** Glen Morris School Achievement Plan 2017-2018**

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**SUCCESS for Every Student PRINCIPAL: Ms. Latha Reuben\_\_\_\_\_\_\_\_\_\_\_\_**

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| **AREA OF FOCUS:** Numeracy and Literacy | | | | | | |
| **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 model knowledge and understanding, communication, thinking and application questions (using diagrams, pictures, number and academic vocabulary) for students, then students will improve their ability to answer multi-step questions and higher order thinking responses.** | | | | | | |
| **HIGH YIELD**  **STRATEGIES**  **(SEF INDICATOR)** | **EVIDENCE OF PROGRESS**  **(Monitoring)** | | | | **TIME-LINES** | **RESPONSIBILITY FOR MONITORING**  **(Who and How?)** |
| 1.2 A variety of relevant and meaningful assessment data is used by students & educators to continuously monitor learning, to inform instruction and to determine next steps.    4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve  4.2 A clear emphasis on high levels of achievement in numeracy and literacy is evident throughout the school. | **At the school:**    Collaborate development of assessment tasks, tools (success criteria) and practices supports consistency of practice in and between grades and divisions.    Numeracy and literacy instruction is inquiry based, intellectually challenging and developmentally appropriate for all students. Focus on teaching fundamental skills (counting, addition, subtraction, multiplication etc.) especially in primary  Run School wide combined grade ‘Math Day’. | **In the classroom:**  A variety of assessments, assessment strategies and tools that meet the needs of all students are used to improve learning and inform instructional decisions (e.g. observations, projects, work samples, etc.).    Inquiry based instruction engages students in developing conceptual understanding, procedural fluency, and strategic confidence. Student thinking is visible and reflects math currently being learned. | | **Expected Student Outcomes:**  Students use assessment data to refine their work, plan next steps, and  monitor their next steps    Persevere to solve tasks and clearly understand problems, including multiple choice questions and show thinking in different ways. Make connections across math, literacy strands and other subject areas. | Learning Cycles  through the year | Teachers in each class will use the achievement chart (i.e.: knowledge and understanding, communication, thinking & application) to develop and make it clearly visible in assessments.  Staff will monitor and share progress of marker student (s) at learning cycles.  Students have a clear understanding of their learning goals and the success criteria required to achieve them. |
| **STAFF DEVELOPMENT NEEDS:** Develop assessments that address all areas of the achievement chart and is clearly visible to the students. Continue to communicate assessment & evaluation practices to parents (i.e. parent teacher interviews, school or classroom newsletters)**.** | | | **STAFF DEVELOPMENT PLANS:** Use PD time and Learning Cycles to develop and discuss assessments that address the four areas of the achievement chart to develop consistency across the grades. Discuss what needs to be focused in the curriculum. expectations with the previous grade teacher. | | | |
| **RESOURCES (Human and Material):** Ontario Curriculum Documents (Math Processes, the expectations, the achievement chart); “Making Math Meaningful” by M.Small, “Good Questions for Math Teaching” by Schuster & Canavan-Anderson (5-8) & Sullivan & Lilburn (K-6); Leaps & Bounds” by M. Small; “Math Expressions” by Krpan; Manipulatives and various forms of assessment i.e., EQAO, student report cards; student survey, parent survey, CCAT & special needs. | | | | | | |