School Improvement Plan
for Student Achievement 2017-18

School: Caldwell St. P.S.

Principal: Paul LeRoy

Vice-Principal(s): Claire Snider

Area of Focus: Literacy

Overall Goal: To improve student achievement in accessing implicitly stated information and ideas in reading responses.

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.

- *Consider what data resonated from your school's EQAO, especially for students who are performing at a high level two.*
- *What other school-based data do you have that is informing your direction?*

READING – Gr. 3	
Skill – IMPLICIT	
2016-2017 Results	Data
Multiple Choice Questions	• Average of 8.7 / 14 or LEVEL 2 * split between LEVEL ¾ OR LEVEL 1 – 2 of 44 students achieve a level 2
Open Response Questions (2 Questions)	• 0 of 41 students achieved a LEVEL 3 OR 4 – the majority of students achieved LEVEL 1

READING – Gr. 6	
Skill – IMPLICIT	
2016-2017 Results	Data
Multiple Choice Questions	• Average of 9.7 / 14 or LEVEL 2 * Student either achieved a LEVEL 3/4 OR LEVEL 1 – 6 of 55 students achieved a level 2
Open Response Questions (2 Questions)	• 4 of 55 students achieved a LEVEL 3 OR 4 – the majority of students achieved LEVEL 1

Skill - understanding implicitly stated information and ideas

PLAN	***ACT***	***ASSESS***	***REFLECT***
PLAN: Needs Assessment ***Where are we now?***	***ACT: Evidenced-Based Strategies/Action*** ***What are we going to do?***	***ASSESS: Monitor/Gather Data*** ***How are we doing? What evidence do you have?***	***REFLECT: Analyze/Reflect*** ***How did we do? Where to next?***
1st CYCLE OF INQUIRY ***Starting June 29, 2017*** Based on the data above, complete an If/then statement for the first cycle of inquiry ***If/Then Statement: Posted by October 10, 2017*** ***If we (Educators) pay attention to PROBLEMITIZING CONTENT AND EXPLICITY TEACH CRITICAL THINKING TOOLS (INTELLECTUAL RESOURCES), then students will SELECT AND APPLY IMPLICITLY STATED INFORMATION AND IDEAS efficiently and effectively.***	***Actions will be outlined in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17th.*** • Purposefully create scenarios that have very plausible solutions and require students to consider and weigh ideas/options • Encourage information sharing in order to assist students with building connections • Model think-aloud to demonstrate thinking • Carefully structure questions and comments about the items to encourage productive struggle and therefore encouraging inference. • Highlight the process of coming to understand – "when you knew more about what the item was used for or what it was NOT used for, you were able to make a better guess about the item.	***Data Gathering will be outlined and collected in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17th*** • Students are engaged more when asked to struggle • Students are active in their thinking • Some guessed the item right away (not many) • If they had some prior experience with the item, they had better hypothesis – "my grandmother has one of those!"	***Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17th and posted on Insite*** Strengths: • Staff could see the capacity of students when information was not necessarily 'front-end loaded' • Students participated in more active thinking Next Steps: • Pay more attention to quantitative data – design a way to observe if our teacher moves are making an impact

2nd CYCLE OF INQUIRY ***Starting November 20, 2017*** *Complete this section with any new data from your 1st Cycle of Inquiry.* ***If/Then Statement: Posted by December 1, 2017*** ***If we (Educators) pay attention to PROBLEMITIZING CONTENT AND EXPLICITY TEACH CRITICAL THINKING TOOLS (INTELLECTUAL RESOURCES), then students will SELECT AND APPLY IMPLICITLY STATED INFORMATION AND IDEAS efficiently and effectively.*** **We will concentrate on utilizing Strategies for Problemitizing Content (Creative Thinking Classrooms – G. Gini-Newman)** - Identify the attributes of the concept - Select the most relevant or important - Identify the anomaly - Alter the Perspective - Order events - Challenge the explanation *without front-end loading learning.	***Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018***	***Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018***	***Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9th, 2018, and posted on Insite***
3rd CYCLE OF INQUIRY ***Starting March 19, 2018*** *Complete this section with any new data from your 2nd Cycle of Inquiry* ***If/Then Statement: Posted by March 30, 2018***	***Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15th, 2018.***	***Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15, 2018.***	***Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15th, 2018, and posted on Insite***