



School Improvement Plan
for Student Achievement 2018-2019
Literacy and Numeracy

School: Centennial '67 Public School

Principal: Debra

Vice-Principal(s):

Two thirds of primary students, as measured by our focus students, will improve their conventions of writing using the co-created success criteria we establish.

Needs Assessment / Where Are We Now?

Grade 3 EQAO

- NR % at the Provincial Standard (decrease in Level 3)
- NR % at level 2 (increase in Level 2)
- 89% like to write
- 33% feel they are good writers
- 11% are able to communicate their ideas in writing
- 78% do their best in writing activities
- 33% use writing tools

Report Card Data Term 2 - Grade 3

- Writing Level 3 – 55%
- Writing Level 2 – 45%

Grade 6 EQAO

- * 64% at the Provincial Standard (Increase in Level 4)
- * 36% at Level 2 (decrease in Level 2)
- * 64% like to write
- * 45% feel they are good writers
- * 45% are able to communicate their ideas in writing
- * 91% do their best in writing activities
- * 18% use writing tools

Report Card Data – Grade 6

- * Writing Level 3 – 73%
- * Writing Level 2 - 27%

Theory of Action: Due October 12, 2018

If we create engaging learning experiences through a focus on publishing and improve assessment and feedback practices through a focus on eliciting student thinking and learning through triangulation then student engagement and achievement will improve as measured by monitoring our focus students.

Success criteria for engaging learning experiences:

- I can see and hear authentic learning experiences*
- I can see and hear assessment and feedback practices*
- I can see and hear student-centered learning*
- I can see and hear students using resources with intention*
- I can see and hear educators as responsive facilitators*
- I can see and hear collaboration*
- I can see and hear purposeful planning*
- I can see and hear discourse along with independent think time*
- I can see and hear wellness*

‘Look Fors’

Success Criteria for eliciting student thinking and learning through triangulation

- I can see and hear intentionally designed activities and tasks to encourage student thinking.*
- I can see and hear student responses and plans to use those responses to meet learning goals.*
- I can see and hear good questioning to generate types of thinking and discussion.*
- I can see and hear student thinking brought to the forefront to determine next steps.*
- I can see and hear a balance of observations, conversations and products being used determined by learning goals, strengths and next steps.*

DATA:

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback)

Monitoring the THEN:

Based on the **co-constructed success criteria** for the pre, mid and post assessments of student learning (e.g success criteria for number fluency)

PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

Increased number of students needing explicit instruction in letter and number formation – fine motor
Increased number of students needing explicit instruction in letter sounds and rhyming – teacher assessments in literacy fall of 2018
Increased number of students requiring direct support to complete writing activities.
EQAO data for Primary shows a decrease in level 3 performance and an increase in level 2.

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

83% of Primary students have improved performance in writing levels

17% are need continued explicit instruction in letter formation and using the success criteria to improve their writing.

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019

Direct Modeling and Counting		Counting more efficiently and tracking		Working with numbers						Proficiency	
Modeling	Counting all	Modeling to and counting by tens	Counting by tens	Skip counting	Counting by 5s and 10s	Counting by 2s	Counting by 5s	Counting by 10s	Counting by 100s	Counting by 100s	Counting by 100s
PRE	////	////	////	////	////	////	////	////	////	////	////
POST	////	////	////	////	////	////	////	////	////	////	////

QUALITATIVE ANECDOTES – DUE: October 12, 2018

Staff note an increase of time spent using electronic forms of writing then traditional forms.

Staff are observations of student writing behavior note issues with formation of letters.

QUALITATIVE ANECDOTES – DUE: November 16, 2018

Staff note an increase in time spent with traditional forms of writing.

Staff observations note an increase in student use of the success criteria to self-monitor writing and provide students with next steps.

QUALITATIVE ANECDOTES – DUE: February 8, 2019

	Grade 1/2	November	December	February
Join	Result Unknown	73	83	73
	Change Unknown	60	61	60
	Start Unknown	53	67	53
Separate	Result Unknown	59	92	
	Change Unknown	44	92	69
	Start Unknown		67	77

PLAN – DUE: October 12, 2018

If we co-create writing success criteria for tasks students will improve use of the conventions of language and the mechanics of writing.

- ACT – DUE: October 12, 2018**
- Create success criteria that is common to the primary division and a continuum to place students on.
 - Develop word walls, and other resources that students can access.
 - Explicitly teach skills during shared and guided writing lessons i.e. Morning Message
 - Monitor student progress based on the success criteria. (Conferences, Conversation, Observations, Product).
 - Students will share their successes with the class through authentic tasks and purposes.

- ASSESS – DUE: November 16, 2018 & February 8, 2019**
- Success criteria is common to the primary division and is being used throughout. It is adapted to the writing form being used.
 - Every classroom has a word wall and resources to be accessed.
 - Letter formation, grammar, sounds, sight words are being taught and reinforced during shared and guided writing lessons.
 - Student progress is shared in a variety of ways - primarily conversations, observations and products.

- REFLECT – DUE: November 16, 2018 & February 8, 2019**
- Common success criteria throughout the primary division is providing staff and students with consistent frameworks to build upon.
 - Word walls and other resources are being used consistently throughout the primary division.
 - Explicit instruction to increase writing fluency occurs on a regular basis and needs to continue.
 - Continue with the documentation of student progress as it fits best to the grade level. However, introduce more student conferences.

2nd CYCLE OF INQUIRY

Theory of Action: Due February 15, 2019

If we create engaging learning experiences through a focus on Choose a learning experience focus and improve assessment and feedback practices through a focus on Choose an assessment loop focus then student engagement and achievement will improve as measured by monitoring our focus students.

- Success criteria for engaging learning experiences:**
- I can see and hear authentic learning experiences
 - I can see and hear assessment and feedback practices
 - I can see and hear student-centered learning
 - I can see and hear students using resources with intention
 - I can see and hear educators as responsive facilitators
 - I can see and hear Collaboration
 - I can see and hear purposeful planning
 - I can see and hear discourse along with independent think time
 - I can see and hear wellness

'Look Fors'

Success Criteria for insert assessment and feedback practices focus here.

If we create engaging learning experiences through a focus on **Choose a learning experience focus** and improve assessment and feedback practices through a focus on **Choose an assessment loop focus** then student engagement and achievement will improve as measured by monitoring our focus students.

DATA:
Monitoring the IF:
 Based on the *co-constructed success criteria* for educator learning. (e.g. criteria for providing effective descriptive feedback)

Monitoring the THEN:
 Based on the *co-constructed success criteria* for the pre, mid and post assessments of student learning (e.g success criteria for number fluency)

Skill/Strategy	Direct Modelling and Counting				Working with numbers										Proficiency			
	Counting all	Modelling and counting by ones	Fair sharing	Counting by tens	Skip counting	Place and check	doubling	Reverse of subtraction	Using 100	Base table	Using 10	Familiar facts	Partial products	Double halving	Partial quotients	Automatic retrieval	Standard algorithm	Strategic methods
PRE	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
POST	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

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PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019

MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019

POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019

QUALITATIVE ANECDOTES – DUE: February 15, 2019

QUALITATIVE ANECDOTES – DUE: April 12, 2019

QUALITATIVE ANECDOTES – DUE: May 31, 2019

PLAN – DUE: February 15, 2019

ACT – DUE: February 15, 2019

ASSESS – DUE: April 12, 2019 & May 31, 2019

REFLECT – DUE: April 12, 2019 & May 31, 2019