

2017-2018 (Cycle 2)



School Learning Plan: Student Achievement Knoxdale PS

School: Knoxdale PS

Superintendency: Wiley

Focus for student learning: We have four theories of action as delineated below. Our ETFI team's theory of action focuses on Number Sense and Numeration. The review of our data indicates that our student struggle with application and communication (in reference to the achievement chart).

Key Data Observations:

Achievement: Our achievement data (i.e., classroom assessments, EQAO results) indicate that our students have strengths in Knowledge and Understanding and Thinking, however, areas of growth include Application and Communication. Over the last four years, we have been working to ensure that our assessments mirror the achievement chart in order to be able see trends in our in class assessments and to be able to give descriptive feedback to our students in each area. With a focus on critical thinking with overarching inquiry questions for the past 4 years, it is encouraging to see the growth. We do note in Mathematics that we continue to see a need for growth in Number Sense and Numeration. Additionally, there is a need for our students to be able to independently solve multi-step problems in Mathematics. Our focus last year included Growth Mindset, we have seen an improvement in students' ability to take on the challenge of difficult math problems.

Demographic: We have made use of class and student profiles to generate discussion and to consider in our planning.

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Program: We have considered the way in which we support our students with special education needs. We have made some changes to our support model including math support and LLI as a Tier 2 intervention.

Perceptual: Teams have had the opportunity to collaborate and share their observations regarding areas of need as related to informal assessments in the classroom. We have also considered our student survey data and how the results relate to academic achievement.

Related Educator Learning Need: The ETFI group has identified the following educator learning needs:

- *Collaborative time with teaching partners
- *Working towards include student voice for problems to solve
- *Flexible student groups

The EFI group has identified the following educator learning needs:

- *Collaborative time for sharing and moderation
- * ETFI and EFI partners same grade level moderation

The Kinder group has identified the following educator learning needs:

- * Purchase of a common resource to support Math talks
- * Liaising with an instructional coach to support Math talk

Statement of Learning Goal

Theory of Action: #1. If we explicitly teach students rich mathematical strategies in number sense and numeration, such as Math Talks with a focus on the "SHOW" of our SOAR strategy, then we an improvement in students' communication and application skills while problem solving (i.e., identifying and selecting the most effective operation). (ETFI)

#2. If we have daily discussions about Math (Math Talks), then our students will become more comfortable and confident expressing mathematical ideas and will approach learning Math learning with a positive attitude. (Kinder)

#3. If we use specific strategies (i.e., numeracy word wall and/or Cric Crac Croc-problem solving graphic organizer), then students will apply their knowledge across the curriculum and in authentic situations with increasing independence. (EFI Primary)

#4. If we use a specific strategy (i.e., a graphic organizer for problem solving), then students will develop the necessary high order thinking skills to problem solve using the appropriate terminology (i.e., mathematical processes). (EFI Junior)

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Marker Students: #1. Students performing at Level 1 and 2 (focus on choosing an appropriate operation. Students performing at Level 3 (focus on choosing an efficient operation).

#2. All students

#3. All students

#4. All students

Evidence-based Strategies Selected: The evidenced based instructional strategies that we have chosen are:

Demonstration and Modeling, Self-Verbalization, and Self-Questioning.

Release Time and Professional Learning Model: We will be releasing teams to support the educator learning needs as identified above.

Monitoring Plan:

Plan for Monitoring Student Learning: #1. Teams are using post test from Cycle 1 to inform practice for Cycle 2. Tracking of marking students assessment for learning. Meet as division partners for moderation of work using common rubric. (ETFI)

#2. Teams will collect and analyze through photos, videos and notes to record how many students are using hand signals to participate and explain their thinking in Math Talks. Collect data to see number/variety of answers given by students. Teams to collect an initial baseline assessment. Teams will create a "Math Engagement in Kindergarten" documentation panel. (Kinder)

#3. Teams (students and teachers) will create a word wall reflecting numeracy across the curriculum taught in French. Teams will moderate using Cric Crac Croc exemplars. (EFI primary)

#4. Team to decide on particular targets. (EFI Junior)

Plan for Monitoring Related Educator Learning: In addition to what is mentioned in Part A, teams will be having conversations and sharing observations at divisional meetings and staff meetings. We have also created a shared Google doc which delineates timelines (i.e., actions to be taken by March 2nd, April 6th, and May 4th).

School Council and Parental Engagement: We are engaging parents by sharing information related to our School Learning Plan and Well-Being plan in our

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communications that go home every third week. We have invited parents to be part of our planning. Our SLP is also reported on at School Council. We have also received funds for a PRO grant and it will be an interactive evening for parents and students with the emphasis on bringing out the math through visual arts. Our communications home and the school council minutes are posted on our school website for easy reference.

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School Learning Plan: Student Well Being Knoxdale PS

Focus for Student Well Being: The focus for our Well-Being plan is working on resilience. As such we are using Growth Mindset as a vehicle to address the aforementioned. Additionally, we are also working on self-regulation.

Key Data Observations: We have primarily used the OurSchool data to inform our focus. Our well-being plan, however, is tied to our SLP and as such the need was also identified by looking at our EQAO data, wherein we noted that students struggled in the face of complex and/or multi-step problems. As this is a continued focus from last year, we have seen some growth in this area and we would still like to build upon that foundation. We have also had discussions as a staff regarding areas of need (i.e., Do we still see this as a need based on our class observations?). We were in support of continuing the work that we had commenced in this area last year.

Well Being Related Educator Learning Need: We continue to share information and examples of activities related to Growth Mindset with our team through our Google Community. Staff then have a repository of information to consult for ideas. We have also arranged with LSS to have a three part workshop delivered at our staff meetings entitled “Regulate and Educate” which is in support of our learning on self-regulation.

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Statement of Well Being Goal:

If we explicitly teach/model for students growth mindset strategies/language then students will be more confident in their abilities when faced with challenging tasks.

Evidence Based Instructional Strategies: Explicit instruction (Direct instruction)

Coaching and modelling

Reciprocal teaching (students helping students)

Plan for Monitoring Student Well Being: Visibility of Growth Mindset in the school (i.e., bulletin boards)

Mindset referenced in announcements

Positive mindset is explicitly taught in class

Growth Mindset Club

Creation of mindset/thought journals

Communication to staff through weekly Eagle Express (ideas on teaching Growth Mindset in class)

Communication through announcements

Reports to School Council

Communication to parents through "Updates from School" (sent every third Friday) in the Curriculum Corner and Character Corner

Staff explicitly modelling growth mindset moments

Monthly Primary and Junior team meetings

Sharing our learning through the Google Community

Review in line with SLP timelines

Review the Well- Being Plan with staff and School Council

Revise as new information presents itself