



School Improvement Plan 2020-2021

Goal #1:

Improve Math Problem Solving skills

District Strategic Plan: Students First

Rationale

This is the second year of our math goal and we want to continue the momentum with staff competency in math. In the 2019-2020 school year, two teachers and a CEA did an Inquiry project with a math focus. The question was: How can we break down the critical concepts of math even further and illustrate this as learning progressions on a continuum? New practices have evolved from this Inquiry such as the critical concepts passport and the personalized approach to math instruction.

Data Information and Collection Plan

- A. SNACC Results (spring 2019 only available due to Covid) as a baseline
- B. SNACC Fall 2020 and Spring 2021: measure the number of scores in Developing and Proficient range
- C. Staff and students will co-create a **proficiency scale single column rubric** for math project (early primary, late primary, Intermediate, middle)
- D. Student Self-Assessment of **Communication Core Competency** and **Math Literacy** (of math fair project)
 - *I can take in, understand and present information
 - *I can connect and engage with other people
 - *I can explain, retell, and reflect on events or activities
 - *I understand _____ and am able to explain it to others.

Goal: We want to see math achievement levels improve in all students. In September we examined the SNACC results of students in grade 1-8. Our goal is to reduce the overall scores in the emerging range (red) and increase the overall scores in the developing and proficient range (yellow and green). Projections are below:

	Number of scores in emerging or red range	<u>GOAL:</u> May 2021: Number of scores in the developing and proficient range (yellow and green)	May 2021: SNACC results Number of students in developing and proficient range (yellow and green)
Grade 1	4/40	40/40	
Grade 2	27/78	72/78	
Grade 3	23/40	40/40	
Grade 4	13/54	54/54	
Grade 5	36/48	48/48	
Grade 6	43/50	50/50	
Grade 7	35/48	44/48	
Grade 8	35/56	56/56	

Strategies:

Home-school connection:

- newsletter includes math ideas and games
- Teachers send home current math focus so kids can practice at home
- Share Critical Concepts with parents at parent-teacher-student goal conference
- Goal Setting with math focus at November Reporting period
- Consider a second math workshop for parents and students (wait until spring Covid restrictions)

School wide focus:

- Math during assemblies
- Math fair during Student Led Conferences in April
- Team teaching of math, Kirsten cover classes
- Release time for teachers to meet to plan math activities (SIP money)
- Using SNACC results in fall, plan for intervention
- RTI: IEP development and input from CEA's to develop appropriate strategies for special needs learners
- Cribbage Club (Yahtzee, chess)

Classroom strategies:

- Math Pro-D focus. (school based)
- 100 minutes of math daily
- Develop teacher clarity when teaching math using learning intentions and success criteria
- Jo Boaler resources, You cubed, Steve Wyborney resources (esti-mysteries, Splats), weekly investigations
- Learning Carpet, encourage use and share ideas with staff
- 22 minute math preps: Kirsten
- Daily Math 3 or 5 : based on Daily 5, stations or centers, Math ladder
- Team teaching math, model-reflect and share. Kirsten to cover classes
- Using math critical concepts passport for student self- assessment and authentic assessment on the continuum

Goal #2:

To develop the Core Competency of Personal Awareness and Responsibility

District Strategic Plan: Wellness

Rationale:

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

We recognize that many of our students struggle with self-advocating, self-regulation and well-being. Many of our students may have experienced trauma or are living in disadvantaged homes.

We are also aware that our students need continual support in emotional regulation, interpersonal problem solving and building relationships.

Data Information:

- A. Middle Years Development Instrument, (MDI) Social and Emotional Development. Using the MDI data as a guide, we can impact children's well-being by helping them build their social and emotional skills and enriching their assets.

Social and emotional learning (SEL) is the development of skills or competencies that help us "feel" and positively relate to one another. This learning can take place at home, in schools and in the community and will not only help promote children's well-being and success in life now, but will also equip them with lifelong tools to foster well-being. On the MDI, social and emotional competencies are measured by asking children about their levels of optimism, empathy, prosocial behaviour, self-esteem, happiness, sadness, worries and self-regulation. For grade 7, the MDI also includes questions about responsible decision-making, self-awareness, perseverance, assertiveness, citizenship, and social responsibility. (Ministry of Education-Personal and Social Responsibility).

Focus on Self-Regulation (short term) and Self-Esteem. This year the survey will be given to grade 5 and 8 so we will be able to track the same kids this year only. Is there growth in these areas? What areas are concerning?

2018/2019		
Grade	Self Regulation	Self Esteem
4	40%	80%
7	33%	57%

2019/2020		
Grade	Self Regulation	Self Esteem
4	29%	71%
7	33%	43%

2020/2021		
Grade	Self Regulation	Self Esteem
5		
8		

- B. Self-assessment of this Core Competency, Personal Awareness and Responsibility . Use Performance Standards for Personal and Social Responsibility. (October 2020 and May 2021). Qualitative Assessment. Teachers are using a variety of ways to record this assessment. (draw a picture when..., write a paragraph showing evidence, Fill in a checklist, etc)

GOAL: We plan to increase the number of student self- responses to 50% for Self Regulation and 75% for Self Esteem.

Strategies:

Home-School Connection:

- Teach our families about the core competencies through newsletters, conversations, at conferences and inviting parents to view and reflect on student's self-assessment of CC
- Ask families to do assignments together (Home-School Connections) this will help shed light on the CC with families.
- Invite all parents to the goal setting conference in November and Student Led Conferences in May. Highlight the Core Competencies and student self-assessment
- Teach students language associated with self-regulation, well-being and share with their families

School Wide Focus:

- School assemblies: learn about the core competency of Personal Awareness and Responsibility
- Staff meetings: Discuss self-assessment strategies and ideas on how to name, nurture and notice
- Pro-D on Self-Regulation and trauma informed schools
- Teach Zones of Regulation
- Teach WITS
- Teach and reinforce Virtues using PBS principles.
- Add vocabulary such as self-esteem, self-advocacy, resilience, to monthly virtues
- Student Recognition for these character traits. Announcements, phone call home, note to parents,

Classroom Strategies:

- Share ideas with teachers on how to embed this competency into curriculum
- Using My Blueprint or Core Competency journal develop this understanding and record evidence
- Focus on language of Personal Awareness and terms like self-regulation. Name, Notice, Nurture
- Teacher Librarian resources on the competencies
- Literature based lessons (6 cedar trees, Mind up)
- LRT: Focus on SEL for students with autism. How can we help these children recognize their skills in social interactions and advocate for their needs.
- Zones of Regulation teaching
- Virtues teaching
- Restitution program, discuss at October staff meeting

Story: Evidence of these goals in action.

Consider Inquiry project for interested staff members, (three years in a row our staff have been involved in this).