

Numeracy: Each year, SCES students will increase their grade level numeracy score on Key Skills assessment by 2%.

Strategy	Timeline	Responsibility
<p>1. Grade level Math screener administered in numeracy in September, January and June for K-2's and in First term and last term for Grades 3-5.</p> <p>2. PLC's will be scheduled two times a month: 1. Team focus on monthly planning/assessments; 2. Focus on monthly formative assessment data and interventions.</p> <p>3. Develop common grade level math instructional teaching strategies incorporating daily use of manipulatives, math language and individualized strategies with a focus on student understanding and explaining how they know.</p> <p>4. Balanced assessments (conversations, products, observations) with frequent formative assessment data recorded (checklists) and monthly grade level common assessments that are directly aligned to the curriculum.</p>	<p>3 times per year in k-2 2 times per year in gr 3-5 2016-2019</p> <p>This will be on-going. Data will be collected by Admin on a monthly basis.</p> <p>This will be on-going PD will be identified and offered to support teachers throughout the year.</p> <p>Monthly grade level common assessments will be collected by admin.</p>	<p>Math lead Grade level PLC's</p> <p>Grade level teachers/PLC's Specialists (frequent meetings with teachers to help focus on short term interventions and team teaching.</p> <p>PLC's; Specialist teachers; mentors,</p>
<p>Student leaders in gr 4 and 5 will play math games with students identified by PLC</p> <p>Math goals will be established for each student to work on.</p>	<p>March to June yearly</p> <p>This will be on-going and changed as needed.</p>	<p>Gr K-5 teachers (PLC's) Math Lead All school staff Frequent communication to parents regarding goals and progress.</p>
<p>Math Info Night for parents</p>	<p>Each February</p>	<p>PSSC, School Teaching Staff</p>

Literacy: Children will advance yearly in reading fluency and comprehension at their own personal best based on classroom assessments (letter recognition, word recognition, phonemic awareness and running records) 90% of students in K-2 will be reading at the appropriate level.

Strategy	Timeline	Responsibility
Teachers will complete the balanced literacy assessment and strive to be at the “sustaining” level on the scale.	PLC time bi-monthly and district PD days On-going PD to support professional development in these areas.	Classroom teachers, mentors, administration
Teaching process map will be followed to PLAN, DO, CHECK and ACT to identify and meet student needs. Monthly mapping plans established with outcomes listed for each term in	Primary and intermediate literacy will identify students in their grade level not meeting the reading level by first report.	Classroom teacher, Grade level , resource teacher, Literacy Mentor
Balanced assessments (conversations, products, observations) with frequent formative assessment data recorded (checklists) and monthly grade level common assessments that are directly aligned to the curriculum.	Daily, weekly, monthly, on-going	PLC time
Interventions will be identified for students in reading and writing who are not performing at the expected levels.	Short term interventions will be on-going with goals established.	Classroom teacher, Grade level , resource teacher, Literacy Mentor
Frequent goal setting with students towards improvement.	Daily, weekly, monthly contact with students to determine goals based on daily work. Frequent communication with parents on goals working on.	All school staff, parents, students

Positive Learning Environment

Strategy	Timeline	Responsibility
Increase the use of technology by the staff and school to improve communication	Development of a math share site Webpage workshop	Math Mentor Technology Mentor (Neil Martel)
Improve staff knowledge of mental wellness	Share information from presenters, wellness team, staff meeting info, newsletter	
Maintain and improve attendance of students	Maintain family contact and send a letter home afterwards if 10 days are missed. Establish incentives and school – wide assemblies and recognition of attendance.	
Establish a core group of teachers to work on Tier 1 school wide positive learning environment strategies and implementation.		