

GMCS/ WHES SIP 2018-19

Mission Statement:

To promote a safe, responsible, respectful community that engages, educates and empowers.

This year's focus is in three areas: Assessment, Peer Observations/ Feedback and Numeracy/ Literacy.

Vision:

We are an exemplar school.

GMCS/WHES GOAL # 1

Assessment:

Our reality: Internal and external reviewers noted inconsistency in assessment practices across levels at GMCS. Changes to Provincial report cards and assessment approaches require us to revisit our current practices. A focus on formative assessment has led to its more consistent application since the review process.

Goal: K-12 teachers will embed balanced-assessment in all classes (to be measured through observations and conversations in 90% of walkthroughs) by June 2021.

Performance Target: All teachers will incorporate triangulation of data into their assessment and evaluation practices by the end of the 2018-2019 school year.

	Strategies	Indicators of success	Time lines	Responsibility	Status Update (Jan '19)	Revisions
1	Establish and employ an effective record-keeping mechanism for recording triangulation of data.	Employ math checklists, writing checklists, running records, pensive/binder with a section for each child to maintain record or FA results.	September 2018 –June 2019	K-5 teachers		

2	Focus PL on assessment.	<p>On a monthly rotational basis, team members will share a strategy/ practice for recording triangulated data.</p> <p>Employ a math, a science and a writing checklist and running record for student results.</p> <p>Establish an outcomes-based PowerSchool marking system to facilitate recording observations, conversations and products (Triangulation of data)</p> <p>3-5 will request PL/ exemplars from 2018 PDU lead, Susan Jones</p>	<p>September 2018 –June 2019</p> <p>Biweekly at PLC meetings Sept-Dec 2018.</p> <p>Sept 2018- June2019 One course in September 2018; Second course February 2019</p> <p>September 2018</p>	<p>3-5 teachers (Erin, Angie Daphna Zoe)</p> <p>6-8 teachers</p> <p>9-12 teachers</p> <p>3-5 teacher, Susan Jones</p>		
---	-------------------------	--	--	---	--	--

		HS will complete a book study <i>Grading Smarter, Not Harder</i> by Myron Dueck and incorporate discussions of the book into PLC meetings.	January 2019	9-12 teachers		
		Staff meeting PL will focus on balanced assessment.	September 2018– January 2019	Admin./ CLT		

GMCS/WHES GOAL # 2

Peer Observations/ feedback:

Our reality: .						
Goal: All K-12 teachers will participate in at least three collegial feedback experiences by June 2021.						
Performance Target: Each GMCS staff member will take part in at least one peer observation partnership by 2019. GMCS will have evidence of at least 90 peer observation/ feedback occurrences by 2021.						
	Strategies	Indicators of success	Time lines	Responsibility	Status Update (Jan '19)	Revisions
1	All teachers will partner with a colleague to plan and complete a non-evaluative peer classroom visit seeking feedback in an area of their choice. (Teachers will cooperate to coordinate schedules and alert office to any upcoming available supply time).	Partnerships created. Visits complete and recorded in PLC/CLT notes.	By June 2019	All teachers		

2	A calendar will be posted indicating days and times when supply teachers will be available to cover teachers who wish to partner. (ie. days admin or resource will be absent)	Teachers will reserve their days/ times through admin.	2018-2019 ongoing	Admin/ all teachers		
3	Teachers will meet after visits to debrief and will report dates that their visits occurred to their PLCs, with comments. The team's CLT rep will report to CLT meetings and a record of feedback pairings will be kept in CLT minutes.	PLC/CLT minutes	September 2018 –June 2019	Admin/ all teachers/ CLT		
4	Resource teachers will cover teachers to allow for observations to occur as schedules allow.	CLT Minutes will indicate number of classes covered by EST-Rs or supply teachers.	September 2018 –June 2019	Admin/ all teachers/ CLT		

GMCS/WHES GOAL #3

Academic Focus: Numeracy / Literacy

Our reality: Data from benchmark assessments, ELPA and teacher assessments indicate weaknesses in numeracy/and or literacy which vary among levels. Current student success ratings are unsatisfactory.

Goal: K-12 teachers will employ intervention strategies targeting academic deficits in numeracy and literacy (as indicated below) by June 2021.

Performance Target: 80% of students will be achieve appropriate or above on district benchmark test by 2021. All students will pass the ELPA by graduation.

- By June 2019, 55% of Grade 9 students will achieve appropriate or better on the ELPA (up from 50% in June of 2018)
- By June 2019, 60% of Grade 8 students will achieve appropriate or better on benchmark assessments (up from 41% success in June 2018).

	Strategies	Indicators of success	Time lines	Responsibility	Status Update (Jan '19)	Revisions
1	Examine Benchmark Data for K,1 &2 from 2017-8.	Baseline data recorded	September 2018	K-2 teacher		
2	Target strategies on N3-D and N1-F in K. Target strategies on N2-B, N10-B, N10-E, N10-F in Grade 1. Target strategies on Target N10-F and N9-E in Grade 2.	80% of K-2 students will have 75% of questions at each grade level correct by June of 2019.	September 2018 –June 2019	K-2 teachers		
3	Grade 3-5 will use a common program to collect data on reading comprehension skills	Monthly CARS/ CAMUT reading comprehension tests	Monthly all year	3-5 LA teachers		

4	Students will be targeted for pull-out interventions in reading comp.	Pre-post testing in reading comp.	weekly	Angie Russell		
5	Students will share think and do number talks. Teachers will display grade-appropriate math language in classroom	Lesson plans, postings on wall	Ongoing, Sept 2018- June 2019	3-5 Math teachers		
6	PLC will share and learn about one Mental Math strategy each month. Teachers will teach Mental Math strategies daily.	Lesson Plans 75% of students will achieve mastery on a Mental Math quiz (10-12 problems correct in 3 minutes) by June 2019	Monthly 2018-19 Ongoing, Sept 2018- June 2019	3-5 Math teachers 3-8 Math teachers		
7	Teachers will teach specific strategies for reading and solving word problems and add to homework folder for practice.	Given 10 word problems using different problem strategies at grade level, students will successfully solve 70%. Lesson Plans	Ongoing, Sept 2018- June 2019	6-8 Math teachers		

8	Teachers will teach all measurement outcomes at grade level to mastery using a cross-curricular approach.	There will be a 5-7% increase in measurement scores on district and provincial assessments.	Ongoing, Sept 2018- June 2019	6-8 teachers		
9	A literacy mandate will be incorporated in all HS classrooms that will require students to submit written work in full sentences/ paragraphs. (Point form responses will not be accepted.)	Assignments, products and tests show full-sentence or paragraph responses.	June 2019	9-12 teachers		
10	Students who are unsuccessful on their ELPA in Grade 9 will receive targeted 5-6 week (or longer) literacy interventions either through pull-out or through teacher-led interventions.	Interventions held. All students are successful on ELPA before their projected graduation date.	January 2019	EST-R and 9-12 teachers		