



Math Curriculum

High Impact Instructional Practices in Mathematics Resource and Supports

PARIS CENTRAL SCHOOL IMPROVEMENT PLAN



URGENT STUDENT DATA AND SCHOOL NEEDS <i>What is your urgent student learning need in relation to mathematics?</i>	STRATEGIES IN ACTION (PLAN/ACT) <i>Based on the urgent need what will we do to accomplish the goal?</i>	SUCCESS CRITERIA (KEY PERFORMANCE INDICATORS) <i>What will we be measuring? What will it look like when we are successful?</i>	OUTCOMES/EVIDENCE OF PROGRESS CHECK-IN <i>Evidence that we are on the right track.</i>	OUTCOMES/EVIDENCE OF IMPACT <i>How well did we do it, quality of effort, efficiency, or process? (Street/in-year data)</i>
<p>Summarize the data (Report Card Data, EQAO, Achievement/Well-Being, Demographic, Program, and Perceptual) that shows your greatest area of need as it relates to disproportionate outcomes for certain students.</p> <ul style="list-style-type: none"> Students did not exhibit deeper thinking and understanding when solving math problems Students struggled with <ul style="list-style-type: none"> Digging deeper Problem solving Mental math Number recognition Operational Thinking (algebra and data) Retention Reasoning confidence 	<p>Example: Provide professional learning pertaining to assessment for learning strategies and responsive instruction to effectively implement the Ontario Mathematics curriculum.</p> <p>Example: Provide coaching to support the implementation of effective instruction and assessment strategies to develop students' mathematical skills.</p> <ul style="list-style-type: none"> Coach will model math talks in classroom Math talks are happening in classroom Flexible grouping Ensuring that tools and representations are accessible Dedicated math blocks <p>School Level</p> <ul style="list-style-type: none"> Estimation station: White boards with problem solving questions for students to solve randomly LRP, Knowledge hook, Zorbits and Mathology are used in classrooms Staff are engaged in math learning – lunch and learn from each other, learning cycles (staff meetings, PA days) Moderated learning sessions with grade partners, coach and principal 	<p>What will we be measuring?</p> <ul style="list-style-type: none"> Students' ability to devise a plan to attempt to solve a word problem step by step Students' abilities to problem solve independently Students' increased level of confidence (observations, conversations, survey) <p>What will it look like when we are successful?</p> <ul style="list-style-type: none"> Students will be using tools and strategies learned to show their thinking (observations, conversations) Students will exhibit confidence during math talks (observations, conversations, survey) Students will produce work that show their step-by-step process to solve math problems Conversations about math in classrooms Comparing baseline/diagnostic data to current data to see improvements in student growth Target next steps by paying attention to misconceptions and plan accordingly (knowledgehook, mathology) 	<ul style="list-style-type: none"> Analyzing student work during our moderated marking sessions In Primary grades, students at level 1 and 2 are moving forward 50% demonstrated level 3 and 4 All students are working on thinking questions (knowledgehook, mythology, LRP) Staff are working with coach – fine tuning their thinking questions to best understand student thinking. 	
REFLECT				

Where do we go next?

- What is the impact of the strategies in action?
- What is the evidence telling us?
- Did it work? If so, how do we know?
- How were the strategies used to improve student learning? Instructional practice? How do you know?
- What are your next steps?