



Seneca Central School Achievement Plan 2017-2018

SUCCESS for Every Student

PRINCIPAL: __Caitlin McVean__

AREA OF FOCUS: Numeracy					
BOARD Theory of Change: If students’ most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.					
SCHOOL SUPPOSITION: If we provide opportunities for students to ‘prove the math’, then students will develop skills to support their reasoning and understanding.					
HIGH YIELD STRATEGIES (SEF INDICATOR)	EVIDENCE OF PROGRESS (Monitoring)			TIMELINES	RESPONSIBILITY FOR MONITORING (Who and How?)
4.2 A clear emphasis on high levels of achievement in numeracy is evident throughout the school.	At the school:	In the classroom:	Expected Student Outcomes:	Oct.3 PD Day	All staff analyse data and prepare SIP
	- Data are analysed to identify strengths and gaps in numeracy achievement and to determine ambitious learning goals for school-wide improvement.	- Diagnostic, formative and summative assessments - breaking done the components of problem-solving		Fall & Spring	Diagnostic/Formative/ Summative assessments for MLCs (classroom teachers)
	- Numeracy instruction is inquiry-based, intellectually challenging and developmentally appropriate for all students.	- Inquiry-based instruction engages students in developing deep conceptual understanding, procedural fluency and strategic competence. - New learning is built on students’ prior mathematical knowledge and understanding.	- Persevere to solve mathematical tasks and demonstrate mathematical thinking in different ways. - Make connections among mathematical concepts, procedures and strategies. - Engage actively with other students and the teacher.	Fall/Spring MLCs Ongoing	Diagnostic/Formative/ Summative tasks for each MLC
STAFF DEVELOPMENT NEEDS: DI, backwards problem-solving			STAFF DEVELOPMENT PLANS: fall and spring MLC		
RESOURCES (Human and Material): Casidy Guzar (Resource Teacher for DI), Instructional coach, RMS math resources and manipulatives					



Seneca Central Safe & Inclusive School Plan 2017-2018

SUCCESS for Every Student

PRINCIPAL: __Caitlin McVean__

AREA OF FOCUS: Student Engagement (in math)					
SCHOOL SUPPOSITION: If we provide engaging and supported learning opportunities for all students in math, then students will take risks in their learning and be more resilient and confident in their mathematical abilities. (if, then . . .statement)					
High Yield Strategies (SEF Indicator)	Evidence of Progress (Monitoring)			Timelines	Responsibility for Monitoring
3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives	At the school: - Engaging learning experiences ensure all students use higher-order thinking skills, solve complex problems, develop increased understanding, and construct new knowledge. - Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided to support student strengths and needs.	In the classroom: - Learning experiences are engaging, promote collaboration, innovation and creativity. - The teaching and learning environment enables students to reach ambitious goals.	Expected Student Outcomes: - Assume ownership in learning experiences that are collaborative, innovative and creative. - Demonstrate confidence, resilience, self-regulation and self-efficacy in their capacity to learn and succeed. - Try new tasks, take risks and share learning with others.	Ongoing Fall/Spring MLCs	Classroom teachers, LRT and principal
STAFF DEVELOPMENT NEEDS: Growth mindset, Differentiated Instruction			STAFF DEVELOPMENT PLANS: Growth Mindset training		
RESOURCES (Human and Material): Casidy Gubar (Resource Teacher for DI)					