

Middle School Plan for Student Success



	Team Members: All Staff
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School Context	Abby Middle has approximately 680 students. We are fed by 7 Elementary schools, and we also draw students from all across the city.
Inquiry Question (what is the burning issue you want to address as a team?)	How can we increase numeracy skills in our students in the areas of computation and application of skills and concepts as measured by the Stanford Math Assessment, aiming to have 75% of students above the 22 nd Percentile in both Computation and Concepts and Applications?
Rationale (Why are we doing this?) (Please refer to school data)	This year all grades completed the Stanford Numeracy Assessment in the fall and spring. Students below the 22 nd Percentile were classified as "At Risk" in the area of numeracy. On the spring computation portion of this test, 52% of our grade 6 students, 55% of our grade 7 students, and 54% of our Gr. 8 students fell in this category. On the Concepts and Applications portion of this test, 34% of our Gr. 6 students, 29% of our Gr. 7 students, and 25% of our Gr. 8 students fell in this category.

Strategies (Include ELL & LSS)	Who will be responsible?	Timeline for each phase	How will you assess effectiveness of strategy?	Professional Development and/or Resources
Weekly focus on Computation and Concepts and Analysis (ie. Big Five plus Application question, IXL, other). Aim for daily practice in both areas.	Math Teachers	Yearly	Fall and Spring Collection of Stanford Assessment Data	Stanford Math Assessment, IXL
Explicit teaching of IB Assessment Criteria Command Terms	Math Teachers	Yearly	Year end IB Math Overall Marks	IB Principles to Practice
Targeted Math Intervention support through Grade level LSS	Math teachers/LSS	Yearly (on a rotating basis)	Fall and Spring Collection of Stanford Assessment Data	Stanford Math Assessment
Weekly podwide numeracy intervention blocks at the Gr. 6/7 level (to be explored by the grade 8 group as well)	Math teachers	Yearly	Fall and Spring Collection of Stanford Assessment Data	Stanford Math Assessment
Participation in the SNAP assessment pilot	Selected math teachers	Yearly	SNAP assessment data	SNAP assessment

Progress



Connections: Explain how your school goal aligns with any of the strands from the District’s Strategic Plan, the Middle School Operational Plan and/or the Aboriginal Enhancement Agreement.

Connections to the District Strategic Plan

- 1) Excellence in teaching
- 2) Excellence in leadership
- 3) Flexibility & access to programs / services
- 4) Ethical & innovative use of technology

- This is directly tied to excellence in teaching as we follow best practices of making data driven decision making, focused and differentiated instruction, and an ongoing assessment cycle.
- We will use technology in the classroom to provide frequent learning opportunities and assessment tasks to aid in this goal.

Connections to the Middle School Operational Plan

- 1) Promote best practices in all middle schools
- 2) Build Capacity of principals, vice-principals, teacher and EA's,
- 3) Improve the achievement of aboriginal students
- 4) Use technology to enhance classroom instruction and assessment
- 5) Engage parents and the community

- In addition to the practices mentioned above, this is directly tied to the goal of improving achievement in aboriginal students as well as the connections to using technology in the classroom to enhance instruction and assessment.

Connections to the Aboriginal Enhancement Agreement.

- 1) Increase student pride
- 2) Increase reading scores
- 3) Increase sense of belonging
- 4) Increase graduation rates

- Increased numeracy rates will lead to increased student pride, as well as help to affect graduation rates in the future.