



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

School: Centennial '67 Public School

Principal:

Debra Schouten

Vice-Principal(s):

Goal Setting

Success Criteria:

- I develop a goal that defines a response to the challenge of practice (relevance).
- I consider a variety of data sources.
- I ensure the goal spans a minimum of a full year.
- I write a goal that focusses on big ideas (i.e. achievement, assessment, equity, well-being, mindset).
- I consider the profiles of all students when writing the goal.
- I write a goal that can be monitored in all classrooms throughout the cycles of inquiry.
- I write a goal that is realistic and achievable.
- I consider how pre- and post classroom assessments over time will be used in measuring the success of our goal.
- I rely on multiple source of evidence to measure the success of our goal (i.e. pre- and post classroom assessments, report cards and EQAO).

Overall Goal: Two-thirds of our students, as measured by our focus students, will move at least one strategy along the continua of number development. Numeracy focus Junior

Needs Assessment / Where Are We Now?

Complete this section with data that is driving your decision-making to establish your goal above and If/Then statement below for the first Cycle of Inquiry.

Success Criteria:

Grade 3 EQAO Data (Mathematics)

- NR at Level 3/ 4
- 89% like mathematics
- 33% feel they are good at mathematics
- 22% can answer difficult questions
- Between 60 to 100% use cognitive strategies

Grade 6 EQAO Data (Mathematics)

- 55% at level 3 – 40% of those in level two are in the mid to high range
- 64% like mathematics
- 73% feel they are good at mathematics
- 45% can answer difficult questions
- Between 50 and 90% use cognitive strategies

Grade 3 EQAO Data (Reading)

- NR at Level 3/ 4
- 0% like to read (Note: I don't think anyone answered)
- 56% feel they are good readers
- 33% understand difficult passages
- 33% do their best

Grade 6 EQAO Data (Reading)

- 91% at level 3/ 4
- 27% like to read
- 64% feel like they are good readers
- 27% understand difficult passages
- 82% do their best

Grade 3 EQAO Data (Writing)

- NR at Level 3/ 4
- 89% like to write
- 33% think they are a good writer
- 11% can communicate their ideas

Grade 6 EQAO Data (Writing)

- 64% like to write
- 45% feel they are a good writer
- 45% are able to communicate their ideas

Report Card Data

- 94% at level 3/4 Mathematics
- 78% at level 3/4 Reading
- 56% at level 3/4 Writing

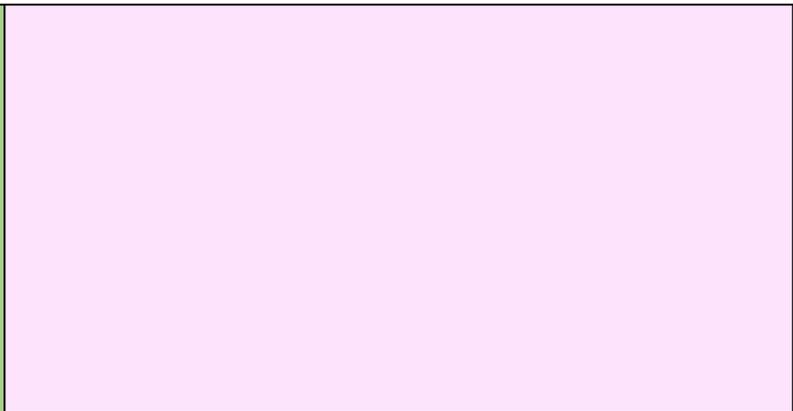
Report Card Data

- 93% at level 3/4 Mathematics
- 82% at level 3/4 Reading
- 73% at level 3/4 Writing

School Math Assessment (Junior)

AT	ACT	ASSESS	REFLECT
<p align="center">PLAN: Needs Assessment Where are we now?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I apply the needs assessment in determining my IF/THEN statement. • My plan includes targeted assessment/instructional move(s) that intend(s) to address my challenge of practice. • My plan includes a mechanism to determine instructional/assessment next moves to improve student learning. • My plan identifies my intended student learning as a result of the educator instructional move(s). 	<p align="center">ACT: Evidenced-Based Strategies/Action What are we going to do?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can determine all the steps in implementing my plan. • I have a monitoring plan to track student achievement through triangulation of data • I know the steps I am responsible for in implementing the plan. • I establish clear responsibilities for all stakeholders. • I celebrate successes in carrying out the plan. 	<p align="center">ASSESS: Monitor/Gather Data How are we doing? What evidence do you have?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can gather documentation aligned to the theory of action including both educator and student learning. • I can gather documentation from a variety of sources and triangulate the data using observations, conversations and products. • I can use a consistent assessment tool for the exploratory task and the assessment of learning task (pre and post). • I can use different tasks for the exploratory task and the assessment of learning task which align with the learning goal(s) and success criteria. 	<p align="center">REFLECT: Analyze/Reflect How did we do? Where to next?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can determine trends and patterns in both educator and student learning. • I can analyze the documentation to determine what we learned. • I can identify gaps in learning for both students and educators. • I can generalize the insights gained by looking at focus students to a whole class/whole school profile. • I can align reflections with the If and Then statements. • I can use a variety of sources to support the analysis of the documentation (e.g. reflections from both educators and students).

- My plan includes tracking of what students know, are able to do and communicate.
- My plan includes steps for documenting the educator instructional/assessment next moves.
- I can align the learning experiences with the assess/reflect component of the SIPsa.
- I can align the learning experiences with the intended monitoring plan of the the SIPsa.
- I can align resources with the SIPsa.
- I can co-construct success criteria for the plan.
- I include flexible timelines in the plan.
- I communicate the plan and success criteria to all stakeholders.
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- I can use success criteria to assess student exploratory task and the assessment of learning task.
- I can examine student learning and reflect on my educators' teaching practices to intentionally plan our next educator move(s) to increase student achievement, learning and autonomy.
- I can sort and summarize documentation and organize it in a meaningful way.
- I can align documentation against the success criteria in order to analyze, interpret and justify the documentation as evidence of learning.
- I can use technology to help me organize my documentation.
- I can use parent friendly language and avoid the use of acronyms.
- I can use both qualitative and quantitative data as needed.

- I can identify intentional moves for both educators and students.
- I can support educators identifying a personal and team next step.

1st CYCLE OF INQUIRY

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 dependent on the 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 your focus students' learning from educators on your learning teams. (e.g success criteria for number fluency)

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

PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

Junior Focus – Numeracy Fluency

- 55% at level 3
- 40% of those in level two are in the mid to high range
- Report Card data is higher than EQAO
- Junior teachers have identified three focus students to be monitored and are using the pre-assessment to determine intentional moves

QUALITATIVE ANECDOTES – DUE: October 12, 2018

Junior Focus

- 64% like mathematics
- 73% feel they are good at mathematics
- 45% can answer difficult questions
- Between 50 and 90% use cognitive strategies

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

Junior Focus – Numeracy Fluency

- 83% of the students monitored have increased the variety of strategies they are using as tracked through student work and teacher observations
- 66% of the students monitored are using automatic retrieval in multiplication

Primary

- 77% of the students monitored have increased the variety of strategies they are using as tracked through student work and teacher observations

QUALITATIVE ANECDOTES – DUE: November 16, 2018

- Staff have observed that fine motor skills often impede number fluency in the primary division
- Staff have observed that as problems become more difficult students may not take “risks” and return to strategies that are more familiar to them

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019

QUALITATIVE ANECDOTES – DUE: February 8, 2019

	Grade 1/2	November		December		February	
	Grade 2/3						
Join	Result Unknown	73	83	73	83	73	83
	Change Unknown	60	61	60	61	73	83
	Start Unknown	53	67	53	67	53	83
Separate	Result Unknown	59	92				
	Change Unknown	44	92	50		69	
	Start Unknown		67				77

PLAN – DUE: October 12, 2018

If we monitor placement on the number fluency continuum and use intentional teacher moves, our students will use an increased number of fluency strategies in the math strands.

ACT – DUE: October 12, 2018

Develop a chart, electronic or paper, to track the monitored students along the continuum.

Use the monitoring forms to track the documented intentional moves and strategies.

Use small groupings to intentionally teach the next strategy.

Use math talks to guide learning to include a variety of more efficient strategies.

ASSESS – DUE: November 16, 2018 & February 8, 2019

All teachers are using tracking systems to monitor students along the continuum.

Teachers have discussed and planned intentional moves and strategies based on the assessment information they have gathered. Assessment data is being collected using number fluency across math strands.

Teachers are using small groupings to intentionally teach the next strategy.

Number talks are being used and focus on more efficient strategies.

REFLECT – DUE: November 16, 2018 & February 8, 2019

Tracking system is working well and giving evidence of student learning.

Intentional moves should be reviewed with all staff in order to collect information about successful use in all grades and divisions.

2nd CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018

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)

PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019

MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019

POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019

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)

	Direct Modelling and Counting	Counting more efficiently and Tracking	Working with numbers				Proficiency
Indicator	Counting all Modelling the and counting by ones Fair sharing Counting fluently Skip counting Place and check		Using 100 Using 1000				
PRE	////	/	////	////	////	////	////
POST	////	//	////	////	////	////	////

	Grade 1/2	November	December	February	
Join	Result Unknown	73	83	73	83
	Change Unknown	60	61	60	61
	Start Unknown	53	67	53	67
Separate	Result Unknown	59	92		
	Change Unknown	44	92	50	69
	Start Unknown		67		77

PLAN – DUE: February 15, 2019

QUALITATIVE ANECDOTES – DUE: February 15, 2019

QUALITATIVE ANECDOTES – DUE: February 15, 2019

ACT – DUE: February 15, 2019

QUALITATIVE ANECDOTES – DUE: April 12, 2019

QUALITATIVE ANECDOTES – DUE: April 12, 2019

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

QUALITATIVE ANECDOTES – DUE: May 31, 2019

QUALITATIVE ANECDOTES – DUE: May 31, 2019

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

Engaging Learning Experiences Foci:

- 1. Creating meaning and integrating curriculum**
Schools working in this area will be focused on how to create meaningful learning experiences for students that are relevant, important and challenging, while also seamlessly integrating and assessing the curriculum. They will work on how to incorporate real-world ideas and purposeful work, while using the curriculum as a tool to accomplish this work.
- 2. Integrating global competencies**
Schools working in this area will be focused on ensuring that all students develop the knowledge, skills and characteristics to become personally successful, economically productive and actively engaged citizens. These competencies include:
 1) Critical Thinking and Problem Solving
 2) Creativity, Innovation and Entrepreneurship
 3) Self-Directed Learning
 4) Collaboration
 5) Communication
 6) Citizenship
- 3. Purposeful planning**
Schools working in this area will use organizational concepts such as Backwards Design, Universal Design, Differentiated Instruction and Problem or Project-Based Learning to create purposeful learning experiences for students.
- 4. Building community partnerships**
Schools working in this area will be focused on building and maintaining symbiotic partnerships with a variety of community stakeholders. These relationships are authentic and provide benefits for the students and stakeholders. In this work, students will benefit from authentic learning environments that provide them real-life learning opportunities.

5. Student voice and work

Schools working in this area will be focused on students as active participants in the classroom, where teachers build plans based on student interest and with students. In these classrooms, students are driving learning through their own inquiries and passions.

6. Publishing

Schools working in this area will find ways to engage students in purposeful work, and increase accountability and pride through sharing this work with the school, community, and wider world.

Assessment Loop Foci:

1. Identifying and using learning goals and success criteria

Schools working in this area will be focused on building educator efficacy in determining learning goals using big ideas and the curriculum and then noticing and naming the learning with students to co-construct success criteria.

2. Eliciting student thinking and learning through triangulation

Schools working in this area will be focused on building educator efficacy in gathering documentation from a variety of sources and triangulating the data using observations, conversations and products.

3. Generating descriptive feedback

Schools working in this area will be focused on building educator efficacy in examining student learning and reflecting on their teaching practices to intentionally plan next steps for students and educators to increase student achievement, learning and autonomy.

4. Engaging in peer and self-assessment

Schools working in this area will be focused on building educator efficacy in supporting students' engagement with the learning goal, success criteria and descriptive feedback to self-assess their and their peers' learning and act on the identified gaps.

5. Monitoring learning and setting goals

Schools working in this area will be focused on building educator efficacy in supporting students monitoring their learning to identify next steps and set personal goals for learning. In addition, educators will monitor their own and their students' learnings to identify and apply their intentional next best instructional moves.