

DISTRICT GOAL

Each Central Okanagan School District student (K-12), will provide evidence of being a Learner, Thinker, Innovator, Collaborator and Contributor.

SCHOOL MISSION STATEMENT

At Glenrosa Elementary School, our mission is to provide a quality education which meets the needs of all students to enable them to become successful and lifelong learners.

SCHOOL IMPROVEMENT GOAL



To increase the academic achievement of all Glenrosa Elementary students in the area of Numeracy - specifically targeting Number Sense and Problem Solving (September 2014 - June 2019)

In the Spring of 2014, it was determined by our staff and School Planning Council that as a school goal, we should focus on improving numeracy for all of our students by focusing on the concept of Number Sense and Problem Solving by utilizing specific strategies for instruction to differentiate learning.



TARGETS:

- ◆ 90% of all students will meet or exceed expectations according to the GRE staff created Number Sense Performance Standard Rubrics for each grade
- ◆ 90% of all Primary students will meet or exceed expectations according to the Final Report card marks
- ◆ 90% of all Intermediate students will achieve a C+ or better letter grade on Final Report card marks

INDICATORS:

- ◆ Numeracy Report Card Marks, Kindergarten Numeracy Profile & Number Sense Rubrics
- ◆ Informal: Anecdotal notes, Observations, Student Surveys - descriptive feedback



We will also continue to monitor our previous **Reading Comprehension Goal** (2010-2014), specifically the targets, as well as continue to implement the structures and strategies that enabled our students to improve their achievement in this area.

TARGETS:

- ◆ By the end of grade three, 95% of students will meet or exceed the expectations (Early Learning Profile)
- ◆ 95% of grade one-three students will meet or exceed expectations (PM Benchmarks)
- ◆ 90% of grade four-six students will be reading at grade-level (Whole Class Reading Assessment)
- ◆ 90% of all students will meet or exceed expectations (BC Performance Standards in Reading)

Numeracy Goal: Number Sense and Problem Solving

To increase the academic achievement of all Glenrosa Elementary students in the area of Numeracy - specifically targeting Number Sense and Problem Solving (September 2014 - June 2019)

Structures

- Learning Assistance & Learning Improvement Fund Support Teachers: in-class support with groups & small group pull out focusing on specific strands
- Early Learning Profile Support Teacher: small group instruction & working with math groups in Primary classes
- Aboriginal Education Advocate: in-class academic support
- Instructional groups in Intermediate classrooms
- Implementation Day: School Goal Planning
- Collaborative partnership with Instructional Leadership Team
- Professional Learning Community Sessions
- Class Visitations: Observations and Reciprocal Feedback
- Peer tutoring in class
- Programs: Daily 4, D. Diller Math Work Stations, T. Calkins, Math Strategies, Sum Dog, Number Talks, Jump Math & Sum Dog, Marion Small book, Number of the Day
- Assessments: Island Net Diagnostic, Key Math, investiga-



Strategies

- School-Wide focus: create grade assessment Rubrics as well as a Common Language for Numeracy
- Collaborative partnership with members of the SD23 Instructional Leadership Team:
 - ◊ Grade group discussions about curriculum outcomes in order to create assessment rubrics for Number Sense and Problem Solving - use each term to monitor progress regarding student achievement
 - ◊ Experimenting with and sharing new Numeracy games
 - ◊ Developing criteria for *high-quality* Number Sense lessons
 - ◊ Read books that are solid in research-based best instructional practices: *Good Questions-Great Way to Differentiate Mathematics Instruction* by M. Small, *Math Work Stations (K-2)* by D. Diller and *It's All About Thinking-Collaborating to Support All Learners* by F. Brownlie
- Classroom Visits - learning from each other (staff within GRE & also other schools)
- Number Talks strategies to develop a common language

What next? GRE teachers will continue to:

- in a goal focused direction– form focus groups based on teacher interests such as *Adapting Daily 3 Structure*, *Create Lessons using Numeracy Picture Books*, *Explore Numeracy Diagnostic Tools*, *Collaborate with Numeracy Teachers in other Schools*, *Develop a Numeracy Room*, *Study Resources*, *Implement Posters/Stamps for student self-assessment and create common language*
- continue to develop awareness of Numeracy Goal; collaborate during Non-Instructional time; create iPad cart w. 15 ipads
- review & implement strategies from S. Parrish's *Number Talks-Helping Children Build Mental Math and Computation Strategies*

GRE'S Code of Conduct / RIGHTS and RESPONSIBILITIES

Glenrosa Elementary's Code of Conduct reflects the ultimate goal of self-discipline for all students. A school's Code of Conduct is established to help maintain a safe, caring and orderly environment for learning. At GRE, our focus is that everyone has certain **RIGHTS AND RESPONSIBILITIES** as a member of our school.

1. *I have the **RIGHT** to learn in this school.* It is my **RESPONSIBILITY** to listen to instructions, work quietly at my desk or in my group and to raise my hand if I have a question or concern.
2. *I have the **RIGHT** to hear and be heard.* It is my **RESPONSIBILITY** not to talk, shout or make loud noises when others are speaking.
3. *I have the **RIGHT** to be respected in this school.* It is my **RESPONSIBILITY** not to tease or bug other people or to hurt their feelings.
4. *I have a **RIGHT** to be safe in this school.* It is my **RESPONSIBILITY** not to threaten, kick, punch or physically harm anyone else.
5. *I have a **RIGHT** to privacy and to my own personal space.* It is my **RESPONSIBILITY** to respect the personal property of others and to accept their right to privacy.



* *Staff will review the language of the GRE's R&R with their students to ensure that the students develop a clear understanding.*

"G.R.E. - A GREat Place To Be!"