



ELEMENTARY School Improvement Plan 2016-2017

SCHOOL: Echo Place School

VICE-PRINCIPAL: Cheryl Innes

| AREA OF FOCUS: Numeracy | | | | | |
|--|--|---|--|--|--|
| 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, then . . .statement) If we provide multiple opportunities for our students to engage in contextual (real, relevant, meaningful) mathematical thinking across the curriculum, then our students will be able to make connections between strands and effectively apply math concepts and strategies. | | | | | |
| HIGH YIELD STRATEGIES (SEF INDICATOR) | EVIDENCE OF PROGRESS (Monitoring) | | | TIMELINES | RESPONSIBILITY FOR MONITORING |
| 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being. | At the school: RMS: project proposal – Engage in a CIL-M style teaching/learning opportunity with staff at another school (OB) -using funding for release time and Staff Meetings Professional Learning during CILM and Staff meetings will focus on: •Math Vocabulary •Math talk (during the consolidation of 3-part math lessons) •Math moderated marking/curriculum mapping Booster Club will focus on developing strategies for | In the classroom: Teachers will create a classroom culture where expectations for students’ success is high Teachers will use contextual and cross curricular problem solving to engage students in math thinking and communicating their understanding Teachers will use consistent math vocabulary throughout the school Teachers will model math concepts using math manipulatives and provide manipulatives for students to use to communicate their thinking. Teachers will support provide practice and support of basic skills for a portion of each math lesson | Expected Student Outcomes: Students will demonstrate improved independence and efficiency in their problem solving ability Student will connect mathematics to current events and contexts Students will apply their math knowledge and understanding of concepts across strands and in other curriculum subjects Students will improve their mastery of basic skills (computation, mental math strategies, proportional and special reasoning) | RMS project: Nov 2016 – April 2017 Staff meetings Nov – June Booster Club March – May 2017 | C. Innes L. Murray (Principal – OB) C. Innes S. Miller (Instructional Coach) C. Innes C. Innes D. Cross (LRT) |

| | | | | | |
|--|--|--|---|---|--------------------------------------|
| | solving contextual math problems Host a Family Math Night for parents to visit classrooms, solve problems using manipulatives, and take home resources to support their children’s math learning at home | Teachers will facilitate focused Math Talk through the consolidation process of their 3-part math lessons | | Family Math Night Nov. 29 th , 2016 | C. Innes Echo Staff |
| STAFF DEVELOPMENT NEEDS: Professional conversations, co-planning, co-teaching opportunities, curriculum mapping time and resources | | | STAFF DEVELOPMENT PLANS: Visit other classrooms, collaborate and investigate teaching and learning strategies that supports student thinking in mathematics. | | |
| RESOURCES (Human and Material): Release time to work with staff from another school, to share ideas and create learning opportunities for students. | | | | | |

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