Chilliwack School District

Promontory Elementary

Strong Learners, Kind Hearts

STRATEGIC PLANNING 2016 – 2021
Updated- May 2019

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**	**Target Value**
	PROMONTORY ELEMENTARY SCHOOL	MAY 2016	May 2017 Actual in red	May 2018 Actual in red	May 2019 Actual in Red	June 2020
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	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 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%)	**RAD 3-NYM-**1% (1%)**, MM-**19%(36%) **FM/EE-**80% (63%) **RAD 4**- NYM- 1% (2%), MM-21% (44%)FM/EX-78% (54%) **RAD 5**- NYM-2% (2%), MM-26%, (48%)FM/EE-72% (50%)	

	School Innovation Assessment	20% MM-9%FM/E-59/83 71% **PM Benchmarks (Gr.2)** NYM- 11% FM/E-84 **PM Benchmarks (Gr.3)** NYM- 8% FM/E-83% **School Wide Write-Gr.3** NYM- 4.3% MM-24% FM/E-71% **School Wide Write-Gr.5** NYM- 2% MM-63% FM/E-26% Report Cards –ELA Overall % Meeting/Exceeding	**RAD 6-**NYM- 0% (4%) MM-18% (57%) FM/E- 82% (40%) **PM Benchmarks (Gr. 1)** NYM-30% MM 10% FM/EE 59% **PM Benchmarks (Gr.2)** NYM- 5% (14%) FM/E-90% (76%) **PM Bench (School-Gr.3)** NYM- 2% (12%) FM/E- 90% (84%) **School Wide Write-Gr.3** NYM- 2% (5%) MM 16% (33%) FM/E-82% (63%) **School Wide Write-Gr.5**	**PM Benchmarks (Gr. 1)** NYM-20%(23%),MM-10%, (11%)FM/EE-70% (65%) **PM Benchmarks (Gr.2)** NYM-20% (14%), MM-10%, (3%) FM/EE-70% (82%) **PM Bench (School-Gr.3)** NYM-6% (12%), MM-4% (2%) FM/EE-90% (86%) **School Wide Write-Gr.3** NYM-5% (5%), MM-20%,(17%) FM/EE-75% (78%) **School Wide Write-Gr.5** NYM-2% (6%), MM-18% (30%), FM/EE-80%- (65%)	**PM Benchmarks (Gr. 1)** NYM-20% (22%), MM-10%, (10%) FM/EE- 70% (68%) **PM Benchmarks (Gr. 2)** NYM- 10% (12%), MM-10% (17%), FM/EE-80% (70%) **PM Benchmarks (Gr. 3)** NYM-8% (4%), MM-6% (7%), FM/EE-86% (89%) **School Wide Write- Gr. 3** NYM- 5% (1%), MM- 15% (28%), FM/EE-80% (71%) **School Wide Write Gr. 5** NYM-5% (7%), MM-15% (40%), FM/EE-80% (53%)	

		Primary **Intermediate** **SNAP- Fall 2016 Baseline**	NYM- 2% (2%) MM-28% (34%) FM/E-70% (63%) **Report Cards –ELA** **Overall** % Meeting/Exceeding **Primary** **Intermediate** SNAP- See Appendix	SNAP- See Appendix	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 • Teach Students Goal Setting • Story Workshop • Create Literacy Centres for classrooms • Use of Read Alouds, Think Alouds, Reading Power,	Teachers Teachers Teacher Teachers/Support Staff Classroom Teachers	January 2017 Nov. 2018 Jan. 2019 Nov. 2018 Nov. 2018	March 2018 Ongoing Ongoing Ongoing Ongoing	Observable Observable Students creating stories using materials, then writing about their creation Centres created and being used

	training and resources • Direct instruction of pulling information of text and transforming it • Daily 5 in all classrooms • Continue with Guided Reading Groups in all classes through to level 30, daily double dose for those "in risk? • Strategies to address all learning styles • Lit Circles • Purchase resources for GR • Training for Use of Abor. Lit Kits	Classroom Teachers Classroom teachers/ Learning Support Classroom Teachers Classroom teachers Classroom Teachers Learning Support Team Ab. Support, Curriculum	Nov. 2018 Oct. 2018 Oct. 2018 Sept. 2018 Sept. 2019 Oct. 2018 Jan 2019	Ongoing ongoing Ongoing Ongoing Ongoing Ongoing Ongoing	Visible in classrooms Check RAD results- May 2019 Groups running All students receiving small group reading instruction Evidence of wide variety in classrooms- FN Principles of Learning, Visuals, alternate seating ,use of green files etc. Sufficient numbers and variety, including Abor. Texts Staff Trained and using kits (good progress)

Evidence Based Numeracy Practices ☐ Model and use evidence-based practices for numeracy Red= Completed remove? Complete-remove?	-use data to inform numeracy instruction and identify student specific targeted interventions -Daily 3 Math- to allow for small group instruction and to make math relevant -Regular use of SNAP to guide instruction - create class bins that have cards, dice, laminated games, manipulatives, place value boards - continue with use of a variety of programs- MMS, Jump, Primary Success, Leaps and Bounds, Numeracy Net - daily questions- problem solving, explain thinking, use of math centres and games (Daily SNAP activity, Number Talks, estimation jars, rounding, 3 Act Tasks) -complete a math manipulative inventory and order as required	Admin (CORE) Teachers District Staff to train/teachers Teachers Teachers Teachers Staff/Admin	January 2017 Sept. 2018 May 2017 Ongoing Sept. 2018 Nov. 2018	Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Feb. 2019	Regular Data use Small math groups visible in classes Staff trained and using SNAP Increase in resources-many resources purchased through LG Programs being used Visible in classrooms Manipulatives ordered and being used

Learning Supports and Interventions ☐ Model and use evidence-based practices for early intervention and prevention Blue=added in	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, Strong Intervention Teacher	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, Reading Mastery	SBT, Learning Support Team, Classroom Teacher,EA support	Sept. 2018	Ongoing	Track supports through Referral Forms, regular review of students being supported (improved this year)
	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 consistent 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 (Team met biweekly)
	Numeracy -small group push in/pull out Targeted Math Support	Learning Support Team	Jan 2018	ongoing	Small groups in place (Still needs to happen)

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)	Pro D rep/ Principal/Vice Principal	Nov. 2016	Ongoing	Review results and projects from Maker Day
	-design Maker Space Room so it is accessible, well resourced, suitable for multi levels	After School Collab,Pro D rep, Principal/VicePrincipal	Oct. 2018	Ongoing	Room set up, well used
	-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), wood work	After School Collab, T/L, MS Prep teacher	Oct. 2018	Ongoing	Evidence of school/classroom activities and events
	STEM within timetable, "Creativity Time", "Maker Monday" , "Thinking Thursday"- Not happening? Why not?	Staff	Jan. 2018	ongoing	Evidence of Projects/activities with buddy classes
	Library Activities- Makerspace, Coding tools, Lego Wall	Teacher/Librarian, staff	Oct. 2018	Ongoing	Library busy, students engaged in learning
	Use of SMART learning, Reading Power and Café	Teachers	Oct. 2018	Ongoing	Visible in classrooms
	6 Cedars- purchase, train and use within classrooms and the school	Staff	April 2019	Ongoing	Displays, students using language "I am like wolf because…"
	ADST Prep Teacher	Admin to hire	May 2019	Complete	Staff /student feedback

	Use of Toontastic and other apps Build portfolios using Fresh Grade	Tech teachers Classroom teachers	Oct 2019 Jan 2019	Ongoing Ongoing	Ipads being used, positive feedback Freshgrade up and running, positive parent feedback
Self Reflection Practices in CLassrooms	-reflective writing -critical thinking journals -musical listening analysis Restorative Justice- use of restorative circles	Staff teachers	Jan. 2018 Training April 2019	June 2018 June 2019	Share ideas and strategies at PST/Staff Meetings/ASC
Place Based Learning	Outdoor Explorers- purchase materials/supplies to support Backpack& supplies for teachers Design and create outdoor learning space- benches, tables, stumps	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.		
	Description	**Baseline Value**	**Target Value**

Outcome / Measure(s)	PROMONTORY ELEMENTARY	See Appendix	85 % of all students meet/exceed based on Socail Responsibility EPAs
	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 calming strategies in all classes, ensure all teachers have Mind Up Book, CALM	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 solving	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- add examples on morning announcements	School Wide, Classroom Teachers,CYCW,Admin	May 2019	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 (Zones of Regulations)	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
	Training in Mental Health Literacy and use of Strong Kids/Strong Start	Team of leaders to share out	Feb 2019	Update May 2019, Oct. 2019	Resources being used, similar language,
Tier 2 and Tier 3 Supports ☐ Tier 2 and Tier 3 structures and strategies to support	-use vulnerability data and classroom observations to refer students for additional support (self regulation	Learning Support Team/Staff	Ongoing	Ongoing	Students receiving support, fluid and flexible, results improve

students who require additional instruction/intervention for Social-Emotional learning	groups, social skills, anxiety) - Build awareness of Check in/check out for students who will benefit (Breakfast /lunch program) Create a Sensory Pathway	Learning Support Team-CYCW, Ab Support VP/Gr. 1 Team	Nov. 2018 Jan 2019	Ongoing Aug. 2019	School aware of numbers of students receiving Check In/Out /breakfast/lunch support Path complete and being used
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/Strong Start/Strong Kids, Mental Health Literacy Brain Based Learning, Growth Mind Set,Fantastic Elastic Brain 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

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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.	Ab. EA/ Admin	Oct. 2017	ongoing	Staff familiar with Aboriginal Enhancement agreement Meetings occur, actions in place
	consult with Aboriginal School Community around the goals and strategies to support Aboriginal student success	Ab parents, Ab EA, staff	Feb. 2018	ongoing	
	greater integration of First Nations activities into the school (Language, Long House, resources, guest speaker)	Ab. EA/ Admin/Staff/Ab Dept.	Sept. 2017	Ongoing	Obvious FN presence in the school- speakers, art work, field trips
	-increase use of Lit Kits -purchases Aboriginal Resources to support all curricular areas	Classroom teachers T-L/Staff/Ab EA	March 2017	Ongoing	resources purchased and being used
	Regular meeting with Ab. Support Worker	Ab Worker/Admin	Oct. 2018	Ongoing/Monthly	Meetings happening,
	apply for Ab. Grant (increased Ab artwork around school, See 6 Cedars) Grandparent Readers After School Collab	Ab. Grant team	Nov. 2018	Ongoing	grant received and activities/projects completed

Community Partnerships ☐ Strengthen and enhance community partnerships to support students' well being, engagement and achievement	• 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 • Regular Communication with PAC • Coffee Mornings with parents- every 2-3 months	PHECSA/School PHECSA/School/PAC/choir Ab. EA/Admin/Staff Classrooms Teacher Librarian/Kiwanis/PAC Admin/PAC /Staff Admin/PAC/PHECSA	Oct. 2016 Jan. 2018 Oct. 2017 Sept. 2017 Nov. 2018 Oct. 2018 Oct 2018	ongoing ongoing ongoing ongoing June 2019 Monthly meetings ongoing	Students connected with Prime Timers Visible projects and events Obvious presence of Elders in the school Activities happening 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	Individual classroom teachers Culture Committee/PHECSA School wide Classroom teachers Music Teacher/staff Staff/Students/Parents/PHECSA Pro D Committee, School wellness committee	Sept 2018 Nov. 2018 Oct. 2018 Oct. 2018 Sept 2018 Nov. 2018 Sept. 2018 Feb. 2017	Annually or more often 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,

	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 • Parent Information meetings to help parents learn how to support literacy and numeracy development and social responsibility growth • Open Door Amongst Staff • Continue activities that invite our community into the building- Mother's Day Team, Entrepreneurship Day,Famly Reading etc.	Learning Support Team, PHECSA, School Staff Staff/Students Staff Staff, PAC, PHECSA/All All staff	Oct 2018 Jan 2019 Jan. 2019 Nov. 2018 Oct. 2018	Ongoing Ongoing ongoing Ongoing Ongoing	classrooms outside learning, various seating options in classrooms Increased activities and involvement Reduced office referrals, increased attendance and participation Parents attending, asking questions, applying strategies Positive feel, supportive environment 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.		
Outcome / Measure(s)	**Description**	**Baseline Value**	**Target Value**
	Promontory Elementary		
	• Staff survey/input	April 2017	

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Provide staff with learning opportunities to enhance an	-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

understanding of practices that foster social and emotional competence and well-being	-staff family event- bring your kids -continue with PST and grade group connections	Wellness Committee Admin/Staff	Oct. 2018 Oct. 2018	Ongoing ongoing	Event planned Discussions/activities occur

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.		
Outcome / Measure(s)	**Description**	**Baseline Value**	**Target Value**
	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

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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	7.7% (6)	11.5% (9)	74.4% (58)	6.4% (5)	78

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
and Reflecting					
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

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
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

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