

FOCUS OF THE 2018-2019 SCHOOL IMPROVEMENT PLAN (SIPSAW)
THE CORE PRIORITIES FOR IMPLEMENTATION BY SCHOOL ADMINISTRATORS AND TEAMS

School Name: Sherwood P.S.

Principal: Renee Price

EQUITY AND INCLUSION

WELL-BEING

LEVERAGING DIGITAL

LITERACY

The What:

Using assessment data collected as a diagnostic, as well as formatively, to program intervention structures and techniques into daily literacy practice

Providing specific, timely, written, performance based feedback that is revisited/reassessed (Did it work? Have impact? Why? Why not?)

The How:

**Utilizing diagnostics to determine specific needs and interventions to reduce gaps, guide instruction and increase student achievement particularly in the area of about and beyond the text comprehension (reading) and thinking and communication (writing)*

** With like grade partners, co constructing criteria and grade level exemplars to have a common understanding of assessment/evaluation and action planning*

Equity and inclusion focus in support of literacy goal

- Use differentiated and high yield tasks and formats to engage students and support greater success
- Ensure engaging and relevant materials are used that students feel represent their interests, beliefs and identity, especially for text of week
- Use of flexible seating and learning structures and devices
- Create Writing tasks and opportunities that students are excited about because they connect to their interests and personal identities

Well-being focus in support of literacy goal

- Refine in school team system that develops/revisits various supports/programs/tools for our students with special education/self-regulation needs with a focus on adapting the learning environment and physical space for at risk or in risk students
- Frequent reflection and check in around successes, worries and areas where support is desired

Leveraging digital focus in support of literacy goal

- students will access various types of texts using technology (videos, posters, songs, videos, audiobooks) that represent multiple viewpoints both in class and part of our school wide text of the week
- students will be provided opportunities to document their learning using a variety of digital forms (photos, videos, create learning stories and slideshows)
- opportunities to Skype other classrooms, authors or special guests will be provided through partnering in the library
- use of Google classroom to provide feedback in at least one area for grades 3 and up
- utilization of ipads and smart pens to record and capture student dialogue and thinking
- posting of lesson discussion, consolidation or strategy exploration will be posted online at least once a month
- students use technology to seek feedback that informs and improves practice by using commenting features in collaborative docs

NUMERACY

The What:

Using assessment data collected as a diagnostic, as well as formatively, to program intervention structures and techniques into daily math practice particularly with a focus on closing conceptual understanding gaps, improving thinking and application skills as well as building process skill application during guided instruction/practice

The How:

- *Building a conceptual understanding number sense, numeration and operations*
- *Utilizing data from a variety of assessment tools/forms to inform action (guided practice/intervention), track achievement, reflect on gains and areas for growth, to give purposeful feedback throughout the different stages of the learning process, and provide a comprehensive (shared, guided, independent, 3-part lesson structure) and differentiated math program that includes a focus on utilizing open tasks and the process expectations*
- *Support with making learning, strategies, and tools visible (strategy/concept walls and manipulative menus), accessible and interactive within the classroom*

Equity and inclusion focus in support of numeracy goal

- Use differentiated and high yield tasks and formats to engage students and support greater success
- Ensure engaging and relevant materials are used that students feel represent their interests, beliefs and identity
- Use of flexible seating and learning structures and devices
- Focus on positive math mindset activities and highlighting and celebrating when students access the tenets of Boaler's math mindset beliefs
- Use of PRIME, Leaps and Bounds to identify gaps and run interventions
- Creation of individualized student profile/toolkit that include student's best strategies, most effectively used tools, and areas of strength related to math process and specific expectations that will be added to as areas of focus and subsequent accomplishment occur

Well-being focus in support of numeracy goal

- Determine and access the tools/strategies that work best for students to help manage their well being
- Frequent reflection and check in around successes, worries and areas where support is desired
- Identify students proactively who need 'social support' & teaching explicit skills to build 'resiliency'

Leveraging digital focus in support of numeracy goal

- students will be provided opportunities to document their learning using a variety of digital forms (photos, videos, create learning stories and slideshows)
- use of Google classroom to provide feedback in at least one area for grades 3 +
- utilization of ipads and smart pens to record and capture student dialogue and thinking
- access online tools/games to support skill development or gap closing in an engaging format
- for those that use and access Avers, posting of lesson discussion, consolidation or strategy exploration will be posted online at least once a month
- students use technology to seek feedback that informs and improves practice by using commenting features in collaborative docs
- use of online math manipulatives and videos to enhance learning