

School Name: Second Street Community School Date: Sept 3, 2020

School Goals:

1. To strengthen students’ numeracy skills, particularly number sense and mental math

*WHAT DOES OUR FOCUS NEED TO BE?*

What evidence identifies the focus? What targeted groups are addressed?  
Where will concentrating your energies yield the greatest effect?

* Our LSS supports have been largely focused on literacy over the past years. We are shifting this to support students’ math skills and to support with direct support in the classroom.
* by engaging students and directly teaching the basic math skills that may not have been picked up in the formational years
* Specific , logical problems solving skills including Breaking the problem into relevant parts, finding important information and identifying the operations needed to solve problems

*SPECIFIC GOAL YOU ARE ADDRESSING:*

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

* The data shows that most of our students are doing well but those that struggle far further behind as they get older.
* This affects all areas of math and creates a sense of frustration and defeat in these students.
* Specific targeting for support will benefit the identified students but also allows a better flow and more success in the class as a whole

*SCANNING*

What’s going on for your learners in relation to your goal?   
How are you supporting the diverse learning needs of your school population in relation to the goal?

* Most of your students are doing well with numeracy, but the ones that struggle are far behind their peers
* Many of these students struggle with the basic numeracy skills, number sense and with problem solving skills
* These deficiencies affect their ability to master most areas of the math curriculum

*CHECKING*

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

* We will look at year to year gains (marks) for targeted students who have struggled with math basics. We will use the data from specific stream of the math curriculum to concentrate our support where it is needed.
* We will survey teachers to asses how the overall skill level f their class is over the course of the school plan.

*HOW AND WHERE CAN WE LEARN MORE?*

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

* Some teachers are using their professional growth days focused on math. They are sharing their learning with other staff throughout the year
* Differentiating instruction/small group pull out/ use of manipulatives to reinforce concepts
* Staff have joined a math group led by Donna Morgan

*NEXT STEPS:*

What requires further attention? Where to next?

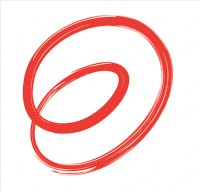
* We will work towards supporting younger students to reinforce lessons so that there is not as great a need for intervention in the later grades.
* We need to align our learning support model with the need for direct math instruction
* We need to have classroom teachers work in conjunction with our non-enrolling teachers to identify students who are at risk and plan accordingly to support them.
* We need further training in direct math instructions and we will bring in Donna Morgan for professional development.

*TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?*

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

* Professional development
* Student identification
* Alignment of LSS support to classes with the greatest needs and the flexibility to change as the math nits change and struggling students have more success.
* Many of the students we are talking about are already tier 1 students, so most of the school. As we support these students the rest of the class will also benefit from support and a better flow in their learning. Tier two students will be supported by direct small group (or pull out) instruction.
* Progress will be monitored through regular assessments and teacher feedback

A SPIRAL OF INQUIRY  
APPROACH TO SCHOOL PLANNING



*SCHOOL PLANS GUIDELINES:*

1. School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).

SEL may be an additional goal or incorporated in your academic goal.

1. Your goal should focus on student learning based on evidence both qualitative and quantitative.

Examples below:

* 1. Goal – To improve student skills in writing   
     Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
  2. Goal – To strengthen student comprehension skills K – 7.

Target – Group of grade 3 students / (male) not meeting expectations in comprehension.

1. This target group should be monitored for progress and this data should be included in your plan. If progress is not occuring, what are your next steps?
2. How are you involving parents in meaningful conversation around the school plan?
3. School Plans template
   1. RTI
   2. Inquiry Model

*2018 - 19*

*SCHOOL TEAM VISIT SUMMARY REPORT  
(to be completed by Visiting Team)*

*SCHOOL: DATE: \_\_\_\_\_\_\_\_\_\_\_*

*NAMES OF VISITING TEAM MEMBERS:*

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*RECOMMENDATIONS*



*PROMISING PRACTICES*