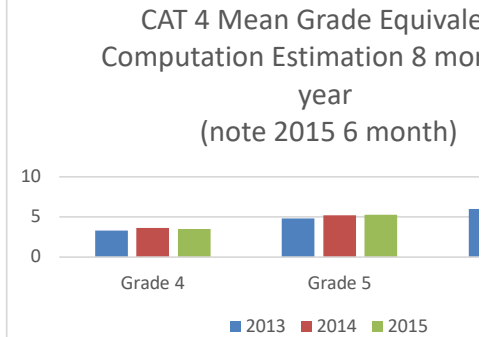


2019-2020 Outcome Plan Math Rossignol Elementary																																																			
TITLE: Which outcome does this project plan support? By June 2020, 80% of students will be at grade level or above in and math. Date of Original Draft: May 28, 2014 Date Last Updated: April 11, 2019	Primary Owner: Sharon Hoffman		Secondary Owner: Krissy Bouvier- Lemaigre																																																
	Lead Unit/Branch: Brenda Green		Expert Advisor: Michelle Niadu Other Team Members: Michelle Favel, Chellsea Belanger ,Karen Bouvier, Marina McLean, Melissa Dubrule, Delores Kent, Erin Laliberte, Doris Favel, Kristina Lambert																																																
	Team Lead(s): Bill Brown																																																		
1. Problem Statement (Current state and the reason for action.) <i>[Explain what and how big the problem is and why strategic action is required to address it.]</i> o Include a clear and brief description of what the problem is and why strategic action is needed to address it.	4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) <i>[More detail can be included in the Detailed Implementation Plan.]</i>																																																		
<table border="1"><caption>Proportion of Students with Reported Math Levels, 2018-19</caption><thead><tr><th></th><th>Students with a Reported Math Level</th><th>Students with no Reported Math Level (Percentage)</th><th>Total Number of Students</th></tr><tr><th></th><th>Number</th><th>Percentage</th><th></th></tr></thead><tbody><tr><td>Division (Grade 2)</td><td>88</td><td>100.0%</td><td>0.0%</td><td>0.0%</td><td>88</td></tr><tr><td>Division (Grade 5)</td><td>22</td><td>95.7%</td><td>0.0%</td><td>4.3%</td><td>23</td></tr><tr><td>Division (Grade 8)</td><td>18</td><td>88.7%</td><td>18.8%</td><td>0.0%</td><td>19</td></tr><tr><td>Province (Grade 2)</td><td>12,351</td><td>95.6%</td><td>12.3%</td><td>1.2%</td><td>12,832</td></tr><tr><td>Province (Grade 5)</td><td>12,818</td><td>95.9%</td><td>9.2%</td><td>1.9%</td><td>13,335</td></tr><tr><td>Province (Grade 8)</td><td>11,703</td><td>89.5%</td><td>8.4%</td><td>2.1%</td><td>13,071</td></tr></tbody></table>		Students with a Reported Math Level	Students with no Reported Math Level (Percentage)	Total Number of Students		Number	Percentage		Division (Grade 2)	88	100.0%	0.0%	0.0%	88	Division (Grade 5)	22	95.7%	0.0%	4.3%	23	Division (Grade 8)	18	88.7%	18.8%	0.0%	19	Province (Grade 2)	12,351	95.6%	12.3%	1.2%	12,832	Province (Grade 5)	12,818	95.9%	9.2%	1.9%	13,335	Province (Grade 8)	11,703	89.5%	8.4%	2.1%	13,071	Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
		Students with a Reported Math Level	Students with no Reported Math Level (Percentage)	Total Number of Students																																															
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	Consult with stakeholders on draft plan	Document summary	Sharon Hoffman	2015	ongoing		Capacity of SCC																																												
Develop professional learning model for math in school Math Coach by wing PD on Modular Math Making Math Games Math Communication and Math Planning Math Collaborative planning	Schematic representation of model	Brenda Green	Fall 2015	Ongoing implementation	Math committee	Engagement of teachers																																													
Mathletics -each teacher should learn to manage their own Mathletics account Prodigy	in Grades 4 to 6 Grades 1 to 3		2016	ongoing	School budget																																														
Daily 3/5 (Modular Math) (structure to promote small group intervention)	Implementation in classrooms Work on quality of activities when students are not with teacher	Sharon Hoffman	2015	ongoing	Teacher Time																																														
Quality instruction with Nelson Math and recommended manipulatives -upkeep of manipulatives	Implementation in classrooms Use of proper language		In-progress	ongoing	Teacher Time Consultant Support																																														
RTI for Math GGSC plan adapted	plan must be implemented	Sharon Hoffman	2020	ongoing	Division budget	-need to make a decision about right model -want it as consistent and research based as LLI																																													
Job embedded pd on curriculum and implementation of quality classroom instruction	10 days annually	Michelle Naidu	2016	Ongoing	\$10000																																														
Online Resource for quality Mathematics instruction Joint Google Drive for Math	SaskMath	Province	2020?																																																
Implementation of math Rubric Assessment for Numeracy Time for networking with a grade partner Take home Math for families	Numbers reports to province develop plan more than just mad minute or flash cards	Sharon Hoffman	2019 2019																																																
3. Future State (How will the situation will be different because of the actions taken to improve it?)	5. Metrics (How will you know a change has been an improvement?)		6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?)																																																

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<ul style="list-style-type: none">By June 2019 70% of students will be at or above grade level in Mathematics.	<ul style="list-style-type: none">Develop expert team for mathematicsDevelop job embedded practices for mathematicsProvincial Math AssessmentFASTT MathDivision Common Math Assessment	<ul style="list-style-type: none">School -leadership become instructional leadersTeachers-instructional, assessment and intervention practicesParents -student led conferenceSCC review of planCommunity
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CAT 4