

# **Vincent Massey Elementary**

## **School Improvement Plan**



**2015-2016**

## Our Mission



Our mission as a school community is to provide challenging learning experiences for all which promote collaboration, creativity and develop critical thinking skills.

We do this by creating a safe supportive learning environment where learners can take risks. We do this so that we all become responsible for our own learning and feel valued.

## Our Vision

Share, Grow , Succeed

## We Value ...

**Diversity, Inclusion (UDL), Teaming, Community and parent involvement, Support all around, Collaboration, Student leadership, Snack program, Knowing everyone, Team meetings, Peer Helping, Peer Tutoring, SJDA Co-op, Homework lunch, Volunteers, SMART Class, Enrichment Clusters, Technology, Extras like drama , chess, choir....., Leadership Class, Home & School Committee , Students, Partnerships (Sunbury Shores, Library...), Recognition Assemblies, Supportive colleagues, Enrichment, PE everyday, Our playground and much much more....**

## Absolute VMES Commitments

| <b>Commitments</b>   |            |             | <b>Strategies</b>   |
|--|------------|-------------|---|
| <p>1. <i>We will be guided by our mission statement.</i></p>                         |            |             | <ul style="list-style-type: none"> <li>✓ Our mission statement and vision will be revisited at every staff meeting.</li> <li>✓ We will ensure support/intervention for all students with the resources available. We will recognize and build upon students’ strengths and provide support for learning challenges.</li> <li>✓ We will develop a skill set for each student to work cooperatively and independently through the 7 habits, daily 5 and WITS.</li> <li>✓ To ensure a safe environment there must be an awareness of all the medical concerns in the school.</li> </ul>  |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |
| <p>2. <i>We will follow our norms to ensure productive team meetings.</i></p>        |            |             | <ul style="list-style-type: none"> <li>• Meetings start and end on time.</li> <li>• Meetings are guided by our agenda.</li> <li>• We will come prepared.</li> <li>• Board in staff room provides a medium for communication. An agenda that includes team meeting place will be sent out in advance.</li> </ul>   |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |
| <p>3. <i>Learning targets which are communicated to students and parents.</i></p>    |            |             | <ul style="list-style-type: none"> <li>• Learning outcomes are included monthly parent calendars.</li> <li>• Math &amp; Literacy goals are referred to in teacher lesson plans.</li> <li>• Daily learning goals are written on the board and referred to throughout the lesson.</li> <li>• Learning is summarized at the end of each lesson.</li> <li>• Regular communication with parents including, for example, weekly information letters, regular Talk Mails</li> </ul>  |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |
| <p>4. <i>Evidence of clear and consistent expectations for student behavior.</i></p> |            |             | <ul style="list-style-type: none"> <li>• Our SMART Motto, Playground Expectations, Hallway &amp; Cafeteria Expectations, Communication Binder, and Pyramid of intervention for behavior are communicated to our parents and students. Goal is to review as needed.</li> <li>• Behaviours will be modeled in the hallways</li> <li>• Supply teachers will not be asked to supervise students during unstructured times.</li> <li>• A consistent playground and cafeteria supervisor is the norm.</li> <li>• Playground Pals will assist with ensuring playground expectations are met.</li> <li>• Positive Office referrals will be distributed as frequently as possible.</li> <li>• Individual classroom norm goals will be collaboratively developed, posted and revisited on a regular basis.</li> </ul> |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |

|  |            |             |   |
|--|------------|-------------|---|
| 5. <i>We will use common writing rubrics using provincial standards when assessing writing pieces.</i> |            |             | <ul style="list-style-type: none"> <li>✓ The rubrics will be used for assessment and goal setting purposes for each grade level.</li> <li>✓ The rubrics will be discussed and referenced on a regular basis during team meetings.</li> </ul>  |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |
| 6. <i>We will use data to guide our decision making.</i>   |            |             | <ul style="list-style-type: none"> <li>• Follow-up discussion and intervention strategies based upon the results will be discussed at team meetings.</li> <li>• Progress monitoring will be explored and discussed at team meetings.</li> </ul>   |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |
| 7. <i>We will provide enrichment opportunities for our students.</i>                                   |            |             | <ul style="list-style-type: none"> <li>• SJDA/VMES partnerships, Project Based Learning opportunities, SMART Class, Musical, Choir, Sunbury Shores, Sports: cross-country, track and field, curling, baseball, Go for 42, Chess, Student lead clubs, Guided Reading &amp; Math Flexible Groupings, Enrichment Clusters, etc....</li> </ul>  |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |
| 8. <i>Homework expectations are clear. A support system for students is established.</i>               |            |             | <ul style="list-style-type: none"> <li>• Homework policy is detailed in the agenda.</li> <li>• Homework policy is followed by all teachers.</li> <li>• Homework lunch program is utilized and consistent expectations followed.</li> <li>• After school tutoring club supervised by SJDA students (once a week).</li> <li>• Homework expectations, including instructions, are detailed on each home assignment.</li> <li>• For classes using monthly homework there will be mid-month or weekly check-ins</li> </ul> |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |
| 9. <i>We will develop leadership qualities and opportunities for our students.</i>                     |            |             | <ul style="list-style-type: none"> <li>• Weekly Leadership classes will focus on one of the 7 Healthy Habits for Happy Kids.</li> <li>• Teach cooperation, independence</li> <li>• WITS</li> </ul>  |
| <b>Progress Monitoring</b>   |            |             |   |
| <b>Nov</b>   | <b>Mar</b> | <b>June</b> |   |

## School Improvement Plan Goals for 2015-2016

(1) **Goal: To implement school wide anti-bullying strategies and language (aligns with district policy 4 – To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and district wide initiatives that promote mental fitness)**

| Ongoing  | New 2015-16  |
|--|--|
| <ul style="list-style-type: none"> <li>• WITS program (RCMP, Debby L, SJDA)</li> <li>• Common Language</li> <li>• Tracking form Anti-Bullying</li> <li>• Teacher expectations (hallway, playground, class norms, café)</li> <li>• Tattling vs. telling</li> <li>• Playground pals</li> </ul> | <ul style="list-style-type: none"> <li>• Bully Box</li> <li>• Communicate with parents</li> <li>• Wellness team/activities</li> <li>• Girls Circle</li> <li>• SMART</li> <li>• Celebrating Diversity</li> <li>• 7 Habits</li> </ul>                                    |
|  | <ul style="list-style-type: none"> <li>WITs community leaders from SJDA</li> <li>Parent education program</li> <li>New books and resources</li> <li>More community leaders ( Home &amp; School)</li> <li>Mindful Mondays</li> <li>Guidance</li> <li>Mind Up</li> </ul> |

(2) **Goal: To have an effective process for providing parents with feedback on student progress (aligns with district policy 3 – To strengthen engagement of families and foster community partnerships)**

| Ongoing   | New 2015-2016   |
|---|---|
| <ul style="list-style-type: none"> <li>• K-2 parent meeting in September to communicate expectations</li> <li>• Rubrics sent home for parents</li> <li>• Weekly communications</li> <li>• Webpage communications</li> <li>• Talk Mail</li> <li>• Monthly homework/weekly check-in</li> <li>• Agendas</li> <li>• Phone calls (positive)</li> <li>• Rubrics sample with reports cards</li> <li>• On-going parent meetings</li> <li>• SEPs go home with a case conference for each student with an SEP.</li> <li>• School Report Card</li> </ul> | <ul style="list-style-type: none"> <li>Synervoice for parent engagement</li> <li>Kindergarten Weekly Progress Report</li> <li>K-2 Site words list progress weekly?</li> <li>School wide rubrics to report achievement</li> <li><b><u>K-2</u></b></li> <li>Guided Reading Weekly</li> <li>Weekly &amp; monthly homework</li> <li>Math Unit Assessment 9 4-6 weeks)</li> <li><b><u>3-5</u></b></li> <li>Grades 3-5 Weekly math check ups</li> <li>Math Unit Assessment</li> <li>Reading Comprehension bi weekly</li> <li>Writing pieces sent home for each genre</li> </ul> |

**(3) Goal: To increase attendance rate and decrease tardiness.**

| Ongoing   | New  |
|---|--|
| <p>Welcome each student at the door.</p> <p>Welcome class- Glad to see you all here today. We are going to have a great day.</p> <p>Praise/acknowledge individual students (Glad you are here, we missed you ,...)</p> <p>Praise for being on time.</p> <p>Call home after 5 days absent.</p> <p>Letter home at 10.</p> <p>Case conferences determined at ESST based on attendance.</p> | <p>Celebrations for the whole school- assemblies</p> <p>End of day reflection- share something positive about your day.</p> <p>Celebrate attendance or on time days randomly with a song &amp; dance.</p> <p>Plan “on time” days ( similar to no trash days)</p> <p>Provide a class award</p> <p>Enjoyable task first thing in the morning</p> <p>Add an insert to school report cards in Nov. with celebrations and factoids.</p> <p>Add individual student notes to send a personalized message on how glad we are to see them.</p> <p>Analyze patterns for absences ( Ex. Call home on Sunday if absent on Mondays)</p> <p>New attendance teacher tracking through excel.</p> |

**(4) Goal: To provide professional learning in the area of mental health that can be used for our own well being and applied to the classroom environment.**

| <b>On- going</b> | <b>New</b>   |
|------------------|--|
|                  | <p>Invite Carmen Mehan to speak to staff on mental wellness for adults.</p> <p>Oct. 20 EA's will share the strategies they use with individual students with teachers to use with the whole class.</p> <p>Kurt will share how to incorporate yoga into the class as a mental fitness break.</p> <p>Lesley will get Heart Math working and share with staff to use with individual students or whole class.</p> <p>Tammy Surette and Allison will share zones of regulation curriculum that can be used with a whole class.</p> <p>Angela Keetch &amp; Erin Tweedy will be invited to share strategies for reducing anxiety that can be used with students.</p> <p>Healthy eating starting from the ground up , composting and healthy foods project.</p> |

**(5) Goal: Using all available resources to ensure progress and success of our students toward provincial targets in literacy, numeracy and science (3-5) (aligns with district policy 1 – To demonstrate continuous progress toward Provincial targets in literacy, numeracy and science).**

**The math and literacy goals are broken into the following SMART goals:**



| Kindergarten Literacy and Mathematics Goals  |            |             |  |  |  |                                |  |
|--|------------|-------------|--|--|--|--------------------------------|--|
| SMART Goal   |            |             | Strategies   | Assessment Tools   | Professional Development   | Technology Planning            |  |
| <b>80% of all students will be reading at independent B or C in June.</b>  |            |             | <ul style="list-style-type: none"> <li>-Focus on phonological awareness.</li> <li>-Jolly Phonics/word work</li> <li>-Focus on Letters, Sounds and High Frequency Words.</li> <li>-Guided Pre-Reading groups.</li> <li>-Guided Reading after Christmas.</li> <li>-Shared writing</li> <li>-Leveled books home weekly</li> <li>-Reading eggs</li> <li>-Literacy Support</li> </ul> | <ul style="list-style-type: none"> <li>-Reading Records</li> <li>-Oral assessment &amp; conferencing</li> <li>-Biweekly/Weekly progress reports on learning goals sent home to parents</li> </ul>    | Team Planning  | Smart board<br><br>Computers   |  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |  |  |  |                                |  |
|  |            |             |  |  |  |                                |  |
| % Reading  | % Reading  | % Reading   |  |  |  |                                |  |
| <b>80% of all students will meet writing standards in June.</b>  |            |             | <ul style="list-style-type: none"> <li>-Word Wall (no excuse words)</li> <li>-Inter-curricular writing</li> <li>-Use of ABC Boom</li> <li>-Writing Rubric</li> <li>-Writers Workshop</li> <li>-Writing Continuum</li> <li>-Editing Checklist</li> </ul>  | <ul style="list-style-type: none"> <li>-Demand piece of writing with team assessing using common rubric</li> <li>-Individual conferencing</li> <li>-Observation</li> <li>-Self assessment</li> </ul> | District Literacy personnel to do workshop.<br><br>Team Planning |                                |  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |  |  |  |                                |  |
| <b>80% of students will know how to count and create sets to 10 (recognize numerals to 10 and use symbols to represent).</b> |            |             | <ul style="list-style-type: none"> <li>-50%+ of math time to be spent on numeracy.</li> <li>-Games</li> <li>-Use of Manipulatives</li> <li>-Instructional practices based on problem solving.</li> </ul>   | <ul style="list-style-type: none"> <li>-Conferencing checklists</li> <li>-Observation</li> </ul>   | Guided Math book study   | Smart board<br>Student laptops |  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |  |  |  |                                |  |

| Grade One Literacy and Mathematics Goals   |            |             |  |   |   |                              |  |
|--|------------|-------------|--|---|---|------------------------------|--|
| SMART Goal   |            |             | Strategies   | Assessment Tools  | Professional Development  | Technology Planning          |  |
| <p><b>Currently 89% of students are reading at grade level. Our goal is to have 88 % of students reading at AD or above in June.</b></p> |            |             | <ul style="list-style-type: none"> <li>-Whole class reading strategies</li> <li>-Guided Reading</li> <li>-Comprehension, Fluency and Sight Word Recognition</li> <li>-Word work/phonics</li> <li>-levelled books sent home daily</li> <li>-reading eggs</li> <li>-ELF</li> </ul>                       | <ul style="list-style-type: none"> <li>-Reading records</li> <li>-Observations</li> <li>-Conferencing</li> <li>-Oral and written assessment of high frequency word recognition</li> </ul>   | Team Planning   | Smart board<br><br>Computers |  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |  |   |   |                              |  |
| <p><b>Currently 85 % writing at grade level. Goal is to have 85 % of students writing at AD or above in June.</b></p>                    |            |             | <ul style="list-style-type: none"> <li>-Word work, Mini Grammar Lessons</li> <li>-Use a common writing rubric that are sent home to parents and given to students.</li> <li>-Writing workshop (Lucy Calkins)</li> <li>-making words</li> <li>-Writing Continuum</li> <li>-Editing Checklist</li> </ul> | <ul style="list-style-type: none"> <li>-Writing rubrics</li> <li>-Word strategies are applied correctly in daily writing</li> <li>-Demand piece of writing to be assessed by team</li> <li>-no excuse words in context</li> </ul> | District mentor to do a workshop on writing workshops.  |                              |  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |  |   |   |                              |  |
| <p><b>85% of students will obtain mastery of <u>addition &amp; subtraction facts to 10 (magic numbers)</u></b></p>                       |            |             | <ul style="list-style-type: none"> <li>-50%+ time spent on numeracy/operations</li> <li>-Daily Math facts warm up/practice.</li> <li>-Use of manipulatives</li> <li>-Instructional strategies introduced with a problem to solve.</li> <li>-mad minutes</li> <li>-Guided Math</li> </ul>               | <ul style="list-style-type: none"> <li>-Checklists</li> <li>-Timed Math Facts</li> <li>-Conferencing</li> <li>-SWYK with pictures/words</li> <li>-Extra math</li> </ul>   | <ul style="list-style-type: none"> <li>-team planning</li> <li>-Guided Math book study</li> </ul> |                              |  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |  |   |   |                              |  |
| <p><b>85% of students will be able to demonstrate an understanding of the <u>relationship between +/-.</u></b></p>                       |            |             | <ul style="list-style-type: none"> <li>-fact families</li> <li>-ten frames</li> </ul>  | <ul style="list-style-type: none"> <li>-Written assessments</li> <li>-Observation</li> <li>-Mini-Conferencing</li> </ul>  | - team planning   |                              |  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |  |   |   |                              |  |

| <b>Grade Two Literacy and Mathematics Goals</b>  |            |             |   |  |                                 |                                  |
|--|------------|-------------|---|--|---------------------------------|----------------------------------|
| <b>SMART Goal</b>  |            |             | <b>Strategies</b>   | <b>Assessment Tools</b>  | <b>Professional Development</b> | <b>Technology Planning</b>       |
| <b>Currently 78% of students are reading at or above grade level. Our goal is to have 85% of students reading at AA or above.</b>                    |            |             | <ul style="list-style-type: none"> <li>-Whole Class Reading Strategies</li> <li>-Guided Reading</li> <li>-Reading Eggs</li> <li>-ELF support/tutoring</li> <li>-Literacy Support</li> </ul>                         | <ul style="list-style-type: none"> <li>-Reading Records</li> <li>-Oral assessment</li> <li>-Conferencing</li> </ul>  | Team Planning                   | iPod<br>IPad<br>Laptops          |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |   |  |                                 |                                  |
| <b>Currently 100% of students are writing at or above grade level. Our goal is to have 89 % of students writing at or above grade level by June.</b> |            |             | <ul style="list-style-type: none"> <li>-Use of the writing continuum</li> <li>-Conference</li> <li>-Writing workshop</li> <li>-Literacy Support</li> </ul>  | <ul style="list-style-type: none"> <li>-Demand piece of writing samples shared at team meetings to be assessed collaboratively</li> <li>-Use writing rubric to assess</li> </ul>       | Writers workshop with Lisa      | Laptops<br>Ipod<br>Ipad          |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |   |  |                                 |                                  |
| <b>85% of students will obtain mastery of addition and subtraction facts to 18.</b>  |            |             | <ul style="list-style-type: none"> <li>-Majority of math time spent on numeracy/operations</li> <li>-Daily facts practice.</li> <li>-Differentiated Instruction</li> <li>-Xtra math</li> <li>-Mathletics</li> </ul> | <ul style="list-style-type: none"> <li>-Timed Math Facts Check-up weekly</li> <li>-Differentiated Assessment</li> </ul>  |                                 | SMART Lessons using SMART Board. |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |   |  |                                 |                                  |
| <b>85% of students will be able to model numbers to 2 places.</b>  |            |             | <ul style="list-style-type: none"> <li>-Use of manipulative &amp; concretely</li> <li>-Race to 50 and 100, games.</li> <li>-6 ways to write a number</li> <li>-anchor charts</li> </ul>                             | <ul style="list-style-type: none"> <li>-Individual Conferencing</li> <li>-Observation</li> <li>-Mini-conferencing (formative)</li> <li>-Checklists</li> <li>-Math Check-ups</li> </ul> |                                 |                                  |
| <u>Nov</u>   | <u>Mar</u> | <u>June</u> |   |  |                                 |                                  |

| Grade Three Literacy and Mathematics Goals   |  |  |  |   |  |                                    |                     |
|--|--|--|--|---|--|------------------------------------|---------------------|
| SMART Goal   |  |  | Strategies   | Assessment Tools  | Professional Development   | Technology Planning                |                     |
| <b>In Sept. 83% of students are reading at or above grade level. Our goal is to have 89% of students reading at grade level.</b>                   |  |  | -Daily 5<br>-Whole class reading strategies<br>-Guided Reading - Comprehension, Fluency & Sight Word Recognition<br>-Individual Conferencing<br>-Computer Strategies<br>-Stars<br>-Reading Eggs<br>-Guided Instruction | Running records<br><br>Observations<br>Conferencing<br><br>Oral and written assessment of high frequency word recognition.<br>AIMSweb™<br>Cars<br>Reading & Viewing rubric  | Daily 5 Workshop   | iPod Touch<br>Individual on Word Q |                     |
|  |  |  |  |   |  |                                    | <u>Nov</u><br>87.5% |
| <b>Currently 75% of students are writing at grade level or above. Our goal is to have 79% of students writing at or above grade level by June.</b> |  |  | Daily 5<br>Inter curricular writing<br>Word work, Mini Grammar Lessons<br>Use of common writing rubrics that are sent home to parents and given to students.<br>Individual Conferencing<br>Writing continuum           | Writing rubrics<br>Co constructing criteria<br>Word strategies are applied correctly in daily writing<br>Word work assessment<br>Demand piece of writing to be assessed by team ( each term)<br>Writing continuum | Daily 5 Workshop<br><br>Team Management for common planning, group marking, etc. | iPod Touch<br>Individual on Word Q |                     |
|  |  |  |  |   |  |                                    | <u>Nov</u>          |
| <b>90% of students will be able to multiply facts up to 5x5.</b>   |  |  | Multiplication Drills<br>Strategy Intervention<br>Daily practice   | Weekly Assessment<br>Xtra math<br>Mathletics<br>Unit assessments  | <b>**Incorporate Technology: Senteos, EPGY, Geo caching</b>                      | iPod Touch<br>Smart board Drills   |                     |
|  |  |  |  |   |  |                                    | <u>Nov</u>          |

| Grade Four Literacy and Mathematics Goals   |             |             |   |   |                          |                                    |
|---|-------------|-------------|---|---|--------------------------|------------------------------------|
| SMART Goal  |             |             | Strategies  | Assessment Tools  | Professional Development | Technology Planning                |
| <b>83 % of students were reading at or above grade level (there was no provincial assessment) . Our goal is to have 84% reading at or above grade level at the end of June.</b> |             |             | Daily 5<br>Whole class strategies<br>Guided instruction<br>Individual conferencing<br>Reading Eggs<br>STARS                       | Provincial Standards<br>CAMET Kit<br>Benchmark System<br>CARS<br>Reading and viewing rubric                           | CAFE                     | Raz-Kids<br>R. Eggs<br>Reading A-Z |
| <u>Nov.</u>   | <u>Mar.</u> | <u>June</u> |   |   |                          |                                    |
| <b>67% of grade 4 students are writing at or above grade level ( there was no provincial assessment) . Our goal is to have 73% at or above grade level by the end of June.</b>  |             |             | Daily 5<br>Differentiated Instruction<br>Inter curricular writing<br>Writing mini lesson<br>Writing continuum<br>Writing criteria | Demand piece every 3 months.<br>VMES writing rubric<br>Writing continuum<br>Co constructing criteria                  |                          | Laptops                            |
| <u>Nov.</u>   | <u>Mar.</u> | <u>June</u> |   |   |                          |                                    |
| <b>83 % of grade 4 students were appropriate in math at the end of Grade 3. Our goal is to increase this to 84% on a similar end of Grade 4 Assessment</b>                      |             |             | -Differentiated Instruction<br>-Math assessment results communicated to parents   | -Focus on problem solving strategies.<br>-Common Facts Assessment.<br>-xtramath<br>-Mathletics<br>-Chunked Assessment | Professional readings    | iPod touch<br>SMART Board          |
| <u>Nov.</u>   | <u>Mar.</u> | <u>June</u> |   |   |                          |                                    |
| <b>80% of students will be able to add and subtract whole numbers to 10 000 by end of year.</b>   |             |             | Guided math   | Check-ups<br>Unit assessments   |                          |                                    |
| <u>Nov.</u>   | <u>Mar.</u> | <u>June</u> |   |   |                          |                                    |

|   |             |             |   |                                       |  |         |
|---|-------------|-------------|---|---------------------------------------|--|---------|
| <b>84% of all students know their multiplication facts to 9 x 9 by end of year.</b> |             |             | -Friday Check Ups<br>Xtra Math, Mathletics<br>-Small group Math<br>-Mental Math | Weekly timed assessment (mad minute). |  | Laptops |
| <u>Nov.</u>   | <u>Mar.</u> | <u>June</u> |   |                                       |  |         |

| <b>Grade Five Literacy and Mathematics Goals</b>   |             |             |   |  |   |  |
|--|-------------|-------------|---|--|---|--|
| <b>SMART Goal</b>  |             |             | <b>Strategies</b>   | <b>Assessment Tools</b>  | <b>Professional Development</b>   | <b>Technology Planning</b>                   |
| <p><b>Currently 68 % of students are assessed at a reading comprehension level of appropriate or above. Our goal is to keep this at 88% at the end of Jan.</b></p> |             |             | <p>Literacy Circles<br/>           -CAMET<br/>           -Explicit instruction in reading strategies using:<br/>               a) STARS<br/>               b) Achievement Standards document and different levels of reading ( literal, inferential, critical/evaluative)<br/>           -whole class reading<br/>           Guided instruction</p> | <p>-CAMET<br/>           -Reading responses</p>  | <p>District Literacy Specialist</p>   | <p>Smart board<br/>           iPod Touch</p> |
| <u>Nov</u>   | <u>Mar</u>  | <u>June</u> |   |  |   |  |
| <p><b>Currently 78% are writing at an appropriate or above performance level. Our goal is to keep this the same - 82%.</b></p>                                     |             |             | <p>-Improving organization skills in writing – intro / conc.; paragraphing<br/>           -writing continuum</p>  | <p>-Writing assignments using rubrics based on the Standards Document<br/>           -writing continuum</p>  | <p>District Literacy Specialist</p>   | <p>Smart board</p>                           |
| <u>Nov.</u>  | <u>Mar.</u> | <u>June</u> |   |  |   |  |
| <p><b>67% of students entered grade 5 knew their multiplication and division tables to 9X9. Goal is to have 100%.</b></p>  |             |             | <p>-Differentiated instruction.<br/>           -Leveled, mixed age groups for problem solving. (Friday)<br/>           -Math assessment results communicated to parents<br/>           -RTI Friday</p>  | <p>Weekly assessments<br/>           Mathletics<br/><br/>           Xtra Math<br/>           Common Assessment</p>   |   | <p>Use of SMART Board tools</p>              |
| <u>Nov.</u>  | <u>Mar.</u> | <u>June</u> |   |  |   |  |
| <p><b>84 % of students are currently at appropriate in math or above. Goal is to keep this the same - 84%.</b></p>   |             |             | <p>-Individual goal setting to ensure mastery in essential outcomes.<br/>           -Differentiated instruction.<br/>           -Leveled, mixed age groups for problem solving. (Friday)<br/>           -Math assessment results communicated to parents.<br/>           -RTI Monday</p>  | <p>-Weekly Check-Ups<br/>           -Daily problems<br/>           -Twice weekly mental math<br/>           -Monthly unit assessments that include goals and a pre and post student reflection including a goal setting component involving the student/teacher/parent.<br/>           -Collaboratively developed problem solving rubric.<br/>           -Chunked Assessment<br/>           -Xtramath &amp; Mathletics</p> | <p>Prime Resource PD<br/>           Thrice yearly District PD<br/>           Collaboration on weekly problems</p> | <p>Use of SMART Board tools</p>              |
| <u>Nov.</u>  | <u>Mar.</u> | <u>June</u> |   |  |   |  |