



# ELEMENTARY School Improvement Plan 2016-2017

**SCHOOL: Brier Park School**      **PRINCIPAL: Sandra Magnani**

<b>AREA OF FOCUS:</b> Improving how students communicate in math to explain their thinking through the use of appropriate authentic tasks and accountable math talk.					
<b>BOARD SUPPOSITION:</b> If we engage students in thinking that connects mathematical concepts and processes in our elementary classrooms then students will develop a thorough understanding of mathematical ideas.					
<b>SCHOOL SUPPOSITION:</b> If students master fundamental math skills then they will be able to apply their understanding to justify, reason, and communicate their answers. (M1 – Apply Problem Solving Strategies and Conduct Investigations M5: Make connections among mathematical concepts and procedures and relate mathematical ideas to everyday contexts. M7: Communicate mathematical thinking orally, visually and in writing.) <b>(if, then . . .statement)</b>					
HIGH YIELD STRATEGIES (SEF INDICATOR)	EVIDENCE OF PROGRESS (Monitoring)			TIMELINES	RESPONSIBILITY FOR MONITORING
<ol style="list-style-type: none"> <li>1. A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps. (SEF 1.2)</li> <li>2. A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. (SEF 4.2)</li> <li>3. Learning is deepened through authentic, relevant and meaningful student inquiry. (SEF 4.4)</li> </ol>	<p><b>At the school:</b> Student achievement data is collected and disaggregated at critical checkpoints in the learning three times a year to monitor progress toward school targets and in order to determine next steps to assure continuous improvement in student achievement.(MLCs)</p> <p>Numeracy instructions inquiry-based, intellectually challenging and developmentally appropriate for all students. (3 part lesson, problem solving model, Marion Small activities)</p> <p>Explicit teaching of concepts, processes and skills within inquiry supports students' learning with emphasis on problem solving and strategies for answering multiple choice questions. (gradual release, open response, Jump Math Mental Math)</p>	<p><b>In the classroom:</b> Instructional decisions are made and actions taken in response to students' demonstrations of learning. (Triangulated data, Bansho, Gallery walk, math journals, formative assessments, guided groups)</p> <p>Learning experiences provide conditions for students to activate prior knowledge, develop thinking and consolidate learning. (learning goals, success criteria, feedback)</p> <p>Teachers model math talk and students are provided with regular opportunities for planned, purposeful, accountable talk.(Diagnostic assessment, Jump math, group work to promote Math Talk)</p>	<p><b>Expected Student Outcomes:</b> Students use success criteria and feedback to refine their work, plan next steps and monitor their own progress.</p> <p>Students persevere to solve mathematical tasks and demonstrate their thinking in different ways, make connections among concepts, procedures, and strategies. (Use problem solving strategies provided)</p> <p>Students take risks to share works in progress in order to test hypotheses, obtain feedback and suggestions from peers and teachers.</p>	<p>At risk students will be monitored every reporting period and referred to team.</p> <p>Professional dialogue takes place through MLCs and teacher planning.</p> <p>Problem of practice and triangulated evidence will be the basis of our next steps of our MLCs.</p> <p>Multiple choice (multi-step) and open-ended type questions are used on an ongoing basis from September to June.</p>	<p>Principal and LRT will red flag the students requiring extra supports.</p> <p>Teachers in each division will complete the MLC Needs Assessment template to hand in to Principal every three months.</p> <p>Conversations will take place between Principal and team.</p>
<b>STAFF DEVELOPMENT NEEDS:</b> OneNote to triangulate data and share, Open ended and inquiry-based questioning.			<b>STAFF DEVELOPMENT PLANS:</b> During MLCs, share and build inquiry-based and open ended problems (Math Lead and Coach to model and assist staff )		
<b>RESOURCES (Human and Material):</b> Math, MOE Resources, GAIN resources, Instructional Coach, Critical Thinking Resources, Math Homework Help, SMART Boards, Guides to Effective Instruction, Education for All, MATHIES Website, Marian Small - Leaps and Bounds & professional books, Jump Math, Prodigy, CPR-Math, Hands on Math and Problem Solving Series, Good Questions for Math Teaching Resource, Math lead and coach support					

**Accessibility awareness will be addressed through mandatory training and a recognition of what needs to occur in a fully accessible and differentiated classroom.**