



PALMER RAPIDS PUBLIC SCHOOLS - SCHOOL IMPROVEMENT PLAN 2014-2015



THEORY OF ACTION

If we develop and maintain a culture of high expectations (4.1) and a growth mindset, in mathematical problem solving, for all students and during learning, provide timely, ongoing, descriptive feedback (1.4), explicit to their actions, and allow for self assessment time, will student learning, self-confidence, attitude, and achievement improve/increase?

VITAL BEHAVIOURS

PRPS Mathematical Collaborative Professional Learning - ongoing knowledge development/knowledge creation around mathematical understanding/thinking/application/communication, ongoing education on growth mindset behaviours, number talks across all classrooms.

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

Feedback - during learning that is timely, ongoing and descriptive related to their actions - moving towards transference & self assessment.

On Going Monitoring - of class inquiries using multiple sources of data (regular and consistent) - inclusive of triangulation - conversations, observations and products.

Open To Learning Stance - in support of student achievement in mathematical problem solving. (French for Goal D)

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.

SMART GOAL A - PRIMARY DIVISION

JK/SK - Explicit instruction on social skills/self regulation and subsequently improve self regulation which will result in increased academic achievement, learning, attitude and self-confidence.

Grade 1-2 - Strategies to improve the communication of **thinking** in problem solving.

Grade 3-4 - Strategies to improve the communication of **thinking** in problem solving and effective unpacking of the question.

SMART GOAL B - JUNIOR DIVISION

Grade 5 - Problem Solving - explicit instruction on solving problems using visualization strategies. **Thinking.**

Grade 6-7 - Problem Solving - explicit instruction on solving multi-step problems, visualization strategies, students will be able to answer questions in their entirety.

Thinking & application.

SMART GOAL C - INTERMEDIATE DIVISION

Grade 7-8 - Problem Solving - providing monthly specific strategies, then assessment to ensure strategies are being used to ensure they understand, check for reasonableness in their answer and solve the problem. **Thinking.**

SMART GOAL D - FRENCH FOCUS

Grade 5 - Teach students how to ask purposeful questions so their ability to interact independently increases.



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NEEDS ASSESSMENT

- Math 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
- Students struggle with basic number facts and recall (quick addition/quick multiplication)

PRPS INQUIRY

If we develop and maintain a culture of high expectations (4.1) and a growth mindset, in mathematical problem solving, for all students and during learning, provide timely, ongoing, descriptive feedback (1.4), explicit to their actions, and allow for self assessment time, will student learning, self-confidence, attitude, and achievement improve/increase?

School Level: Monitoring by Principal	THEORY OF ACTION	Classroom Level: Monitoring by Teachers
<p>Conversations (Staff Meetings, PD Sessions, SEF Meetings, etc.)</p> <p>Guiding Questions → Staff</p> <ul style="list-style-type: none"> ▪ What are students expected to learn? ▪ How will we know they have learned it? ▪ How will we design the learning so all will learn? ▪ What strategies do you use when the task is difficult to solve? 		<p>Conversations</p> <p>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?
<p>Observations</p> <ul style="list-style-type: none"> ▪ During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed criteria. (SEF 1.4) ▪ Culture of high expectations, realistic and ambitious learning goals are set and regularly reviewed with students. (SEF 4.1) ▪ Students set individual learning goals and use accurate self assessment to evaluate their learning based on predetermined success criteria. (SEF 1.4) ▪ Students demonstrate a growth mindset as evidenced in their learning, progression and achievement in relation to their goals. (4.2) ▪ 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 use descriptive feedback based on the success criteria, to revise and refine their demonstrations of learning and set individual goals. Gradual release of responsibility both guided and independent. (SEF 1.4) ▪ Students learn progress and achieve in relation to their goals. (SEF 4.1) ▪ Students demonstrate and apply their learning in a variety of contexts and forms. (SEF 1.4)
<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) ▪ Monthly Classroom Smart Goal Data Collection 		<p>Products</p> <ul style="list-style-type: none"> ▪ Ongoing monitoring and moderation of student work informs instruction (SEF 4.1) ▪ Classroom data collection as indicated on Classroom Goal Sheets



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PRPS LEARNING GOAL

Teachers will increase student achievement in mathematical problem solving by fostering and maintaining a culture of high expectations and a growth mindset and by providing ongoing descriptive feedback that is based on students actions and providing time for student self assessment.

STAFF DISCUSSION/REFLECTION REGARDING NEXT STEPS...

- Work on Descriptive Feedback – peer and teacher, self-assessment (gradual release of responsibility from teacher feedback to self assessment).
- Continue the focus on collaboration - co-planning, co-teaching, math talks to improve route skills, knowledge of number and improve math problem solving abilities.
- Monitoring class inquiries using multiple sources of data (regular and consistent) – triangulation – conversations, observations and products
- Engage in a Staff Book Club – Mindset in the Classroom

LEARNING COMMUNITY LOOK-FORS:	SUCCESS CRITERIA
<p>IN THE CLASSROOMS Feedback Explicit To Actions and Self Assessment</p> <ul style="list-style-type: none"> ▪ Ongoing feedback to students is timely and descriptive in nature and based on students’ actions relative to the success criteria. ▪ Based on explicit, descriptive teacher feedback, students have multiple opportunities to revise and refine their demonstrations of learning. ▪ Student learning is measured in a variety of ways (C-O-P). ▪ Self assessment is explicitly taught to students. ▪ Gradual release of responsibility from direct feedback to self assessment based on success criteria is being practiced. ▪ Time for self assessment is built in to daily routines. <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 FEEDBACK & SELF ASSESSMENT</p> <ul style="list-style-type: none"> ▪ emphasis put on process and effort not just on final products. ▪ is based on co-constructed success criteria. ▪ includes three components: what was done well, what needs improvement, and specific suggestions for how to improve. ▪ is written in student friendly language. ▪ is prioritized to focus on the aspects of student learning that need the greatest attention. ▪ next steps are incremental and specific enough so that students know what to do, but without doing the improvements for them. ▪ the amount of feedback at any one time is manageable for the students’ readiness. ▪ it is descriptive, (i.e., it provides information that students can use to improve), rather than evaluative (a mark or grade). ▪ timing of the feedback provides students opportunities to use the information while they are still learning and practicing the requisite knowledge and skills. ▪ students self assess prior to submitting their work. ▪ students are able to independently identify what could be improved in their work. ▪ is used by students to set individual goals. <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 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 is risk safe. ▪ “your victory is my victory” attitude. We aren’t good until we’re ALL good.