**Name of School: Harvey Elementary**

**School Year: 2019-2020**

| ***SIP Priority***: **Focus on formative assessment practices to support pedagogy and learning** |
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| ***Goal#1*: By October 30, 2019, 100% of Harvey Elementary teachers will have a learning target included in their Math lesson plan and displayed in the classroom. As well, the learning target will be clearly communicated with students.** *\*(For those teachers who do not teach numeracy, they will do the same but with a different subject. Ie: Literacy/Physical Education)* |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?**What timelines are associated with the strategies/ actions?*  | *Updates To Be Added Throughout the Year.* |
| **Fall 2018 Teacher Perception Survey*** 33.3% of teachers self-reported that they explicitly state learning goals in almost every lesson

**Classroom observations*** 63.6% of classes visited had the outcome displayed in the room. Of those 63.6%, 29% showed evidence of specific, deliberate, and purposeful learning targets.
* 27.2% of teachers included the outcome/learning target in their lesson plan.

  | Teachers have a thorough knowledge of curricula targets and standardsSpecific, deliberate, and purposeful learning targets are displayed in the classroomSpecific, deliberate, and purposeful learning targets are included in lesson plansStudents can speak to the learning targets | Teacher will have a designated spot in the classroom where daily learning targets will be visible.PL on how to write daily learning targets will be provided to teachers from administration during PLC meetings.Teachers will use the building blocks from the Improvement binders to write their learning targets.Teacher’s lesson plan templates will include a section to record daily learning targets.Teachers will explain and model the daily learning target at the beginning of each lesson. | TTFM survey in the fall 2019.Walk-through dataSummative Performance Assessments | All teachers – Oct. 30, 2019Administration – Oct. 30, 2019All teachers – October 30All teachers -- ongoingAll teachers -- ongoing | All teachers have self reported that they have a designated spot to display their daily learning target. Staff did receive PL on how to write learning targets in student friendly language. There are a few FI teachers who would like to work on this during PLC meetings.99% of teachers indicate they are using the building blocks to write their learning target.Most teachers are explaining the learning targets each day. This needs to be done even if the target is the same 2 days in a row. |

|  ***Goal #2*: By June of 2020, during each Math lesson, 100% of Harvey Elementary teachers will formatively assess the lesson’s learning target. This formative assessment plan will be included in their lesson plan. *\*(For those teachers who do not teach numeracy, they will do the same but with a different subject. Ie: Literacy/Physical Education)*** |
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| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?**What timelines are associated with the strategies/ actions?*  |  *Updates To Be Added Throughout the Year* |
| **Fall 2018 Teacher Perception Survey*** 16.7 % of teachers self-reported that they check by asking questions, whether or not the subject matter has been understood.
* 16.7% of teachers self-reported that their students evaluate and reflect on their own work in almost every lesson.

**Classroom observations*** 18% of teachers included some form of formative assessment in their lesson plan.
 | Teachers’ lesson plans will include a formative assessment plan based on the learning target for the lessonTeachers have collected and can show quantifiable dataTeachers are able to identify when the learning target has been met (daily formative data capture, outcomes beside assessment questions) | Lesson plan templates will include a section to record their formative assessment planTeachers will continue to use various methods of formative assessment (clipboard cruising, exit slips, thumbs up/down, white boards, etc)All teachers will receive Math Improvement training.Teachers will use items from the Math Improvement Binder/Site as well as target questions as exit slips. Teachers will share various methods of formative assessment during PLC meetings.Math Improvement spreadsheets will be used to track formative assessment results. | TTFM Survey – Fall 2019Walk-through dataSummative Performance Assessments | All teachers – Oct. 1, 2019All teachers – Oct. 1, 2019Mrs. Porter/Numeracy Leads – Oct. 15, 2019All teachers – ongoingAll teachers – ongoingAll teachers – ongoing | Teachers are reporting that they are including a section in their lesson plans to write their learning target. Teachers have agreed to make sure their lesson plans are available when being observed.Teachers have expressed they would like PL on more formative assessment ideas.All staff have received the Math Improvement training. This was completed in the fall.Teachers are aware of where to locate target questions so they can use them as exit slips.Some teachers are using the improvement spreadsheets and have found them useful. K-2 have used them to direct interventions. |

|  ***Goal #3***: **By June 2020, 100% of Harvey Elementary teachers will use the formative assessment evidence collected during their Math lessons to guide instruction.*\*(For those teachers who do not teach numeracy, they will do the same but with a different subject. Ie: Literacy/Physical Education)*** |
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| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?**What timelines are associated with the strategies/ actions?*  |  *Updates To Be Added Throughout the Year* |
| **Fall 2018 Teacher Perception Survey*** 50% of teachers self-reported that they use formative assessment evidence

**PDU Report** | Spreadsheets from Math Improvement Site completed and discussed during PLC meetingsReflection section completed in lesson plansTeachers embedding interventions during core delivery | Teachers will include a section in their lesson plan template for reflection. Formative and Summative data from the Math Improvement spreadsheets will be used to guide instruction as well as to form groups for guided Math.Formative and Summative assessment data will be discussed during PLC meetings.Formative and Summative data will be used for small group interventions. | TTFM Survey – Fall 2019Summative Performance AssessmentsPLC meeting minutes | All teachers – ongoingAll teachers – ongoingAll teachers – ongoingAll teachers & ESS members – ongoing |  |