

“Pause and Reflect” - SEF Summary 2015
School: Jeanne Sauvé
Principal: Shona Gracey and Jenny Ritsma VP
Date: June 8th 2015

School Focus and/or Teacher Learning Focus from current School Improvement Plan

Teaching Practices from Our Math Strategy	Assessment for, as and of Learning 1.0	
<ul style="list-style-type: none"> 1. Descriptive feedback given in a timely fashion and multiple opportunities to practice concepts again before a summative task 1.4 2. Posted learning goals and success criteria developed 1.3 3. Diagnostic assessment of student readiness prior to number/sense (e.i, Transitional Math Assessments created by teachers, Prime) 1.2 4. Exit Cards 5. Regular communication with parents 1.7 	<p>What are the strengths and sustained practices across the school?</p>	<p>What will we focus on next? (What professional learning do we need to focus on?)</p>
	<p>Continuity of what we are doing and what we have done in Math. Principal put together a Math package for new teachers, to ensure a smooth and more concise. Ensure that all teachers have a copy of the Boards Math Strategy.</p>	<ul style="list-style-type: none"> 1. Unpacking the FI curriculum (review the front matter of the document)Unpack and flesh out the curriculum expectations in each grade 1.6, 1.3 2. Focus on Grammar and vocabulary for each Grade 1.3 3. Develop an FI vocabulary, grammar expectations for each grade based on the new FSL FI document 1.3 4. Descriptive feedback given in a timely fashion and multiple opportunities to practice concepts again before a summative task 1.4
Curriculum, Teaching and Learning 4.0		
<ul style="list-style-type: none"> 1. Small group instruction based on assessment of student work 1.2 & 4.5 2. Frequent use of manipulatives 4.2 5. Open /parallel math problems 4.5 6. Use of rich math tasks that are inquiry based and relevant to students 4.2 7. Communication of math experience through conferencing 4.2 	<p>What are the strengths and sustained practices across the school?</p>	<p>What will we focus on next? (What professional learning do we need to focus on?)</p>
	<ul style="list-style-type: none"> 1. Small group instruction based on assessment of student work 2. More consistent use of manipulatives (Manipulatives were purchased in spring of 2015 5. Open /parallel math problems 6. Use of rich math tasks that are inquiry based and relevant to students 7. Communication of math experience through conferencing 	<ul style="list-style-type: none"> 1. A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.2
Student Engagement 3.0		
<ul style="list-style-type: none"> 1. We have identified a common vocabulary – consistent language 3.1 2. We have created a problem-solving model 3.1, 3.2 3. We have implemented the problem-solving model 3.1, 3.3 4. We have created an end of year/beginning of year assessment 3.3 5. Heightened the profile of math in the school – Maths avec Mme. 3.4 	<p>What are the strengths and sustained practices across the school?</p>	<p>What will we focus on next? (What professional learning do we need to focus on?)</p>
	<ul style="list-style-type: none"> 1. We have identified common vocabulary – consistent language 3 2. We have created and implemented a problem-solving model 3. We have implemented the problem-solving model 4. We have created an end of year/beginning of year assessment 5. Continue to heighten the profile of math in the school – Maths avec Mme. 	<ul style="list-style-type: none"> 1. The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. 3.1
School and Classroom Leadership 2.0		
<ul style="list-style-type: none"> 1. We have created a « continuum » to help us to identify the key concepts and skills across grades 2.1, 2.2 2. We have attempted to prioritize the expectations in a logical way 2.4 3. Teacher enquiry and professional learning into math 2.4 4. Collaboration and group work 2.3 	<p>What are the strengths and sustained practices across the school?</p>	<p>What will we focus on next? (What professional learning do we need to focus on?)</p>
	<ul style="list-style-type: none"> 1. We have created a « continuum » to help us to identify the key concepts and skills across grades. 2. We will create a package with the continuum, Problem solving model, common language, Math Assessments in an effort to support new teachers coming to Jeanne Sauvé. Consistency and a shared working knowledge 	<ul style="list-style-type: none"> Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. 2.1 2. Processes and practices are designed to deepen understanding of the curriculum and refine instructions to improve student learning and achievement. 2.2 3. Job-embedded and inquiry based professional learning builds capacity, informs

will help to successfully sustain our Math strategies.
3. Continue to prioritize the expectations in a logical ways
4. Teacher enquiry and professional learning into math
5. Continued collaboration and group workn 2015-2016 at the beginning of our CLS's 2015-2016

instructional practice and contributes to a culture of learning. 2.4

Next Steps for Improvement Planning with regard to teacher professional learning needs for assessment and instruction in Mathematics and The New FI curriculum.-