
Directions Newsletter Regular Meeting of the Board – August 2016

Math Monitoring Report

Presented by Ed Varjassy, Curriculum Coordinator

In 2011 Chinook decided to focus on improving our math results and a math committee developed a four year Math Momentum plan that the Board approved. Baseline data was collected by assessing all grade 3, 6 and 9 students at the beginning of the initiative. A Division goal was set of 25% more students meeting or exceeding expectations in math by 2015. The result in June 2015 was 29%, surpassing the target.

The 2015-16 school year saw Chinook move to a Math Momentum maintenance phase highlighted by support for new teachers and the implementation of tier 2 math interventions. Aligned with the Division Strategic Plan, the new goal for 2015-16 was: *By June 2016, the Division Supplemental (Tier 2) Math Intervention for K-2 and 6-9 will be implemented in 100% of our schools.*

The Math Momentum maintenance plan was implemented in the 2015-2016 school year, with two math maintenance coaches utilized to continue to support teachers. The maintenance plan included the introduction of a math intervention program that targeted students who are not experiencing success with regular math instruction for grades K-2 and 6-9 in all schools. The K-2 intervention builds eight fundamental math skills (checkpoints) for students and the grade 6-9 intervention uses a program called “Do the Math Now”, which focuses on developing greater understanding of Multiplication, Division and Fractions.

Overall Math Scores - Grades 3, 6, 9

- We now have 77% of our students in grades 3, 6 and 9 meeting or exceeding expectations in math.
- We increase by 2% from last year and 30.6% since 2011.
- The number of students increased exceeding expectations (green) has increased by 3%. This indicates that our Guided Math is helping our strong students excel and improve.
- The number of students needing support (red) is dropping. The emphasis on Math Intervention has helped to improve these numbers.

Professional development and coaching support was also provided for new teachers of grade k-8 math to help establish effective guided math classrooms. The practice of

coaches working with teachers in their classroom has proven to be effective at providing teachers with professional development and improving teaching and learning.

The Math Momentum initiative continues to be very successful, as we had a 2% increase and are now at 77.3% of our students meeting or exceeding expectations in Grade 3, 6 and 9. The initial results indicate that the math interventions have been quite successful and the Math Momentum maintenance plan will continue in 2016-17. Two math maintenance coaches will support teachers and focus on new teachers and math intervention support and the math intervention program will continue. In addition to this, work will begin provincially to develop supports for the math outcome of the Education Sector Strategic Plan (provincial ESSP).

Literacy Monitoring Report

Presented by Kathy Robson, Curriculum Coordinator

Balanced Literacy Maintenance Goal: *By June 2020, 90% of students in Chinook School Division will be meeting or exceeding expectations in reading, based on selected school division-wide assessments.*

2014-2015 Results:

- Grade 3: 88 % Meeting or Exceeding Expectations (52% of those students are exceeding - a 5% increase from 2015)
- Grade 6: 77 % Meeting or Exceeding Expectations (new assessment this year)
- Grade 9: 81 % Meeting or Exceeding Expectations (3% increase from 2015)
- 89% of French Immersion students are Meeting or Exceeding Expectations
- Overall 82% of Chinook Students are meeting or exceeding on selected assessments
 - This is a 3% increase from last year
- 19% improvement since the Literacy Initiative began in 2009
- Levelled Literacy Intervention (LLI)
 - 90% of students in Grade 1 and 2 that completed LLI were reading at grade level

What does this mean?

- We had significant growth in Grade 3 and Grade 9 in the 2015-16 year.
- The focus on coaching at Grade 3 and implementing *Saskatchewan Reads* made an impact on the improvement in results.
- The focus on improving the assessment, working with teachers on scoring and instructional approaches with Grade 9 ELA teachers made an impact on improvement.
- 2015-16 was the first year with a new assessment in Grade 6 and the goal was to establish a baseline. We implemented several new instructional approaches in Grade 6 for the first time and teachers need time to establish this new practice in their classrooms. We now have a much better idea of where are students are in Grade 6 and have significantly more students exceeding expectations and fewer

students in the red. We can begin to target our students in the yellow with interventions in the classroom.

- Levelled Literacy Intervention is most successful in Grades 1 -3. The earlier we intervene with students the smaller the gap and the better chance of reaching grade level expectations.
- We are confident that we will continue to make the progress needed to reach our goal of 90% by 2020.

Moving forward, Professional Development will focus on implementing “Saskatchewan Reads” K-8 with focused coaching at grades 4, 5, 7 and 8 in 2016-17. Chinook will continue to offer PD sessions and coaching to new teachers for Kindergarten to grade 6. We will implement early intervention strategies in Literacy K-2 as early as possible and track our Early Years Evaluation (EYE) results, continuing to use that data to focus on improving literacy instruction. In addition to this, we will continue to develop best instructional practice in grades 6-8 (middle years).