



Madawaska Family of Schools - School Improvement Plan 2015-2016



THEORY OF ACTION

If we develop and maintain a culture of high expectations (4.1), growth mindset, and provide opportunities for collaborative instruction and leadership that builds capacity to strengthen and enhance teaching and learning (2.1), will student learning, engagement, accountable talk, self-confidence, attitude, and achievement improve/increase?

VITAL BEHAVIOURS

Collaborative Professional Learning - ongoing knowledge development/knowledge creation around Lucy West Talk Moves to increase classroom accountable talk, student engagement, number talks across all classrooms.

Professional Learning/Coaching Cycle - MAD FOS PLC's - Observe, Pre-Conference, Co Teach, Post-Conference. De-privatize the classroom by videotaping lessons and sharing feedback to promote growth. Publicly try, fail and try again.

Professional Discourse - Encouraged, activated and practiced across both staff and students, in an effort to push learning.

Culture of High Expectations & Growth Mindset (GRIT) - that supports the belief that ALL students can learn/progress/achieve.

Open To Learning Stance - in support of student achievement in all subject areas.

Student Well-Being - there is a strong emphasis on the overall well being of students, positive mental health is at the forefront of every classroom, SSC plays an ongoing and active role.

NEEDS ASSESSMENT - PALMER RAPIDS PUBLIC SCHOOL

- Math 2013-2014 EQAO scores reflect Primary 36% and Junior 62%
- Students tend to have difficulty understanding (unpacking) and answering mathematical open response questions.
- Students have difficulty articulating their thinking in mathematical problem solving and all subject areas.
- Students struggle with basic number facts and recall (quick addition/quick multiplication).
- Culture will keep you exactly where you are, unless you start to think about how culture can shift. Discourse.
- Quality, content and depth is mirrored in adults to students.
- Quality, depth and rigor of talk is mirrored in educators to student development. Talking really matters.
- Trust is built through interactions.

MADAWASKA FAMILY OF SCHOOLS INQUIRY

We will turn theory into practice in order to change student belief systems around ability, and that will subsequently increase student achievement.

If we apply Lucy West's philosophy to create a culture in which learning, innovation and collaboration are the norms, and work with teachers and coaches to effectively use talk moves to make thinking visible by engaging students in more frequent and accountable talk, will student understanding deepen and achievement increase?

School Level: Monitoring by Principal	THEORY OF ACTION	Classroom Level: Monitoring by Teachers
<p>Conversations (Staff Meetings, PD Sessions, SEF Meetings, etc.) Guiding Questions → Staff</p> <ul style="list-style-type: none"> • How willing are you to question your present thinking, beliefs techniques, and perspectives? • How willing are you to publicly try things out, fail and try again? • What does trust and vulnerability have to do with learning? • What about your practice are you willing to question? What do you need? Are you brave enough, vulnerable enough to let others give it to you? • What are you good at? What's going well? What is your purpose? • How are your professional biases impacting your thinking/actions? (Katz & Dack) 		<p>Conversations Guiding Questions → Students</p> <ul style="list-style-type: none"> ▪ What are you learning? ▪ How do you know if you are successful? ▪ What do you do if you get stuck? ▪ Do you believe you can be successful at the task and how? ▪ How did you arrive at that, what is your thinking? ▪ Tell me more about...
<p>Observations</p> <ul style="list-style-type: none"> ▪ Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. (SEF 2.1) ▪ Culture of high expectations, realistic and ambitious learning goals are set and regularly reviewed with students. (SEF 4.1) ▪ Students demonstrate a growth mindset as evidenced in their learning, progression and achievement in relation to their goals. (SEF 4.2) ▪ A collaborative learning culture (e.g., a commitment to continuous improvement, a collective focus on student learning for all, deprivatization of practice and reflective dialogue) is evident. (SEF 2.4) ▪ Risk-taking is demonstrated by trying new instructional practices and strategies. (SEF 2.4) ▪ The principal through “open to learning” classroom visits participates in the ongoing inquiry into effective instructional practices and how to increase the impact on student learning. (SEF 2.4) 		<p>Observations</p> <ul style="list-style-type: none"> ▪ Students confidently engage in the learning process by using accountable talk, being on task, self-advocating, demonstrating curiosity, self-regulating, persevering, and taking ownership for their learning/classroom. (SEF 2.1) ▪ Students demonstrate and apply their learning in a variety of contexts and forms. (SEF 4.1)
<p>Products</p> <ul style="list-style-type: none"> ▪ Qualitative and quantitative data from a variety of sources informs school improvement planning. (SEF 4.1) ▪ Teacher documentation - including photos, videos, and audio recordings ▪ Administration documentation - anecdotal, photos, videos, audio recordings. 		<p>Products</p> <ul style="list-style-type: none"> ▪ Ongoing monitoring and moderation of student work informs instruction (SEF 4.1) ▪ Teacher documentation - including photos, videos, and audio recordings ▪ Administration documentation - anecdotal, photos, videos, audio recordings.

Statement of Intention

- to cultivate classroom discourse in order to reveal student thinking:

- Build capacity with educator fluency with talk moves.
- Build student capacity with student discourse.
- Communicate - "I know you can do this and I will stick with you until you do" - we're all in this together!
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LEARNING COMMUNITY LOOK-FORS:	SUCCESS CRITERIA
<p>IN THE CLASSROOMS</p> <p>Collaborative Professional Learning – Learning/Coaching Cycle</p> <ul style="list-style-type: none"> ▪ Includes the review of student achievement data, including evidence from collaborative inquiries at specific times throughout the year, to ensure that schools can demonstrate progress in meeting the targets and goals in all classrooms and for every student ▪ Student learning is measured in a variety of ways (C-O-P). ▪ Professional learning priorities are based on needs that emerge from the analysis of student work and are aligned with the goals in the SIP ▪ A collaborative learning culture (e.g., a commitment to continuous improvement, a collective focus on student learning for all, deprivatization of practice and reflective dialogue) is evident. <p>Culture of High Expectations and Growth Mindset</p> <ul style="list-style-type: none"> ▪ A culture of high expectations is apparent in the classroom and known and respected by all learners. ▪ Realistic and ambitious learning goals are set and reviewed. ▪ Ongoing monitoring and moderation of student work informs instruction to ensure that each student learns, progresses and achieves stated goals. ▪ Growth mindset is modeled by the classroom teacher. ▪ Growth mindset, brain malleability, and neuroplasticity is taught to the students. ▪ Teachers do not accept work that is not reflective of students' greatest efforts. 	<p>SUCCESS CRITERIA FOR COLLABORATIVE PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> ▪ Evidence-based teaching practices, modelled in professional learning, are used in classrooms. ▪ Collaborative learning, inquiry, co-planning and/or co-teaching inform instructional practices to meet the needs of students. ▪ Create an environment where students feel safe to take risks. ▪ Student accountable talk is visible. ▪ Student to student conversation is ongoing. ▪ Respectful, attentive listening environment. ▪ Student learning demonstrates risk taking. ▪ Listening and collaboration skills will be explicitly taught, with norms of collaboration co-constructed. <p>SUCCESS CRITERIA FOR CULTURE OF HIGH EXPECTATIONS & GROWTH MINDSET</p> <ul style="list-style-type: none"> ▪ students know, from discussion with teacher and exemplars what success looks like & can set goals to achieve it. ▪ students solve problems no matter how long it takes, they demonstrate a growth mindset by showing perseverance & stamina towards a task. ▪ teachers will not accept work that is below a student's ability. ▪ emphasis is put on the process and effort, not just the final product. ▪ use of these terms (feedback, self assessment, culture of high expectations, growth mindset) are frequent and common and our language reflects these approaches. ▪ students show a belief in their ability. ▪ classroom environment encourages risk taking. ▪ "your victory is my victory" attitude. We aren't good until we're ALL good.

**SCHOOL IMPROVEMENT PLAN – MADAWASKA FAMILY OF SCHOOLS
JANUARY 2016 – JUNE 2016**

If we create a culture in which learning, innovation and collaboration are the norms, and work with teachers and coaches to effectively use talk to make thinking visible by engaging students in more frequent and accountable talk, will student understanding deepen and achievement increase?

Needs Assessment	Implementation Strategies & Indicators	Professional Learning & Resources	Monitoring
<ul style="list-style-type: none"> ▪ Math 2013-2014 EQAO scores reflect Primary 36% and Junior 62% ▪ Students tend to have difficulty understanding (unpacking) and answering mathematical open response questions. ▪ Students have difficulty articulating their thinking in mathematical problem solving and all subject areas. ▪ Students struggle with basic number facts and recall (quick addition/quick multiplication). ▪ Culture will keep you exactly where you are, unless you start to think about how culture can shift. Discourse. ▪ Quality, content and depth is mirrored in adults to students. ▪ Quality, depth and rigor of talk is mirrored in educators to student development. Talking really matters. ▪ Trust is built through interactions. 	<ol style="list-style-type: none"> 1. Madawaska FOS schools are all small. We will create PLC's that will provide common understandings between schools. Each PLC will have an actionable requirement embedded. 2. We will extend the PLC learning into our monthly staff meetings. 3. Cross pollinate teacher learning by opening our classrooms and sharing - teaching practices. Use of technology to document learning and to view next steps. Create opportunities for teachers to watch each other teach. 4. "Focus on evidence of student learning rather than insist on the use of instructional formats, programs, or practices." 	<ol style="list-style-type: none"> 1. Commonly planned staff meetings - gradual release of responsibility as we build capacity 2. MISA Meetings - 2 per year (Evaluate, Reflect, Consolidate, Plan, Access Resources) 3. Lucy West Thinking Symposium - 2 per year 4. MAD FOS PLC's - Kinder 2 per year, Primary 4 per year, Junior 4 per year, French 2 per year (Observe, Pre-Conference, Co-Teach, Post-Conference) 5. Mindsets In The Classroom - Carol Dweck - MAD FOS Book Study 6. Intentional Interruptions - Katz & Dack - MAD FOS Targeted Sections 	<ul style="list-style-type: none"> • Measurement of Learning Skills (Grade 1-8), 3 x per year (specifically self-regulation) • Measurement of Learning Skills (Kindergarten), 3 x per year - "Demonstrates independence, self regulation, and a willingness to take responsibility in learning and other activities" • On-going yearly math survey (longitudinal study) • MISA Meetings (COP) x 2 per year • CEFR - French Oral Communication 2 X per year • MAD FOS PLC's - Primary & Junior 4 x per year • Teacher documentation - including photos, videos, and audio recordings • Administration documentation - may include minutes of the meetings, anecdotal comments, photos, videos, and audio recordings of PLC's to be shared via ACES or Senior Admin