More student voice, less educator voice

- Ensuring all students are engaged in learning
I can see and hear communication.
 - Flexible groupings of students (varying small groups, partners...)
 - Purposeful talk (on-topic conversation)
 - Students focused and attending
- Shared leadership and learning (co-learning with students and others)

DATA:
Monitoring the IF:
Based on the *co-constructed success criteria* for educator learning. (e.g. criteria for providing effective descriptive feedback)

Monitoring the THEN:
Based on the *co-constructed success criteria* for the pre, mid and post assessments of student learning (e.g. success criteria for number fluency)

PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

Phase	Number of responses	Percentage of Responses	Percentages by Focus Students
Not in a phase YET	3	20%	Perceived level 3/4 0 – 0% Perceived LD profile 2 – 14% Perceived Promise 1 – 6%
Pre-Addition and Subtraction	1	6%	Perceived level 3/4 1 – 6% Perceived LD profile 0 – 0% Perceived Promise 0 – 0%
Direct Modelling and Counting	4	28%	Perceived level 3/4 0 – 0% Perceived LD profile 1 – 6% Perceived Promise 3 – 21%
Counting More Efficiently and Tracking	3	20%	Perceived level 3/4 3 – 6% Perceived LD profile 2 – 14% Perceived Promise 0 – 0%
Working with Numbers	1	6%	Perceived level 3/4 0 – 0% Perceived LD profile 0 – 0% Perceived Promise 1 – 6%
Proficiency	3	20%	Perceived level 3/4 3 – 21% Perceived LD profile 0 – 0% Perceived Promise 0 – 0%

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

Phase	Number of responses	Percentage of Responses	Percentages by Focus Students
Not in a phase YET	3	20%	Perceived level 3/4 0 – 0% Perceived LD profile 2 – 14% Perceived Promise 1 – 6%
Pre-Addition and Subtraction	1	6%	Perceived level 3/4 1 – 6% Perceived LD profile 0 – 0% Perceived Promise 0 – 0%
Direct Modelling and Counting	3	21%	Perceived level 3/4 0 – 0% Perceived LD profile 0 – 0% Perceived Promise 3 – 21%
Counting More Efficiently and Tracking	2	14%	Perceived level 3/4 0 – 0% Perceived LD profile 2 – 14% Perceived Promise 0 – 0%
Working with Numbers	2	12%	Perceived level 3/4 0 – 0% Perceived LD profile 1 – 6% Perceived Promise 1 – 6%
Proficiency	4	27%	Perceived level 3/4 4 – 21% Perceived LD profile 0 – 0% Perceived Promise 0 – 0%

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019

Phase	Number of responses	Percentage of Responses	Percentages by Focus Students
Not in a phase YET	1	6%	Perceived level 3/4 0 – 0% Perceived LD profile 0 – 0% Perceived Promise 1 – 6%
Pre-Addition and Subtraction	2	14%	Perceived level 3/4 1 – 6% Perceived LD profile 1 – 6% Perceived Promise 0 – 0%
Direct Modelling and Counting	2	14%	Perceived level 3/4 0 – 0% Perceived LD profile 0 – 0% Perceived Promise 2 – %
Counting More Efficiently and Tracking	2	14%	Perceived level 3/4 0 – 0% Perceived LD profile 2 – 14% Perceived Promise 0 – 0%
Working with Numbers	4	12%	Perceived level 3/4 2 – 14 % Perceived LD profile 1 – 6% Perceived Promise 1 – 6%
Proficiency	4	27%	Perceived level 3/4 2 – 14% Perceived LD profile 1 – 6% Perceived Promise 1 – 6%

QUALITATIVE ANECDOTES – DUE: October 12, 2018

Kindergarten

Level 3/4 Profile

-counting sequence (counts in order)

-tagging/pointing (says a number for each item she touches)

QUALITATIVE ANECDOTES – DUE: November 16, 2018

Kindergarten

Level 3/4 Profile

-counting sequence (counts in order)

QUALITATIVE ANECDOTES – DUE: February 8, 2019

The students:

- Have developed stronger reasoning skills and ability to justify their thinking in math
- Using more specific math language to help explain their thinking
- More flexibility and ability to solve a problem in more than one way
- Beginning to use criteria to self-assess (meta cognition)

	<p>Level 1/2 Profile</p> <ul style="list-style-type: none"> -no strategies yet -doesn't know "how many" means "you have to count" -not organizing to count -when 5 items are moved and he is asked "how many", he has to recount - not realizing that moving does not change quantity <p>"LD" Profile</p> <ul style="list-style-type: none"> -no strategies yet -asked to guess how many? - says "I don't know" -doesn't know to count to determine how many -must be told to count...and guesses "4" -must be reminded to touch and count -not yet showing "Tagging and Pointing" <p>Grade 2</p> <p><u>Level 3-4 Profile</u></p> <p>PHASES:</p> <p>PROFICIENCY ~ 1 strategy: Using Automatic Retrieval</p> <p>WORKING WITH NUMBERS ~ 4 strategies: Using Overshoot and Return, Using 5 or 10 Anchor, Splitting, Using a Known Fact</p> <p><u>Level 1/2 (promise) Profile</u></p> <p>PHASES:</p> <p>PRE-ADDITION & SUBTRACTION ~ 2 strategies: Pointing and Tagging, Counting Sequence</p> <p>DIRECT MODELLING AND COUNTING/COUNTING MORE EFFICIENTLY & TRACKING ~ 2 strategies: Counting On, Counting From Larger Number</p> <p><u>LD Profile</u></p> <p>PHASES:</p>	<p>-tagging/pointing (says a number for each item she touches)</p> <p>Level 1/2 Profile</p> <ul style="list-style-type: none"> -no strategies yet -doesn't know "how many" means "you have to count" -not organizing to count -when 5 items are moved and he is asked "how many", he has to recount - not realizing that moving does not change quantity <p>"LD" Profile</p> <ul style="list-style-type: none"> -no strategies yet -asked to guess how many? - says "I don't know" -doesn't know to count to determine how many -must be told to count...and guesses "4" -must be reminded to touch and count -not yet showing "Tagging and Pointing" <p>Grade 2</p> <p>Level 3/4 Profile</p> <ul style="list-style-type: none"> -using automatic retrieval -using friendly numbers <p>LD Profile</p> <ul style="list-style-type: none"> -not on continuum -picture drawing but not mathematical -used an equation with 2 of the numbers from the question -next provide direct modeling with manipulatives <p>Student of promise</p> <ul style="list-style-type: none"> -counting on (direct modelling and counting) -uses an equation <p>Grade 3</p> <p>Level 4 -</p> <p>Automatic Retrieval</p> <p>Student of Promise</p> <p>-Counting on</p>	<ul style="list-style-type: none"> • In general, I have seen an overall increase in student engagement and participation in math class as a whole • Students are beginning to share their thinking and ideas with their classmates spontaneously, which I believe is a direct transfer from the structure of our Number Talks • Students are able to articulate their solutions with greater depth, using more precise "math language" • Improved interest of the students to listen to their peers in order to learn about someone else's reasoning • Students talking to each other about their thinking and strategies • Greater participation from all students and they build on and challenge the ideas of their peers • Have gained comfort and have shown confidence in participating in Number Strings • Have gained language to reflect their thinking • Make use of our strategies board • Build on the ideas of others • Understand that it is okay to struggle • Better understand the learning goals and what success looks like • Participation is improving
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	<p>NONE YET</p> <p>Grade 3</p> <p>Level 3/4 Profile – Proficiency</p> <p>-she used automatic retrieval</p> <p>LD Profile- Direct Modelling and Counting</p> <p>-barrier is understanding the question (math vocabulary)</p> <p>Student of Promise Profile- Direct Modelling and Counting</p> <p>-barrier is understanding the question (math vocabulary)</p> <p>Grade 6</p> <p>Level 3/4 Profile - using automatic retrieval</p> <p>- It is a standard subtract algorithm. He solved the problem one way but choose to write a second way it could be solved.</p> <p>LD Profile - counting more effectively and tracking</p> <p>- using trial and error, using a known fact</p> <p>- looked at the problem and stated he hasn't done subtraction since third grade. He took a guess but it was wrong. He knew his addition fact that $5 + 4$ is 9.</p> <p>Student of Promise Profile- direct modelling& counting</p> <p>- using trial and error</p> <p>- knew he had to subtract but nothing else. He subtracted from bottom to top and even his counting was wrong.</p>	<p>-direct modelling and counting</p> <p>-Does he understand the math vocabulary (equal)</p> <p>LD Student</p> <p>-using trial and error</p> <p>-Counting more efficiently and tracking</p> <p>- draws pictures to help him understand</p> <p>-he adds in numbers but doesn't really understand the numbers he's adding</p> <p>Grade 6</p> <p>The problem was 365-258</p> <ol style="list-style-type: none"> 1. High Achieving student: stacked the numbers one top of the other, used the standard algorithm, borrowed and got the correct answer. No movement forward on the continuum. Still at working with numbers. 2. Student of Promise: used same strategy as last time. Subtracted 300-200, then subtracted 60 -50, then subtracted 5-8 (which you cannot do). So she had an error due to this strategy. She is splitting the larger number, but strategy does not work for this problem. She has not moved forward on the continuum. 3. LD Student: Stacked the numbers and used standard algorithm. Made an error subtracting 15-8. Borrowed correctly and the rest of the number was correct. His final answer was 106 instead of 107. Is in the working with numbers range on the continuum with a minor calculation error. 	
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<p>PLAN – DUE: October 12, 2018</p> <p>Incorporate math naturally into the French program three times a week #FRATH</p> <p>- French teachers get to know the math curriculum</p> <p>- French teachers to find resources in math (OQRE)</p> <p>- continuing to build growth mindsets</p>	<p>ACT – DUE: October 12, 2018</p> <p>- ensure that the questions are within the zone of proximal development</p> <p>- questions being asked are in the curriculum</p> <p>- create strategy math walls with models (anchor charts)</p> <p>- math rings with strategies on them to assist teachers to notice and name the strategy</p> <p>- diagnostic assessment at the beginning of each new concept</p> <p>- share information of learning teams in cross curricular teams during staff meetings</p>	<p>ASSESS – DUE: November 16, 2018 & February 8, 2019</p> <p>-we have some slight movement up the continuum</p> <p>-not as much as we were hoping for but there is improvement</p> <p>-French teachers are now having math talks in French</p> <p>-teachers gave the same assessment</p> <p>-not enough time between pre and post</p> <p>-explicit teaching strategies using strategies and anchor charts</p> <p>- French teachers have math talks</p> <p>-cubes and sorting mat</p> <p>-tying the manipulatives to numbers</p> <p>-scaffolding the question</p> <p>-instructional teaching on carpet</p>	<p>REFLECT – DUE: November 16, 2018 & February 8, 2019</p> <p>- provide students with the language and to respond to open -ended questions</p> <p>- provide more open ended math opportunities</p> <p>-need to work on "less educator voices" (I sometimes find this very challenging in Kindergarten)</p> <p>-continue co learning with math team in English and French</p> <p>- small group guided instruction for math problems teaching specific strategies</p> <p>-reflex math three times a week</p> <p>-students identify where they are on the continuum</p> <p>- math club at recess</p>
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<ul style="list-style-type: none"> - model answering math questions - use manipulatives on a daily basis - Math and French team teachers will have the same 3 focus students 	<ul style="list-style-type: none"> - Refer to the co-created success criteria for monitoring learning and setting goals - School Wide REFLEX math program 3 times a week - heterogeneous and homogeneous grouping of students - visual random grouping 		<ul style="list-style-type: none"> -our gap is getting bigger -the students are being red flagged in kindergarten and it's the same students being spoken about in grade 4, 5, 6 -students in grade 6 need to start using calculators (life skills) learn how to use them - following the same focus students year after year (to see the growth) - learning team with high school -materials needed that we need to purchase <p>Teachers are:</p> <ul style="list-style-type: none"> • Providing more specific feedback to help students become more accountable • making student learning more visible in the classroom • Providing more ownership on the students for their own learning by building the success criteria with the students through their investigations and discoveries • Less teacher talk and more student talk • I need to collect more data during number strings • More thoughtful/purposeful planning of tasks relating to numbers sense and problem-solving • More individual conferencing with students to clarify my understanding of their thinking • Engaged in more reflection on "teacher moves" • Be more conscious of pairings/groupings conscious of my questions and "teacher moves" • Less teacher talk - I consider myself a coach
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2nd CYCLE OF INQUIRY

Theory of Action: Due February 15, 2019

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‘Look Fors’

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If we create engaging learning experiences through a focus on integrating global competencies and improve assessment and feedback practices through a focus on monitoring learning and setting goals then student engagement and achievement will improve as measured by monitoring our focus students.

<p>DATA:</p> <p>If teachers use Math Running Records to identify which students have gaps in their fundamental mathematics learning, determine effective strategies and implement those strategies through guided math groups or clinics, then students' computational fluency will improve.</p>	<p>PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019</p> <p>Due to school closures this week, we have had to reschedule our learning teams next week. We will have this evidence posted by next Friday.</p>	<p>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</p>	<p>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</p>
	<p>QUALITATIVE ANECDOTES – DUE: February 15, 2019</p>	<p>QUALITATIVE ANECDOTES – DUE: April 12, 2019</p>	<p>QUALITATIVE ANECDOTES – DUE: May 31, 2019</p>
<p>PLAN – DUE: February 15, 2019</p> <p>Our Math Team will access each focus student using running records by Nicki Newton. We will continue with plotting the focus students on the continuum of the number development.</p>	<p>ACT – DUE: February 15, 2019</p>	<p>ASSESS – DUE: April 12, 2019 & May 31, 2019</p>	<p>REFLECT – DUE: April 12, 2019 & May 31, 2019</p>