



## St. James-Assiniboia School Division Key Areas for School Assessment Planning

### School Assessment Reports and Future Plans to be submitted in June of each school year

**SCHOOL NAME: STRATHMILLAN**

### JUNE – School Assessment Plan Reflections and Accomplishments of 2015-2016 School Year

Please comment on successes and progress towards meeting school assessment plan outcomes (2015-16)

**1. What did you see throughout the school year related to your school's assessment focus areas? What was the observable evidence related to your school's assessment practices?**

- Meaningful assessment data was used by teachers to continuously monitor learning, inform instruction and assessment and determine next steps. Class reviews took place in October. The review process and data obtained guided resource, guidance and clinical support.
- Improved student writing with evidence from the last six years of typical writing assessment samples reflecting growth school-wide.
- Teachers have a common understanding of the expectations of reading and writing K - 5.
- Teachers and students use "I Can Statements" to communicate growth, set goals and criteria.
- Teachers improved noticing and naming the areas of craft and next steps needed when analyzing student writing samples.
- An increase in sustained writing with evidence of writing samples documented from Sept. to June in student writing notebooks.
- An increase in writing across content areas with a focus on thinking, collaboration and entrepreneurship.
- Literacy leadership team continued to make collaborative decisions and leadership was distributed among colleagues.
- Four schools outside the division visited Strathmillan to see literacy teaching in action. This involved the Literacy Leadership team.
- Literacy and Numeracy Committees met every six weeks to discuss and review literacy and numeracy assessment data. This PLC discussed data and developed plans of support for students. A numeracy tracking chart was created to monitor our most at-risk learners in the area of numeracy.
- Administrators consistently used walkthroughs to ensure shared beliefs were aligned with best literacy practices. Feedback was provided regularly for teachers to celebrate their strengths and gently move them forward.
- Teachers collected a variety of evidence using Notability such as conversations, photographs, student work samples, etc.
- Numeracy assessment is gathered through hands-on activities, math journals, observations, one-to-one conversations and paper/pencil tasks. Monthly problem-solving assessments, created by Divisional Numeracy Coordinator, were used to track student thinking.
- Data from divisional report cards, provincial assessments and teacher created assessments informed our next steps needed as a school.
- Teachers developed shared numeracy beliefs based on the Eight Effective Teaching Practices from NCTM's Principles to Action: Ensuring Mathematical Success for All.



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- Teachers and resource worked together to plan for whole group, small group and individual instruction for students struggling in literacy/numeracy.
- Teachers worked with Numeracy Coach to deliver effective numeracy instruction using best practices to include all learners.

### **SEPTEMBER – School Assessment Plan for 2016-17 School Year**

- 1. Based on your end of year reflections and accomplishments, what are your school's assessment focus area(s) for the upcoming year? What do you still need to see more of in your school? *(Please see attached resources for your reference.) (The items identified here will inform the beginning plan for the next school year).***

Our assessment areas for the 2016-2017 school year will be numeracy (problem solving) and literacy (development of crafting techniques). We used a variety of data to create our literacy goal and numeracy goal.

#### LITERACY Goal:

By June 2017, 100% of students will develop a variety of crafting techniques by reading and analyzing rich literature to enhance their writing pieces across multiple content areas.

#### NUMERACY Goal:

By June 2017, 100% of our students will improve problem-solving skills through discussion-based opportunities, sharing solution strategies and writing about math understandings.

- 2. What effective strategies will you try and/or continue to use? What are the visible processes and/or actions to support the focus? What will you do differently? What are some challenges to address? *(The strategies identified here will be the visible actions to support the Assessment focus for the next school year's plan)***

#### LITERACY:

Teachers will:

- provide meaningful units of study to produce authentic, purposeful writing pieces
- instruct students on how to read like writers, study model texts and experiment with different writing forms
- increase the amount and quality of open, sustained discussion of reading content
- create opportunities for students to interact with each other in pairs or in small groups with a shared focus on understanding text
- use strategies for entering into, strengthening, and extending student writing



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- explore digital tools to develop skills and enhance students' digital literacy
- analyze typical writing assessments by noticing and naming the craft
- revisit our current list of "I Can Statements" and make changes as needed
- lead students in self-assessment using "I Can Statements" and/or co-created writing criteria
- co-plan and/or co-teach with resource teachers to provide strategies for students who struggle with literacy
- share and discuss literacy articles and books
- seek support from Literacy Leadership Team members for mentorship and/or assistance to enhance the craft of writing in classrooms

### NUMERACY:

#### Teachers will:

- deliver direct, explicit and systematic instruction that models problem-solving strategies and metacognition
- promote math talk to clarify, restate, question and share understandings
- purposefully plan to teach students to think and talk about their mathematical thinking
- provide time for students to share their strategies and solutions in groups or with the class so students can see that there are often multiple ways to arrive at a solution
- guide class discussions to maximize the potential to extend students' thinking and make connections to important mathematical ideas
- model a positive disposition toward mathematics through being a strategic co-learner
- provide real-world connections and applications of math in order to make math more relevant to the personal lives of students
- use ongoing formative data and feedback, combined with targeted reteaching, to immediately address gaps in understanding
- co-plan, co-teach and co-assess with numeracy coaches and school resource team
- discuss professional readings on mathematics instruction and analyze assessment data during staff meetings, PD Tuesdays and/or common preps.

#### Students will:

- engage in discussions, defend and justify their solutions
- learn to represent math ideas using multiple forms such as drawings, diagrams, words, actions and manipulatives
- learn to make connections between multiple representations
- demonstrate their thinking through the use of technology, manipulatives or mathematical tools
- listen to other students articulate their thinking
- record their thinking by solving problems, keeping journals and completing projects
- regularly use self-assessment skills to monitor and communicate their learning within the context of the Manitoba curriculum and/or Individual Education Plan (IEP).



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