



Area of Focus: Numeracy
Overall Goal: Improve achievement as measured by Grade 9 EQAO Applied Math Assessment, by 5%, by June 2018

Needs Assessment / Where Are We Now??

From the 2015-2017 EQAO – Grade 9 Math Assessment

- approx. 34% of our grade 9 Applied writers were at levels 3/4 over a two-year span (2014-2016 and 205-2017)
- noted improvement in level 3/4 learners from January to June 2017 (less than 10% were at level 3/4 in January; approx. 50% were at level 3/4 in June)
- according to IIRs, students continue to lag behind the Board and Province in the following strands: Linear Relations and Number Sense and Algebra
- according to IIRs, students continue to lag behind the Board and Province in the following skills: Knowledge and Understanding and Thinking

	ACT	ASSESS	REFLECT
PLAN: Needs Assessment <i>Where are we now?</i>	ACT: Evidenced-Based Strategies/Action <i>What are we going to do?</i>	ASSESS: Monitor/Gather Data <i>How are we doing? What evidence do you have?</i>	REFLECT: Analyze/Reflect <i>How did we do? Where to next?</i>
<p style="text-align: center;">1st CYCLE OF INQUIRY Starting June 29, 2017 If/Then Statement: Posted by October 10, 2017</p> <p>If we continue to focus on co-creating learning goals and success criteria with students for problem solving, then instruction will be more intentional and students will be able to solve problems at, or above, provincial standard by June 2018.</p>	<p style="text-align: center;"><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on November 17th</i></p> <ul style="list-style-type: none"> • Teachers focused on problem solving process and worked on making student thinking visible. • Learning Goals posted and shared with students • Math PLT co-creates and shares a common assessment tool for problem solving with students • Teachers begin using tracking tool that includes evidence of triangulation of data (conversations, products, observations) with reference to three marker students • Staff use tasks to gauge baseline data and create intentional moves to address gaps • Staff begin to think about post-intentional move data and assessment of impact of move 	<p style="text-align: center;"><i>Data Gathering will be outlined and collected in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17th</i></p> <ul style="list-style-type: none"> • Students in grade 7 as well as in both academic and applied courses were able to demonstrate some level of learning using a problem-solving inquiry problem • Some students demonstrated that they were at differing points on the Visual to Concrete continuum • Students often drew diagrams to show thinking • At mid-term, grade 9 applied math students are on course to meet predicted outcomes at levels 3/4 according to math data collection tool 	<p style="text-align: center;">Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17th and posted on Insite</p> <ul style="list-style-type: none"> • Teachers will build in more time for collaborative planning with each other re problem solving and inquiry • Teachers will become more accurate and intentional with documenting results of intentional moves with marker students • Students will continue to be supported on successful problem-solving strategies related to proportional reasoning and linear equations • Teachers will explore technology to capture student progress to inform their practice
<p style="text-align: center;">2nd CYCLE OF INQUIRY Starting November 20, 2017 <i>Complete this section with any new data from your 1st Cycle of Inquiry.</i> If/Then Statement: Posted by December 1, 2017</p> <p>If, in response to areas of student progress made visible through student work, teachers will plan intentional instruction, and use pre/post data to inform instruction, then students will be able to demonstrate improvement on a post assessment of the same or a similar task.</p>	<p style="text-align: center;"><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018</i></p>	<p style="text-align: center;"><i>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018</i></p>	<p style="text-align: center;">Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9th, 2018, and posted on Insite</p>

<p>3rd CYCLE OF INQUIRY Starting March 19, 2018 Complete this section with any new data from your 2nd Cycle of Inquiry</p> <p>If/Then Statement: Posted by March 30, 2018</p>	<p><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15th, 2018.</i></p>	<p><i>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15, 2018.</i></p>	<p><i>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15th, 2018, and posted on Insite</i></p>
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