**Name of School: Summerhill Street Elementary School**

**School Year: 201-2018**

**School Improvement Plan - Priority 1**

| ***SIP Priority***: Link To District Improvement Plan:  **Anglophone West schools will improve formative assessment practices.** | | | | | |
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| ***Goal***: A One Year Goal that is **S**pecific, **M**easurable, **A**ttainable. **R**esults-Oriented and **T**imely.  **By June 2018, our student Numeracy scores in number and operations will demonstrate an improvement by 5% in their academic achievement as shown through our common math assessment data.** | | | | | |
| ***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.* |
| * Walk through data indicates not enough balanced math happening in classrooms (Guided Math) * Teachers pensive for formative assessment in mathematics, teacher interviews with students. * Results from our school common math assessments in Number and Operations. | -looking at pre and post assessment data for growth in number and operations strand  -Students should be moving to different groups when success has been met.  -teacher and student confidence in Math will increase.  -Positive attitude in Math  -Parent survey from Our School.  - Phys. Ed. Specialist is integrating math  outcomes within classes. | -Teachers will include balanced math within their math group instruction.  -Whole school will teach Math during uninterrupted block of time (11:00-12:00).  -All teachers have created a common math assessment for number and for operations to help properly place our students in the appropriate Math groups.   * Monday-Thursday is formative assessment and Friday is summative assessment check in. | - Three 4 week blocks of multi-aged instruction in number and operations.  - Flexible math teacher will comment on student report card as well as classroom teacher (2nd/3rd term)  Parents have the opportunity to meet with flexible math teacher during reporting times.  Teachers meet one Friday afternoon per month to reflect on math flex groups  During grade level team meetings teachers will discuss or bring forward any concerns or ideas for math flex to the team leader  Core leadership team will discuss teacher concerns or ideas in their monthly meeting | Round 1 – focus on Number, November/December (4 week block)  Round 2 – focus on operations (addition/subtraction)  Round 3 – focus on operations (multiplication/division)  All staff including our educational assistants who will be working individualized students. | Math Lead to work with some teachers to model balanced and guided math teaching (December). |

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