



# ELEMENTARY School Improvement Plan 2016-2017

**SCHOOL:** Seneca Central **PRINCIPAL:** Caitlin McVean

AREA OF FOCUS: Improving Student Mathematics					
BOARD SUPPOSITION: 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.					
SCHOOL SUPPOSITION: If we provide relevant opportunities for modelled, shared, guided and independent problem-solving in math then students will learn to communicate their thinking more effectively.					
High Yield Strategies (SEF Indicator)	Evidence of Progress (Monitoring)			Timelines	Responsibility for Monitoring
1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.  1.3 Students and educators build common understanding of what students are learning through learning goals and success criteria.	At the school:	In the classroom:	Expected Student Outcomes:	Fall 2016 (MLC #1)  Feb-Apr 2017 (MLC #2)	C. McVean, all teaching staff  C. McVean, all teaching staff
	- expectations, goals, tasks and assessment are aligned and planned concurrently.	- multiple and varied opportunities to demonstrate, communicate and refine their learning - student learning is regularly documented to inform next steps.	- students engage in authentic and relevant performance tasks that are connected to their learning goals.		
	- assessment and instruction are collaboratively designed to ensure clear understanding of learning goals and success criteria. - development of common assessment tools.	- Learning goals and success criteria are expressed in language that is meaningful to students.	- students describe what they are learning, the purpose of the learning and what it looks like. - they use the learning goals and success criteria to assess and improve their own learning.		
STAFF DEVELOPMENT NEEDS: work around understanding how to assess based on the achievement charts, guided math instruction			STAFF DEVELOPMENT PLANS: full-staff PD at staff meetings, opportunities for lead math teacher to share learning, co-planning/co-teaching opportunities		
RESOURCES (Human and Material): curriculum document, LNS resources, instructional coach, lead math teacher PD, tracking & assessment tools.					

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

