

Elementary School Plan for Student Success



Team Members: All School Staff

School Context	<p>http://auguston.abbschools.ca/ http://www.gov.bc.ca/bced/</p>
Inquiry Question	<ul style="list-style-type: none"> • How will “number talks” develop students mathematical thinking? • Will teaching the new Math curriculum where students demonstrate their learning in a variety of ways and in several complex situations change overall Math confidence and achievement?
Rationale (Why are we doing this?) (Please refer to school data)	<p>After focusing on social emotional learning for the past 2 years it was decided through observation and discussion that there was a noticeable decrease in school wide social-emotional issues such as anxiety, lack of resiliency, anger, and other behavioural concerns.</p> <p><u>2014-18 MATH MARK K-5</u> 91% MEETING/EXCEEDING IN MATH</p> <p><u>2018-19</u> 93% MEETING/EXCEEDING IN MATH (Course Mark)</p> <p><u>FSA (NEW FORMAT ONLY) 2017-18</u> NUMERACY 75% ON TRACK (77% M 73% F) DISTRICT 66% ON TRACK (68% M 64% F) READING 90% ON TRACK (88%M 90% F) DISTRICT 79% ON TRACK (77% M 81% F) WRITING 84 % ON TRACK (80% M 90% F) DISTRICT 83% ON TRACK (78% M 88% F)</p> <p><u>FSA (NEW FORMAT ONLY) 2018-19</u> NUMERACY 92% ON TRACK READING 97% ON TRACK WRITING 97 % ON TRACK (80% M 90% F)</p> <p>Research shows that if students have a negative self-concept regarding math, students put up barriers to their learning. We would like to promote a growth mindset about numeracy, so students are confident in their ability. We want to provide opportunities for students to gain confidence in problem solving, critical, and flexible mathematical thinking in students. We want to provide students with “real world” mathematical problems so they can apply their math in several settings.</p> <p>The new curriculum emphasizes students demonstrating their learning in a variety of ways and in several complex situations; concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, justify, and apply mathematical ideas. As a staff we wanted to pick a subject and “dive into it” unpacking Big Ideas, Curricular Competencies, and current Assessment Practices.</p>

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
<p>Determine what resources we have at the school to support our Math goal as there is currently not a current inventory of what we have.</p>	<p>Staff to inventory rooms, Administrator to help lead this initiative. Note: many staff have bought resources with their own money so need to keep this in mind.</p> <p>Time for platoons to organize math resources (tubs etc.)</p>	<p>-Inventory and Purchase resources as determined by staff. Collaboration time could be another time to look at this. (Texts? Manipulatives? Math games?)</p> <p>-Provide opportunities for staff to learn about using manipulatives in tactile/hands on learning. This will build conceptual understanding.</p>
<p>-Bring in several professionals to provide us with Professional Development. Provide time for teachers to visit other schools to see Math lessons that fit our school goal.</p> <p>-Continue staff book club: Math focus possibly next year</p> <p>-Some staff have joined District Book Club</p>	<p>Teachers to share their knowledge, growth, and current strategies which support the math goal. Do this during grade group and collaboration meetings</p> <p>Collaboration with Seonid Dirom (Library Learning Commons teacher)</p>	<p>-Book Tawnie Hildebrand for Pro-D Days and staff development during staff meetings. Tawnie to demonstrate a "High Yield Routine". Ryan to provide coverage where necessary as needed.</p> <p>-Library Learning Commons Teacher</p> <p>-District book club: "Becoming the Math Teacher you wish you had." Zager</p> <p>-"Mathematical Mindsets" potential book study as well</p>
<p>-Develop a common language in Math and work on Vertical alignment. (Scope and Sequence, develop common strategies).</p> <p>-Target a cohort of students: Low and high achieving</p>	<p>All teaching & support staff during staff development</p>	<p>-Staff Development, Staff Meetings, and Collaboration time</p> <p>-Power of 10: Trevor Culkins</p> <p>-Stackable Place Value Cards</p> <p>-Track Math data for cohort</p>

<p>Determine what resources are available to staff and have professional development opportunities to explore these resources. Look at possible Math pilots available to us.</p>	<p>Admin to engage staff with different resources</p>	<ul style="list-style-type: none"> -Use on-line resources as determined by District Learning Helping teachers and resources teachers are currently using. Access curriculum resource websites used for exploring high yield routines that support number sense. -Several staff joining the Zorbit Math pilot program in 2019-20. Budget for potential cost of program. -All teachers will have their own iPad in 2019-20 due to a 1:1 technology Pilot -Conrad Wiebe and Debbie Born have already offered to provide ongoing professional development with staff regarding the iPad Pilot
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Progress and Impact (How do you know?)

-Student Self-Assessment: To engage students in how confident they are in Math. Survey students at beginning of year and end of year about their math confidence. (may be different for each grade).

-Common Assessment per grade level so we can determine student progress (RTI model). (Pre and Post) Vancouver Island Assessment (been updated, shorter and can pick different strands)? Snap Assessment? Possibly track a cohort of students (low and high achieving) and track how they are doing over time.

-Focus on small group demonstration of learning and mathematical thinking: Look at Pearson Canada: Mathematical Learning Progression

-Number talks, Hands on Math, Math Maps



Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

<p>Connections to the Aboriginal Enhancement Agreement</p> <ol style="list-style-type: none"> 1. Reading Success for each child 2. Cultural Awareness and pride 3. Increased sense of belonging 	<ul style="list-style-type: none"> -Aboriginal students receive additional support either in class or pullout from our Aboriginal support teacher. This also includes activities and events that help promote cultural identity and a sense of belonging. Next year, we will receive support from a Cultural Support worker as funding has changed at the District Level -Gr. 3 students participate in the yearly Gr. 3 trip to the Longhouse -In addition to Syos:ys week, teachers book several Aboriginal presentations through our Aboriginal Department -Gr. 3 teachers collaborated this year and provided a Gr. 3 Aboriginal inquiry day where students did Aboriginal Art, made bannock, and completed a carving project. (plans to do this again next year) -We announce the Traditional Territory school wide every week and at all formal assemblies. -Teachers have engaged in several Aboriginal lessons through our Aboriginal Support Teacher -We had an Aboriginal Parent tea where Administration and Aboriginal teacher talked about the Enhancement agreement - Administration and LSS meet with teachers 3 times a year to discuss student’s achievement in Math, Literacy, and overall progress. All students are targeted for support and interventions are planned. We specifically talk about Aboriginal students and what supports are needed for their success. -Participation in Orange Shirt Day -Staff Development: Showed “Just Get Over It” video to staff at beginning of school year. -Aboriginal Awards presented to students who couldn’t make District awards at a yearend social event -Ensure First People’s Principals of Learning are displayed in each classroom in 2019-20
<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Early Learning 2. Grade Three reading imperative 3. Student Social and Emotional Learning. 	<p>Our primary grades from Kindergarten to grade 3 use the first part of the school year to determine a baseline of all students reading levels using PM Benchmarks. Teachers then meet in grade groups to discuss and formulate appropriate guided reading groups for each term. As part of this process the learning support service teacher, educational assistants, parents, and classroom teachers take specific small groups 2-3 times per week. In addition, at a specific point of each term students are reassessed to determine their progress. This provides teachers with the opportunity to reorganize reading groups to best meet the needs of students for the remainder of the term and for the following term. Those students who continue to struggle and require additional support are also given pull-out learning support services in small group settings 2-4 times per week. Intermediate teachers use the Accelerated Reader Program along with Start testing to help monitor students reading achievement.</p> <p>Administration and LSS meet with teachers 3 times a year to discuss student’s achievement in Math, Literacy, and overall progress. Students overall social emotional and behavior concerns are also discussed. In general, students are targeted for support and interventions are planned where necessary. Data is also used to construct class lists.</p> <p>Primary teachers are implementing Daily 5 Café into their classrooms to encourage and develop reading success along with RTI guided reading groups. Staff have attended Janet Mort. On Fridays, most Kindergarten and Primary classes have parents read to their children during “Noisy Reading”. Many classrooms also engage in buddy reading and home reading programs. We also have a Reading Olympics competition where minutes are tracked, and prizes are awarded. We also celebrate by having a “stop drop and read” day.</p> <p>Our previous school goal was focused on developing self-regulation skills in all students through the teaching of zones of regulation. Teachers will continue to talk with students about the Zones of Regulation and will set goals for their learning and behavior. We are also wanting to make more home/school connection to nurture and reinforce self-regulation learning for parents and students.</p>

Revised Curriculum

1. Core competencies
2. Assessment and reporting
3. Inquiry based learning and integrated technology

- Math Mania night /Math Day: promote Mathematical thinking (teach parents math strategies)
- Math Thinking and Displays in hallways: Make Math come alive in the hallways: Interactive
- Math games club: Passes given to Learning Commons for math games: continue Chess Club promotion
- Math games purchased so families can sign them out (similar to home reading)
- Parent resource: "Table Talk Math" by John Stevens. Book helps parents build their math understanding of math and how to discuss Math with your child.
- Grade Group Platooning: Guided Math Groups
- Family Math Mornings on Fridays (in addition to noisy reading)?
- Staff Book Club: Staff read Inquiry Mindset: Hope to have a few staff implement some of the teachings in the book
- 1:1 iPad Pilot at our school. All staff will have their own iPad to integrate technology throughout their classroom
- Some intermediate teachers have engaged students in Google Classroom
- A number of staff are using Fresh Grade and See Saw
- Some staff are using "Words their Way" as part of their spelling program
- Staff are engaged in Collaboration 3 x a month (provided by Administration). Focus for this collaboration time is School Plan, New Curriculum, and/or integration of technology.
- Collaboration with LLC teacher: staff co-plan to integrate technology and engage students in STEAM activities, Literacy lessons, Robotics, and Aboriginal teachings