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| **Goal: To improve student achievement in number sense with a focus on representing and partitioning numbers.**  |
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| **Strategies** | **Professional Learning to Support Goal and Strategies:** |
| ***What* will we learn?** | ***Who* will learn this?** | ***When* will we learn this?** | ***How* will we go about the learning?** |
| 1. Teachers will use all components of three part instruction model and the constructivist model with an emphasis on effectively conferring with individual students and/or small groups.
 | 1a) Develop a common understanding of the constructivist approach and how to implement this in the classroom.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on all elements of the 3 part lesson model: anchor, explore, share, conferencing.)Resources:**Number Sense Routines**Van de Wall**Marian Small** |
| 1b) How to establish and scaffold explicit routines and structures for math lessons to increase students’ time on-task.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on classroom configuration and classroom management plan. |
| 1c) How to effectively question students to draw out number sense concepts, clarify thinking and redirect thinking in relation to the “I can” statement.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on effective feedback and using “digging deeper” questions.) |
|  | 1 d) How to document conversations with students and use this information for programming purposes.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on documenting evidence of learning and planning next steps.) |
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| 2. Teachers will use culturally relevant instruction which incorporates students’ prior knowledge, cultural backgrounds and interests into math lessons. | 2a) Develop a common understanding of culturally relevant teaching.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on a culturally relevant approach to reading workshop lessons, belief systems, learning styles and assessment.) |
| 2b) Develop a common understanding of the cultural community of our students.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on relationship building and cultural understandings.) |
| 2c) Develop an understanding of how to create relationships and have social-emotional connections with students in order to create a safe and inclusive learning environment.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on Caring Schools Community curriculum, a culturally relevant approach to math lessons, belief systems, learning styles and assessment.) |
|  | How to plan and implement culturally relevant math lessons.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on culturally relevant approach to math instruction.)  |
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| 3. Teachers will use formative assessment by communicating clear learning targets to students for every math lesson.  | 3a) How to translate number sense outcomes into “I can..” statements in student friendly language.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on providing students with clear learning targets/ goals for every math lesson (I can…”statements). |
| 3b) How to plan and implement effective constructivist three-part lessons that include “ I can..” statements.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on planning with clear learning targets/goals for every math lesson (I can… statements) based on outcomes and student assessment data.) |
| 3c) How to link the share component of the three-part lesson to the learning target.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on providing students with clear learning targets/ goals for every math lesson (I can…”statements). |
| 4. Teachers will use ongoing classroom assessment to identify students not meeting partitioning and representing learning targets, plan and implement instructional strategies in response to this data, and reflect on the effectiveness of these interventions.  | 4 a) Develop a common understanding of the number sense outcomes within and across grade levels.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on identifying essential outcomes and creating common classroom assessment.) |
| 4 b) Develop a common understanding of how to teacher number sense routines.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on all areas of number sense and assessment.) |
| 4 c) How to systematically monitor the progress of individual students.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on creating common classroom assessments to identify students not meeting learning targets and how to plan/implement in response to this data.) |
| 4 d) How to plan and implement interventions in number sense to scaffold student learning.  | Classroom TeachersResource Teachers | Bi-weekly staff meeting/PD and weekly PLC meetings. (Ongoing in 2015-16 and 2016-17 school years) | Site based PD, focused PLC work, feedback from administrative walkthroughs and work with coaches. (Focused on creating common classroom assessments to identify students not meeting learning targets and how to plan/implement in response to this data.) |
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| **Data Collection to Monitor Change and Inform Practice:** |
| **What will we collect?** | **Who will collect?** | **When will we do this?** | **How will we use it?** |
| Provincial Math Assessment- Grade 4 and 6  | Grade 4 and 6Teacher  | Fall 2016  | Staff PLC to discuss trends and identify specific students’ strengths and challenges to determine next steps for instruction and intervention. |
| Common Classroom Assessment Data  | Classroom Teachers  | Ongoing, submitting data to the administrationthree times per year | Formative assessment will be lead to summative assessment at end of year. |
| PLC notes | All classroom, learning center and resource teachers | Bi-Weekly | Notes will be used to inform formative assessment practices and to provide administration with information so they may support PLCs. |
| Administrator’s walkthrough and class observation notes | Administration  | Daily | Observation notes will be used to guide conversations with teachers. |