**Name of School: Upper Miramichi Elementary School**

**School Year: 2019-2020**

| ***SIP Priority***: District Improvement Plan: Priority # 1: Anglophone West schools will improve formative assessment practices- -*All Anglophone West schools will attain higher levels of academic success.* | | | | |
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| ***Goal 1:*** To improve student achievement in the area of Literacy, with a focus on non-fiction comprehension while reading. K-5: A minimum of 90% of students will increase their level of proficiency in reading during the 2019-2020 school year. | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability***  ***(Responsibility / Timeline)*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?*  *(Who is responsible for specific strategies/ actions? What timelines are associated with the strategies/ actions?)* | *Updates To Be Added Throughout the Year.* |
| 1. Report Card Data 2. Running Record Data 3. Provincial Assessments 4. K-4 Running Records (stored in Student Data Binders) 5. Reading Level Spread Sheet (Nov/March/June) 6. PLP goals 7. Observations 8. Interviews | Running Record Data  Report Card Data  Implementation of PL in classrooms  Increase in confidence and participation  Improvements in Speaking and Listening  PLP data | Reading Strategies book and PL – books purchased; PL on January 22, 2020 focusing on challenge #4, p. iv of text  Expanding Expression Tool  PL – completed    Grade 1-5 Teachers continue to use CAFÉ Strategies in classroom – completed  Ensure comprehension is part of guided reading by using comprehension guided reading sheet – sheet has been distributed; GR rubric w/ CAFÉ strategies and report card achievement levels to be created (SIP team)/distributed (Brad Kersing) by January 31, 2020  I CAN statements – completed  Book Talk Board & Videos – board in progress; migrate videos to 2020-2021  Guest Readers/Community readers will attend assemblies to read and talk to about their reading identity – completed | Completion of PL and purchase of books (Admin will purchase books and arrange PL date)  Completion of PL (Admin will ask S-LP to present PL refresher during staff meeting)  CAFÉ Strategy Boards in Grade 1 – 5 Classrooms (Classroom teachers)  Get sheets from Literacy Lead (Erica Stymiest)  I CAN Statements in all classrooms (Classroom Teachers)  Completion of Board and videos on CHOMPER Channel (Admin)  Readers booked for all assemblies (Katherine Loughrey) |  |

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| * ***Goal 1:*** To improve student achievement and confidence in the area of Numeracy with a focus on mental math strategies. | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability***  ***(Responsibility / Timeline)*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?*  *(Who is responsible for specific strategies/ actions? What timelines are associated with the strategies/ actions?)* | *Updates To Be Added Throughout the Year.* |
| 1. Report Card Data (Excel Data) 2. Key Skills Data 3. Common Benchmark Assessment Data | Report card marks  Individual teacher conferencing and observations  Pre-test and post-test based on K-3 Benchmarks and 4-5 Key Skills  OurSCHOOL Data  Enthusiasm towards math. (confidence, participations, engagement) | PL – Navigating the Math Improvement Site (Math Leads) – completed  PL Mental Math Warm-Ups – reschedule (January 27, 2020?)  Model Mental Math Warm-ups at staff meeting – in progress  Tier 2 Interventions - Grade 1 – 5 – September focus/lessons should be based on Math Assessments from June of previous year (for missed outcomes) – completed  Tier 3 Interventions (Key Math) – in progress  Kindergarten Pre – Number Assessment – completed in place of first Benchmark (November 2019)  Each Reporting Period: data collection of Key Skills/CBA for each grade level only of outcomes taught and/or Key Skills/CBA not mastered from previous grade. Students may be assessed on more outcomes if they have demonstrated mastery. – in progress  Mental Math Warmups 3X week – in progress  Math Enrichment Program – in progress  Whole School math websites ABC Yah – migrate to 2020-2021 (Fall) | School PL Plan (Admin will uploaded by Oct 31st)  Mental Math Warmups PL (Lacey & Dawn Nov 22)  Schedule of mental math warm-ups in staff room (Admin by Oct15th)  Math groupings are posted and/or included in lesson plan (Classroom teachers by Oct 15th)  Tier 2 Interventions (Classroom Teachers)  Tier 3 Interventions (Resource)  Kindergarten Assessment (Numeracy Lead – Fall 2019)  Data collected due to Principal   * Reporting Period 1- Nov 22 * Reporting Period 2 – April 17 * Reporting Period 3 – June 19   (Data Collection – Classroom Teachers)  Math Enrichment (Community Volunteer - October 2019)  ABC Yah membership/apps purchased (Admin Fall 2019) |  |