School Improvement Plan
for Student Achievement 2018-2019
Literacy and Numeracy

School: Arklan

Principal: Stacie Dowdall

Vice-Principal(s): Sue Byers

Goal Setting

- Overall Goal: 75% of our focus students, will be in the Counting More Efficiently and Tracking Phase of the ***What to Look For*** Continuum of Numeracy Development. In addition, teachers will achieve at least one success criterion we have established as a school in generating descriptive feedback.

Needs Assessment / Where Are We Now?

53% of our students, as measured by our focus students, are currently in the Pre-Addition and Subtraction Phase of Alex Lawson's *What To Look For* ***Continuum of Numeracy Development.***

Theory of Action: Due October 12, 2018

If we create engaging learning experiences through a focus on creating meaning and integrating curriculum***and improve assessment and feedback practices through a focus on*** generating descriptive feedback ***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 generating descriptive feedback

I can see and hear student engagement.

I can see a progression along the continuum.

I can hear students and teachers noticing and naming.

I can see and hear collaboration between students, between teachers and between teachers and students

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

Marker Students by Phase on Continuum.

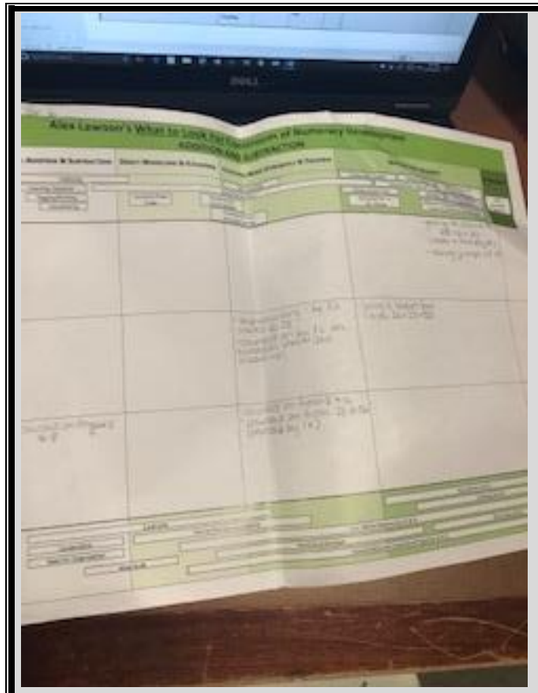
Phase	Number of Responses	Percentage of Responses	
Pre Addition and Subtraction	10	53%	
Direct Modelling and Counting			
Counting More Efficiently and Tracking	5	26%	

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

100% of teachers are noticing and naming math strategies as they engage in number talks.

Students are beginning to notice and name the strategies. They are talking about decomposing numbers and splitting numbers. They refer to ten frames and rekenrek's

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019



Working With Numbers	4	21%	
Proficiency			

QUALITATIVE ANECDOTES – DUE: October 12, 2018

Based on observations and conversations our focus students did not make use of the tools/manipulatives in the classroom, and the majority of students could not notice and/or name the strategy they were using.

QUALITATIVE ANECDOTES – DUE: November 16, 2018

Students are engaged in the activities involving manipulatives. When given the choice of solving a problem they continue to pass on manipulatives(Junior marker students)

After targeted number talks illustrating strategies students are attempting these new strategies only following the number talk. When given a question the next day they will use their original "comfortable" strategy. More practice with the new strategy is required.

Students are eager to use the introduced manipulatives. When given math activities they will complete the tasks with the tools. However, when given a question and a choice they are choosing to solve without the manipulatives. Most will use a pictorial representation.

QUALITATIVE ANECDOTES – DUE: February 8, 2019

PLAN – DUE: October 12, 2018

- ***We will use targeted assessment of our focus students to place them on the addition and subtraction continuum***
- ***We will provide descriptive feedback around strategies used***

ACT – DUE: October 12, 2018

- ***Use focused/planned number talks around specific addition and subtraction strategies***
- ***Use number talks introducing various tools for addition and subtraction***
- ***Use Fosnot's number strings to move students along the continuum***

ASSESS – DUE: November 16, 2018 & February 8, 2019

Teachers are using focused planned number talks based on the addition and subtraction continuum. Grade 4 teacher is working through the Fosnot book Minilessons for Extending Addition and Subtraction: A yearlong Resource

REFLECT – DUE: November 16, 2018 & February 8, 2019

• *Will can plan our number talks around specific strategies to move our focus students along the continuum* • *Our plan identifies intentional student learning as a result of the teachers' planned instructional moves*	• *Teachers will notice and name strategies (modelling for students)* • *Meet every two weeks with our partner/small team to discuss progress of marker students and to plan our next instructional move* • *Meet every month with core team to plan next steps*	***Teachers were introduced to Nikki Newton Math Running Records to assist with next steps in number talks*** ***Number talks introducing manipulatives have been very engaging for students and teacher learning around the manipulatives as evidenced by their continued appearance in the classroom.*** ***Teachers are using common vocabulary around strategies outlined in*** *What to Look For* ***Partner meetings are happening on an informal basis as well*** ***Next Step- continue targeted number talks and manipulative introduction*** ***Administer assessment questions to check for movement along the continuum.***	

2nd CYCLE OF INQUIRY

Theory of Action: Due February 15, 2019

If we create engaging learning experiences through a focus on Choose a learning experience focus***and improve assessment and feedback practices through a focus on*** Choose an assessment loop focus ***then student engagement and achievement will improve as measured by monitoring our focus students.***

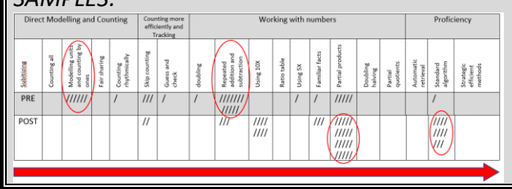
Success criteria for engaging learning experiences:

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 Choose an item.

If we create engaging learning experiences through a focus on Choose a learning experience focus***and improve assessment and feedback practices through a focus on*** Choose an assessment loop focus ***then student engagement and achievement will improve as measured by monitoring our focus students.***

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)* *SAMPLES:*  	***PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019*** ***QUALITATIVE ANECDOTES – DUE: February 15, 2019***	***MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019*** ***QUALITATIVE ANECDOTES – DUE: April 12, 2019***	***POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019*** ***QUALITATIVE ANECDOTES – DUE: May 31, 2019***

	Grade 1/2 Grade 2/3	November		December		February	
Join	Result Unknown	73	83	73	83	73	83
	Change Unknown	60	61	60	61	73	83
	Start Unknown	53	67	53	67	53	83
Separate	Result Unknown	59	92				
	Change Unknown	44	92	50		69	
	Start Unknown		67				77

PLAN – DUE: February 15, 2019	***ACT – DUE: February 15, 2019***	***ASSESS – DUE: April 12, 2019 & May 31, 2019***	***REFLECT – DUE: April 12, 2019 & May 31, 2019***