STRATEGIC PLANNING 2016 – 2021
Updated- October 2018

Priority	Improving student achievement and well-being through high quality instruction. *(Instruction)*			
Goal	All students to meet or exceed grade level expectations in literacy and numeracy.			
	Description	**Baseline Value**	**Target /Actual Value**	**Target Value**	**Target Value**
	PROMONTORY ELEMENTARY SCHOOL	MAY 2016	May 2017 Actual in red	May 2018 Actual in red	May 2019
Outcome / Measure(s)	Vulnerability Scale RAD PM Benchmarks School Wide Write SNAP	SCHOOL **RAD 3:**NYM- 1% MM-35% FM/E-64% **RAD 4-**NYM- 2% MM-30% FM/E-68% **RAD 5-** NYM- 0% MM-53% FM/E-47% **RAD 6-** NYM- 0% MM-27% FM/E-72% **PM Benchmarks (Gr.1)** NYM- 17/83 20% MM-	RAD 3: (School) **RAD 3-**NYM- 1% (4%) MM- 24 (31%) FM/E-75% (65%) **RAD 4-** NYM- 2% (4%)MM-20% (48%) FM/E-78% (47%) **RAD 5-** NYM- 0% (1%)MM-40% (46%) FM/E-60% (52%) **RAD 6-**NYM- 0% (4%) MM-18% (57%)	**RAD 3-**NYM -2% (1%)MM- 22% (21.5) FM/EE-75% (77%) **RAD 4-** NYM-2%(4), MM- 22% (43.4) FM/EE- 75% (52.6) **RAD 5-** 2% (0), MM-30%,(45) FM/EE- 68% (55) **RAD 6-** NYM-1% (2), MM-30% (33%) FM/EE-69% (65%) **PM Benchmarks (Gr. 1)** NYM-20%(23%),MM-10%,	**RAD 3-NYM-**1%, **MM-**19% **FM/EE-**80% **RAD 4-** NYM- 1%, MM-21%FM/EX-78% **RAD 5-** NYM-2%, MM-26%, FM/EE-72% **PM Benchmarks (Gr. 1)** NYM-20%, MM-10%, FM/EE- 70% **PM Benchmarks (Gr. 2)** NYM- 10%, MM-10%, FM/EE-80% **PM Benchmarks (Gr. 3)**

	School Innovation Assessment	9%	FM/E- 82% (40%)	(11%)FM/EE-70% (65%)	NYM-8%, MM-6%, FM/EE-86%
		FM/E-59/83 71%	**PM Benchmarks (Gr. 1)**	**PM Benchmarks (Gr.2)**	**School Wide Write- Gr. 3**
		PM Benchmarks (Gr.2)	NYM-30% MM 10% FM/EE 59%	NYM-20% (14%), MM-10%, (3%) FM/EE-70% (82%)	NYM- 5%, MM- 15%, FM/EE-80%
		NYM- 11% FM/E- 84		**PM Bench (School- Gr.3)** NYM-6% (12%), MM- 4% (2%) FM/EE-90% (86%)	**School Wide Write Gr. 5**
		PM Benchmarks (Gr.3)	**PM Benchmarks (Gr.2)**		NYM-5%, MM-15%, FM/EE-80%
		NYM- 8% FM/E- 83%	NYM- 5% (14%) FM/E-90% (76%)	**School Wide Write-Gr.3**	
			PM Bench (School- Gr.3)	NYM-5% (5%), MM-20%,(17%) FM/EE-75% (78%)	
		School Wide Write-Gr.3	NYM- 2% (12%) FM/E- 90% (84%)	**School Wide Write-Gr.5**	
		NYM- 4.3% MM-24% FM/E-71%		NYM-2% (6%), MM-18% (30%), FM/EE- 80%- (65%)	
		School Wide Write-Gr.5	**School Wide Write-Gr.3**		
		NYM- 2% MM-63% FM/E-26%	NYM- 2% (5%) MM 16% (33%) FM/E-82% (63%)		
		Report Cards –ELA Overall % Meeting/Exceeding	**School Wide Write-Gr.5**		
		Primary	NYM- 2% (2%) MM-28% (34%) FM/E-	SNAP- See Appendix	
		Intermediate			

		70% (63%) **Report Cards –ELA** **Overall %** Meeting/Exceeding **Primary** **Intermediate**		
	SNAP- Fall 2016 Baseline			
		SNAP- See Appendix		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Evidence Based Literacy Practices Model and use evidence-based practices for literacy	• Focus on Café Reading Strategies	Teachers	January 2017	March 2018	Observable
	• Teach Students Goal Setting	Teachers	Nov. 2018	Ongoing	Observable
	• Create Literacy Centres for classrooms	Teachers/Support Staff	Nov. 2018	Ongoing	Centres created and being used
	• Use of Read Alouds, Think Alouds, Reading Power, training and resources	Classroom Teachers	Nov. 2018	Ongoing	Visible in classrooms
	• Direct instruction of pulling	Classroom Teachers	Nov. 2018	Ongoing	Check RAD results- May 2019

	information of text and transforming it (RAD info)				
Do we still need this assessment binder?	• Daily 5 in all classrooms	Classroom teachers/ Learning Support	Oct. 2018	ongoing	Groups running
	• Continue with Guided Reading Groups in all classes, daily double dose for those "in risk?	Classroom Teachers	Oct. 2018	Ongoing	All students receiving small group reading instruction
	• Strategies to address all learning styles-	Classroom teachers	Sept. 2018	Ongoing	Evidence of wide variety in classrooms- FN Principles of Learning, Visuals, alternate seating ,use of green files etc.
	• Purchase resources for GR	Learning Support Team	Oct. 2018	Ongoing	Sufficient numbers and variety, including Abor. Texts
	• Training for Use of Abor. Lit Kits	Ab. Support, Curriculum	Jan 2019	Ongoing	Staff Trained and using kits
Evidence Based Numeracy Practices Model and use evidence-based practices for numeracy	-use data to inform numeracy instruction and identify student specific targeted interventions	Admin (CORE)	January 2017	Ongoing	Regular Data use
	-Daily 3 Math- to allow for small group instruction and to make math relevant	Teachers	Sept. 2018	Ongoing	Small math groups visible in classes
	-Regular use of SNAP to guide instruction	District Staff to train/teachers	May 2017	Ongoing	Staff trained and using SNAP
	- create class bins that have cards,		Ongoing	Ongoing	Increase in resources-many resources purchased through LG

dice, laminated games, manipulatives, place value boards	Teachers			Programs being used
- continue with use of a variety of programs- MMS, Jump, Primary Success, Leaps and Bounds, Numeracy Net	Teachers	Sept. 2018	Ongoing	
- daily questions- problem solving, explain thinking, use of math centres and games (Daily SNAP activity, Number Talks, estimation jars, rounding	Teachers	Nov. 2018	Ongoing	Visible in classrooms
-complete a math manipulative inventory and order as required	Staff/Admin		Feb. 2019	Manipulatives ordered and being used

Learning Supports and Interventions Model and use evidence-based practices for early intervention and prevention	Literacy Use data to target small groups within classes(EPAS, RAD, SWW,SNAP)	Admin/LAT/RT,	Sept. 2016	Ongoing	teams created- doing ok and continue
	Increase Early Intervention Support- Moe the Mouse, Talking Tables, Phonemic Awareness, GR Groups	K/1 Intervention/Ab Support	Sept. 2018	Ongoing	District May Assessments will show more students meeting expectations
	-use of RTI Framework- Tier 1-Daily Targeted classroom time with NYM Tier 2/Tier 3-for intervention –, intensive 6 week program, pull out groups, ED Mark,	SBT, Learning Support Team, Classroom Teacher,EA support	Sept. 2018	Ongoing	Track supports through Referral Forms, regular review of students being supported
	Fine Motor Support groups Push in and pull out groups based on data	K/1 Intervention SBT, EA's	October 2016	Ongoing	Groups in place, running on a regular basis
	-Problem Solving Time - use current data to identify students with struggles, work collaboratively to determine strategies to develop skills, review on a regular basis. "Is it working? What next?"	Admin K/1Intervention/Learning Support Team, curriculum dept	October 2018	ongoing	Weekly PST, Schedule for reporting out, supports in place
	Numeracy -small group push in/pull out Targeted Math Support	Learning Support Team	Jan 2018	ongoing	Small groups in place

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Increase instructional practices that promote critical, creative and reflective thinking. (Core Competencies) •	-staff education on Growth Mind Set(staff meetings, after school collab,Pro D) and reflective thinking (Maker Day) -design Maker Space Room so it is accessible, well resourced, suitable for multi levels -promote creative thinking through problem solving and hands on learning opportunities within the classroom, school and outside play area (Genius Hour, Project Based Learning, Inquiry Learning) STEM within timetable, "Creativity Time", "Maker Monday" , "Thinking Thursday" Library Activities- Makerspace, Coding tools Use of SMART learning, Reading Power and Cafe	Pro D rep/ Principal/Vice Principal After School Collab,Pro D rep, Principal/VicePrincipal After School Collab, T/L, MS Prep teacher Staff Teacher/Librarian, staff teachers	Nov. 2016 Oct. 2018 Oct. 2018 Jan. 2018 Oct. 2018 Oct. 2018	Ongoing Ongoing Ongoing ongoing Ongoing ongoing	Review results and projects from Maker Day Room set up, well used Evidence of school/classroom activities and events Evidence of Projects/activities with buddy classes Library busy, students engaged in learning Visible in classrooms
Self Reflection Practices in CLassrooms	-reflective writing -critical thinking journals -musical listening analysis	staff	Jan. 2018	June 2018	Share ideas and strategies at PST/Staff Meetings/ASC
Place Based Learning	Outdoor Explorers- purchase materials/supplies to support	Outdoor Learning Team	Sept. 2017	ongoing	Learning in a variety of places beyond the classroom

Priority	Improving student achievement and well-being through high quality instruction. *(Instruction)*		
Goal	To enhance personal and social responsibility.		
Outcome / Measure(s)	**Description**	**Baseline Value**	**Target Value**
	PROMONTORY ELEMENTARY	See Appendix	85 % of all students meet/exceed based on Socail Responsibility EPAs
	Promontory Elementary • BC Performance Standards for Social Responsibility (i.e., Positive Behaviour) • Core Competencies • Discipline Data from PAWS forms, Admin files, MyEd • Attendance Data • Vulnerability Scale Data • Admin notes	January 2017	

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs

Targeted Social-Emotional Learning Experiences (Social-Emotional Skills Development) Social-Emotional skills embedded in Tier 1 instruction	Review use of Mind Up Curriculum and or mindfulness activities and strategies in all classes, ensure all teachers have Mind Up Book	Admin/Teachers, Counsellor	Oct.2018	Ongoing	Frequency of use of Mindful Activities increase
	Use of restorative circles, morning meetings or activities on a weekly basis to reinforce virtues, focus of the week, problem solve	School staff	Oct. 2016	Ongoing	Circles/activities obvious in all classes
	PBS with Virtue of the Month- activities in the classrooms and school designed to teach and develop monthly virtue	School Wide, Classroom Teachers	Oct. 2018	ongoing	Visible activities/etc in classrooms and around the school, monthly assembly (Prim/Inter), consistent use of STARS
	Direct teaching of self regulation and social responsibility strategies	School Wide, taught in classrooms, counsellor, CYCW, shared with parents	Sept. 2018	ongoing	Students using strategies to calm and to focus
	Develop self- assessments to align with core competencies	Teaching Staff	Oct. 2018	June 2019	Assessments complete, used for reporting
Tier 2 and Tier 3 Supports Tier 2 and Tier 3 structures and strategies to support students who require additional instruction/intervention for Social-Emotional learning	-use vulnerability data and classroom observations to refer students for additional support (self regulation groups, social skills, anxiety)	Learning Support Team/Staff	Ongoing	Ongoing	Students receiving support, fluid and flexible, results improve
	- Build awareness of Check in/check out for students who will benefit (Breakfast /lunch program)	Learning Support Team- CYCW, Ab Support	Nov 2017	Ongoing	School aware of numbers of students receiving Check In/Out /breakfast/lunch support
	Create a Sensory Path in new primary	Primary Teachers, RT, Support staff, Learning	Nov. 2018	Feb. 2019	Path complete and being used

	hallway	Support Team			
Promote and establish brain-friendly classrooms A structured and comprehensive approach to learning and teaching that uses the best information we currently have about how the brain works to enable learning to take place as fully and as easily as possible	Mind Up Curriculum Brain Based Learning, Growth Mind Set Brain Gym, STEM activity Whole School project using inquiry approach	School Wide School Wide Create committee at Staff Meeting to plan activities	Sept. 2018 Sept. 2018 Nov. 2018	Ongoing Ongoing Ongoing	Mind up use in all classrooms Visible in all classrooms Activities occur at least annually

Chilliwack
School District

Priority	Strengthening meaningful relationships within and across schools, district and community to support success for students. *(Community/Culture)*		
Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.		
	Description	**Baseline Value**	**Target Value**
	Promontory Elementary		
Outcome / Measure(s)	PROMONTORY • Increase the sense of meaningful partnership connections between school, community and district • Increase the sense of meaningful connections between students and adults • Attendance data,	Aboriginal Education Enhancement Agreement June 2018- baseline	Renewed Aboriginal Enhancement Agreement Language lessons Guests speakers, presenters coming in

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Aboriginal Education Enhancement Agreement Redevelop, strengthen, and enhance the Aboriginal Education Enhancement Agreement	Review the updated district Aboriginal Education Enhancement Agreement. consult with Aboriginal School Community around the goals and strategies to support Aboriginal student success greater integration of First Nations activities into the school (Language, Long House, resources) -purchases Aboriginal Resources to support all curricular areas Regular meeting with Ab. Support Worker apply for Ab. Grant (increased Ab artwork around school, See 6 Cedars)	Ab. EA/ Admin Ab parents, Ab EA, staff Ab. EA/ Admin/Staff/Ab Dept. T-L/Staff/Ab EA Ab Worker/Admin Ab. Grant team	Oct. 2017 Feb. 2018 Sept. 2017 March 2017 Oct. 2018 Nov. 2018	ongoing ongoing Ongoing Ongoing Ongoing/Montly Ongoing	Staff familiar with Aboriginal Enhancement agreement Meetings occur, actions in place Obvious FN presence in the school- speakers, art work, field trips resources purchased and being used Meetings happening, grant received and activities/projects completed
Community Partnerships Strengthen and enhance community partnerships to support students' well being, engagement	• Make greater use of school Prime Timers –coffee, visits • School/Community projects and community visits • Invite Elders into the school • Buddies with Pre-School • Kiwanis Super Reader	PHECSA/School PHECSA/School/PAC/choir Ab. EA/Admin/Staff Classrooms Teacher Librarian/Kiwanis/PAC	Oct. 2016 Jan. 2018 Oct. 2017 Sept. 2017 Nov. 2018	ongoing ongoing ongoing ongoing June 2019	Students connected with Prime Timers Visible projects and events Obvious presence of Elders in the school Activities happening

and achievement	• Regular Communication with PAC • Coffee Mornings with parents- every 2-3 months	Admin/PAC /Staff Admin/PAC/PHECSA	Oct. 2018 Oct 2018	Monthly meetings ongoing	Super Reader Assemblies Parents/Students/Staff will have a greater understanding Of school topics Meetings happening, track attendance
School Culture Strengthen and enhance positive school culture, pride in the school, sense of belonging	• Beginning of the year social event with students/parents • Family Fun Night • Buddy Classes/ activities • Helping Hands • School wide events- Choir, musicals • School Spirit- promote wearing of school swag, more Spirit days • Staff Team Building Pro D- early in the year • Alternate Learning Opportunities- Community walks/ hikes, Outdoor areas, use of the creek • Create greater sense of belonging Offer a variety of clubs, sports team/School Video Club . Panther Tracks, show videos at assemblies • Student Led Virtues Assemblies	Individual classroom teachers Culture Committee/PHECSA School wide Classroom teachers Music Teacher/staff Staff/Students/Parents/PHECSA Pro D Committee, School wellness committee Learning Support Team, PHECSA, School Staff Staff/Students	Sept 2018 Nov. 2018 Oct. 2018 Oct. 2018 Sept 2018 Nov. 2018 Sept. 2018 Feb. 2017 Oct 2018 Jan 2019	Annually or more often Ongoing Ongoing ongoing ongoing Ongoing Ongoing Ongoing Ongoing Ongoing	Events happening Fun Night Planned Activities planned and supported Performances happening Students/staff wearing schoolshirts, Promontory Team Days Events planned Visible learning spaces and activities, classrooms outside learning, various seating options in classrooms Increased activities and involvement Reduced office referrals, increased attendance and participation

	• Parent Information meetings to help parents learn how to support literacy and numeracy development and social responsibility growth	Staff	Jan. 2019	ongoing	Parents attending, asking questions, applying strategies
	• Open Door Amongst Staff	Staff, PAC, PHECSA/All	Nov. 2018	Ongoing	Positive feel, supportive environment
	• Continue activities that invite our community into the building- Mother's Day Team, Entrepreneurship Day,Famly Reading etc.	All staff	Oct. 2018	Ongoing	Activities happening, community coming in

Priority	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (*Social Emotional Wellness*)		
Goal	To foster a positive, respectful workplace culture and sense of community.		
	Description	**Baseline Value**	**Target Value**
Outcome / Measure(s)	Promontory Elementary		
	• Staff survey/input	April 2017	

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Provide staff with learning opportunities to enhance an understanding of practices that foster social and emotional competence and well-being	-ongoing team building activities with staff, Pro D Team building	Pro D Committee, Wellness Committee	Oct 2018	Ongoing	Feedback from staff meeting Participation, general observation, laughter
	-staff family event- bring your kids	Wellness Committee	Oct. 2018	Ongoing	Event planned
	-continue with PST and grade group connections	Admin/Staff	Oct. 2018		Discussions/activities occur
				ongoing	

Priority	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. *(Resources)*		
Goal	To align resources to efficiently, and effectively execute the strategic plan.		
	Description	**Baseline Value**	**Target Value**
Outcome / Measure(s)	PROMONTORY ELEMENTARY		
	• Use of School Innovation Assessment	Sept. 2016	Fully Aligned

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Transparency with Spending	Form Budget Committee to create procedures for requests and a system for determining which requests will be met	Principal/Vice Principal, CTA, CUPE	Oct. 2016		Minutes or information presented at Staff meetings
Align Spending to Growth Plan Resources	-Budget Committee- to provide transparency and opportunity to determine how funds are spent	Admin/CommitteAdmin, Aboriginal EA, Justin Moore	Sept. 2016	Ongoing	Report out at staff meetings
	–create tech replacement/update plan	Admin, PAC Tech Dept./Tech Team	Feb. 2019	June 2019	
	- create a covered outside learning area with benches, stumps(school garden, hill "steps"/mini amphitheatre	Garden committee, Admin/PAC	Nov 2018	June 2019	Garden in place Areas ready for use
	-outdoor learning bins	staff	Feb. 2019	June 2019	Items ordered, bins being used

-designated EA area and resources	Admin/EAs/RT	Oct. 2018		Portable provided, set up, ready to use, resources ordered- cloth books, playaways etc.
- Continue to purchase resources to support new curriculum	Teachers/staff	ongoing	ongoing	Resources ordered
-Assess current resources, restock in new storage areas	Admin/teacher/EA reps	Oct. 2018	May 2019	Resources organized and ordered

Promontory Elementary PM Benchmark Data- May 2018			
Grade	NY	MM	Fully Meets
1	19/81 23%	9/81 11%	53/81 65%
2	11/79 14%	3/79 3%	65/79 82%
3	11/95 12%	2/95 2%	82/95 86%

Promontory Elementary School Wide Write Data- May 2018			
Grade	NY	MM	Fully Meets
3	5/94 5%	16/94 17%	73/94 78%
5	3/54 6%	16/54 30%	35/54 65%

Promontory Elementary Social Responsibility Data- May 2018			
Grade	NY	MM	Fully Meets/
1		19/83 23%	64/83 77%
2		13/80 16%	67/80 84%
3	3/95 3%	11/95 12%	81/95 85%

Promontory Elementary Social Responsibility Data- May 2017			
Grade	NY	MM	Fully Meets/
1	4/84 5%	15/84 18%	65/84 77%
2	2/88 2%	9/88 10%	77/88 88%
3	5/86 6%	18/86 21%	63/86 73%

SNAP Results- Operations May 2018

Grade 2 Operations Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	3.8% (3)	9.0% (7)	83.3% (65)	3.8% (3)	78
Understanding and Solving	2.6% (2)	6.4% (5)	87.2% (68)	3.8% (3)	78
Connecting and Reflecting	7.7% (6)	11.5% (9)	74.4% (58)	6.4% (5)	78
Reasoning and Analysis	10.3% (8)	7.7% (6)	74.4% (58)	7.7% (6)	78

Gr. 3 Operations Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	4.3% (4)	28.7% (27)	64.9% (61)	2.1% (2)	94
Understanding and Solving	4.3% (4)	24.5% (23)	69.1% (65)	2.1% (2)	94
Connecting and Reflecting	6.4% (6)	26.6% (25)	67.0% (63)	0.0% (0)	94
Reasoning and Analysis	9.6% (9)	24.5% (23)	66.0% (62)	0.0% (0)	94

SNAP Results- Operations May 2018

Grade 4 Operations Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	5.4% (4)	21.6% (16)	73.0% (54)	0.0% (0)	74
Understanding and Solving	4.1% (3)	40.5% (30)	55.4% (41)	0.0% (0)	74
Connecting and Reflecting	8.1% (6)	28.4% (21)	63.5% (47)	0.0% (0)	74
Reasoning and Analysis	12.2% (9)	37.8% (28)	48.6% (36)	1.4% (1)	74

Grade 5 Operations Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	6.0% (5)	27.4% (23)	61.9% (52)	4.8% (4)	84
Understanding and Solving	3.6% (3)	34.5% (29)	57.1% (48)	4.8% (4)	84
Connecting and Reflecting	4.8% (4)	33.3% (28)	56.0% (47)	6.0% (5)	84
Reasoning and Analysis	13.1% (11)	31.0% (26)	53.6% (45)	2.4% (2)	84

Promontory Elementary

Strong Learners, Kind Hearts

SNAP Results- Number Sense   May 2018

Grade 2 Number Sense Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	1.3% (1)	7.8% (6)	90.9% (70)	0.0% (0)	77
Understanding and Solving	5.2% (4)	18.2% (14)	76.6% (59)	0.0% (0)	77
Connecting and Reflecting	5.2% (4)	11.7% (9)	83.1% (64)	0.0% (0)	77
Reasoning and Analysis	3.9% (3)	23.4% (18)	72.7% (56)	0.0% (0)	77

Grade 3 Number Sense Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	3.2% (3)	13.8% (13)	83.0% (78)	0.0% (0)	94
Understanding and Solving	5.3% (5)	17.0% (16)	77.7% (73)	0.0% (0)	94
Connecting and Reflecting	6.4% (6)	21.3% (20)	72.3% (68)	0.0% (0)	94
Reasoning and Analysis	8.5% (8)	35.1% (33)	56.4% (53)	0.0% (0)	94

SNAP Results- Number Sense   May 2018

Grade 4 Number Sense Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	4.0% (3)	18.7% (14)	77.3% (58)	0.0% (0)	75
Understanding and Solving	5.3% (4)	41.3% (31)	53.3% (40)	0.0% (0)	75
Connecting and Reflecting	9.3% (7)	32.0% (24)	58.7% (44)	0.0% (0)	75
Reasoning and Analysis	9.3% (7)	25.3% (19)	65.3% (49)	0.0% (0)	75

Grade 5 Number Sense Aspect	STUDENT UNDERSTANDING AND APPLICATION OF LEARNING OUTCOMES IS NOT EVIDENT	THE STUDENT DEMONSTRATES SOME UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES PROFICIENT UNDERSTANDING AND APPLICATION OF NUMBER SENSE	THE STUDENT DEMONSTRATES SUPERIOR UNDERSTANDING AND APPLICATION OF NUMBER SENSE	Total
Communicating and Representing	2.4% (2)	32.9% (27)	64.6% (53)	0.0% (0)	82
Understanding and Solving	6.1% (5)	37.8% (31)	56.1% (46)	0.0% (0)	82
Connecting and Reflecting	7.3% (6)	30.5% (25)	62.2% (51)	0.0% (0)	82
Reasoning and Analysis	2.4% (2)	40.2% (33)	57.3% (47)	0.0% (0)	82