School Growth Plan

School: Salmon Arm West Elem Year: 2019-2020

Principal: David Wellingham

Part 1: Learning Goals

From District and School Growth Planning Timeline:

Learning Goals	Rationale	Information	Strategies Identified
Goal #1: To improve student achievement in math and numeracy.	Assessment of critical concepts indicates students are not mastering the critical concepts at each grade level. There has been significant improvement in problem solving skills, but this is still an area of concern. Problem solving: FSA showed at Grade 4 level our students are able to start accessing the problem more often, but struggle to follow the steps through to an accurate solution. This is corroborated by the SNACC results. Considering Grade 2-5 results on SNACC 42 of 71 students (59%) showed they were meeting expectations with selecting an appropriate strategy for problem solving. However, only 35 of the 71 (49%) were able to meet expectations with arriving at an accurate solution. This indicates we need to continue to work on understanding strategy selection- the "Conceptual" part of math, as well as really focus on helping students master the "procedural" steps to solve the problems.	1. SNAC assessment- tracked with May data- 2. FSA data- showed increase in performance but still behind the literacy scores. 3. Classroom assessments conducted by teacher throughout the year.	1. Critical concepts for each grade as a focus for instruction 2. Use of district SNACC- September to inform instruction for the current school year, and May to inform instruction for remainder of year 3. Develop common understandings and approaches in order to help students make connections from one year to the next- team meetings between teachers of grades –need to have another meeting in September so that new staff are included in the strategies used from grade to grade 4. Incorporate problem solving into daily routine-emphasize the use of the daily word problems at all grade levels 5. School wide dedicated time to development of basic fact fluency. Starting in Sept Div 1 and 2 daily practice with fluid groups. Div 3 joins in October. 6. Math club – hopefully this will continue. Builds confidence, perseverance, excitement about math. 7. Peer numeracy coaches: starting with grade 1 and 2 in fall and Kindergarten in later spring.

Specifics of the goal:

1) Daily problem solving in every classroom- helpful to have the questions in teacher's boxes each Monday morning. This is essential in every class from Kindergarten through to grade 5.
2) School wide (Div 1-3) basic facts fluency: after lunch every day have 20 minutes where students are divided into fluid groups based on the strategy they need to solidify. We want to differentiate between memorized and fluent. We need to build the strategy and then get fast. This will help with the procedural competency.

3) Focus on critical concepts and introduce the rest of the curriculum through problem solving.
4) Ensure strategies taught are the same throughout school. Meet early in September (K/1 and 1/2; 1/2 and 2/3 ; 2/3 and 3/4 ; and 3/4 and 5)
5) SNACC should be used to find out where students are at who are working below grade level. Students needing concepts reviewed should receive additional math instruction and practice- rather than in place of classroom instruction. Consider continuing the use of the peer numeracy coaches. Start in fall with the grade 2 students who need practice. Then move to grade 1 and in the later Spring- move to Kindergarten.

Learning Goals	Rationale	Information	Strategies Identified
Goal #2: Investigate place based learning practices and incorporate into instruction	The importance of connection cannot be overstated: Connection to each other, to our community and to the land. We believe that when we use these connections in our instruction, students will learn better. By focusing on place based learning we were more deliberate about being outdoors, and also incorporating our immediate surroundings into lessons.	Qualitative: student reflections and core competency self-assessments	1. Garden: classes select plants to plant, care for and harvest. School wide lunches and drawing attention to the use of the fruits and vegetables. 2. Indigenous garden at front of school: to research how to grow, use traditional plants. Connection to our local knowledge keepers. 3. Shannon Sharp learning circle: planned grand opening is Sept 2019. This space will be used for outdoor learning as well as recreation. 4. Weaving the content knowledge into content areas such as SS and Science.

Story: Examples from students and how the school will tell its story of learning.
Students will be able to read, write, speak about the local environment in a knowledgeable manner. This increases the connectedness to the land that helps with living in a responsible manner. We will make a big effort to not think of place based learning always in terms of being outside or being on a field trip. We will include finding ways to make what we are reading, writing, thinking and communicating about tied into the local area.