

# St. Norbert School Improvement Plan 2017-2018 Summary



## Team:

Rosa Tucci/Claudio Bevilacqua, Maria D'Alfonso, Julie Dey, Cesira Rubino, Nancy DeFrancesca, Andrew Devine, Claudia Vitale

## Improvement Plan Year Goals:

### ► Goal 1:

Foster the growth and maintenance of positive attitudes observed in mathematics across all strands and across all divisions in our school.

### ► Goal 2:

Addressing and improving our urgent critical need: Performance in math scores in Report Cards, EQAO testing, and CAT4 testing AND Intervening and improving our marker groups/Students to watch

### ► Goal 3:

Based on the most recent data, our school's critical need for "Primary, Junior, and Intermediate Math across all strands" now includes

***A focus on language in mathematics to improve conceptual understanding***

## **Strategies to Succeed in these Goals**

- Monthly Math Bansho Questions
- Math Word Problems of the Week

- Teaching Strategies for Reading and Responding to Word Problems
- Language Learning Cycles and incorporating Moderated Marking
- Focus on Assessment for Learning
- Incorporate Numeracy Across the Curriculum

### **How we will monitor progress toward our Learning Goals**

TEACHERS-Being able to recognize that a lesson must be revisited. Rushing or speeding through a lesson/concept can be damaging to student learning. Cross curricular math into other subject areas

STUDENTS-Being able to recognize that some mathematical facts can be memorized, some mathematical concepts can be solved using various or multiple strategies, some mathematical concepts require the understanding of numerical relations, some mathematical ideas use a variety or representations as pictures, words, numbers or journal writing

STUDENTS-Being able to develop a growth mind set in math by taking risks, embracing mistakes and persisting with challenges.

### **ACT**

Step 1: Diagnostic assessment to determine current student skills in order to create measurable goals and focus.

Goals are individualized and collaboratively generated.

Step 2: Strategies are implemented and revised when necessary based on data collected from student performance.

Step 3: Formative and summative assessment data is analyzed to determine if specific expectations detailed in the IEP have been met.

Number Talks/ Math Talks – can students explain ideas well? Can I explain other people’s ideas in my own words?