School Improvement Plan
for Student Achievement 2017-18

School: Bridgewood Public

Principal: Kelty Grant

Vice-Principal(s): Jennifer Perry

Area of Focus: Numeracy

Overall Goal: By June 2018, 80% of our marker students will achieve level 3 in numeracy.

Needs Assessment / Where Are We Now??

EQAO 2016-17 results:

Grade 3

- **37% of students were at or above the provincial standard in math.**
- **42% of participating students were at or above the provincial standard in math.**
- 46% of students were at level 2 (nearing he provincial standard) in math.

Grade 6

- **31% of students were at or above the provincial standard in math.**
- 33%% of the students were at level 2 (nearing the provincial standard) in math.

Student Cohort Achievement Tracking
(Comparison between achievement in grade 3 and 6 for students in Gr. 6 during 2016-2017)

Math
• 30% (16) met the provincial standard in Grade 3 and Grade 6; • 2% (1) did not meet the standard in Grade 3 but met it in Grade 6; • 13% (7) met the standard in Grade 3 but did not meet it in Grade 6; and • 56% (30) did not meet the standard in Grade 3 and did not in Grade 6

PLAN	ACT	ASSESS	REFLECT
PLAN: Needs Assessment Where are we now?	***ACT: Evidenced-Based Strategies/Action What are we going to do?***	***ASSESS: Monitor/Gather Data How are we doing? What evidence do you have?***	***REFLECT: Analyze/Reflect How did we do? Where to next?***
1st CYCLE OF INQUIRY Starting June 29, 2017 Based on the data above, complete an If/then statement for the first cycle of inquiry ***If/Then Statement: Posted by October 10, 2017*** ***If students learn a variety of computational strategies through number talks and intentional instruction, then they will choose more efficient addition strategies and deepen their mathematical understanding.***	***Actions will be outlined in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17th.*** • Capacity building on learning goals and success criteria • Co-create learning goals and success criteria as a team. • Teachers will create and post their learning goals and co-create success criteria with their learners • Teachers will administer a diagnostic task on addition to their class • Moderation of student work/conversations to notice and name the strategies observed • LP to further assess student thinking in 1:1 sessions to get more data on strategies used • Capacity building on Addition Strategies and how to deliver number talks. • Introduce the resources What to Look for by Alex Lawson and Number Talks Helping Children Build	***Data Gathering will be outlined and collected in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17th*** • All teachers all now using learning goals and success criteria in math lessons. • One teacher is effectively co-creating success criteria with students. Two teachers are beginning to co-create the criteria with their students. Students are beginning to independently reference the posted success criteria. • Initially most Gr. ½ students were counting all. Some required direct support to use this strategy. • Teachers are intentionally noticing and naming the strategies they see/hear in number talks, group work, independent work and incidentally as students engage in learning activities. • Students are beginning to move along the continuum of efficient addition strategies.	***Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17th and posted on Insite*** Upon reflection, we as a team have become much more familiar with the early addition strategies that students use to solve problems. We are more comfortable with noticing and naming the strategies our students are using and thus our students are also able to name their strategies. Teachers are more proficient at delivering effective number talks and are seeing improvement with student engagement in math and in the efficiency of the strategy they choose to solve problems. The development of a growth mindset in staff is evidenced in conversations among staff and between staff and students. As a next step, we will organize our data more effectively and use it class-wide to plan more intentional instruction where needed. We will explore other options (Forms, OneNote) to track our students. We also want to shape conversation around the profile of

	<u>Mental Math and Computation Strategies</u> by Sherry Parrish • LP will model a number talk in each classroom • Discuss different ways that students and teachers can represent student thinking. • Co-plan a number talk together as a team and LP to deliver number talk • Teachers will deliver at least 2 number talks per week in their classrooms • Observe other teachers in the building delivering a number talk and then discuss what we noticed – teacher moves/student thinking/gesturing • Teachers will complete the monitoring plan and share what they notice and next steps n the learning team	• Students are engaged in number talks and are explaining their thinking using the vocabulary of the success criteria. • Teachers are conducting number talks a minimum of 3 times per week.	students with Learning Disabilities and their potential for achievement in mathematics.
2nd CYCLE OF INQUIRY ***Starting November 20, 2017*** *Complete this section with any new data from your 1st Cycle of Inquiry.* ***If/Then Statement: Posted by December 1, 2017*** ***If teachers plan intentional whole class instruction and targeted guided math groups based on the data collected through observations, conversations, and products of the strategies students use to solve problems, then students will choose more complex, efficient strategies and deepen their mathematical understanding.***	***Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018***	***Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018***	***Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9th, 2018, and posted on Insite***
3rd CYCLE OF INQUIRY ***Starting March 19, 2018*** *Complete this section with any new data from your 2nd Cycle of Inquiry* ***If/Then Statement: Posted by March 30, 2018***	***Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15th, 2018.***	***Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15, 2018.***	***Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15th, 2018, and posted on Insite***