Halton District School Board

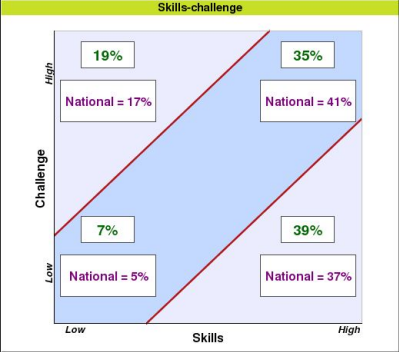| School Name	Captain R. Wilson		Principal	Kathy Fournier		Student Population	700
Panel	Elementary		Vice Principal(s)	Chris Row		Number of Teachers	47

In Halton, we recognize the importance of monitoring the "Right Work". The School Effectiveness Framework (p. 8) suggests ongoing monitoring methods such as:

- discussing the School Improvement Plan at staff, division, department and/or Professional Learning Community meetings,
- planning professional learning based on the specific actions/strategies in the School Improvement Plan,
- assessing progress according to established checkpoints and timelines,
- collaborative analysis of a wide range of student data, and
- reflecting on measures,targets and the results of instruction to determine the next steps.

Schools that align the professional learning plan and resources to address student learning need (SIPSA) and implement the professional learning plan with fidelity - deeply, consistently and over time - should expect to influence student learning. We are not losing sight of student learning; simply stepping back in the transfer process to ensure that the professional learning is taking root. Only when this occurs, can we be sure that there will an impact on student learning.

source: HDSB Research Department

SIPSA Process

Leadership Team Members	Kathy Fournier (Principal), Chris Row (Vice Principal), Laura Paron (SERT), Deb Hallett (Intermediate Division Teacher), Natalie D'Elia (French Teacher), Sarah Kwai Pun (Junior Division Teacher), Elaine Hewus (Kindergarten Teacher), Katy Nott (Primary Division Team Teacher), Tim Flynn (Librarian), Belinda Cottrell (Kindergarten Teacher), Amanda Heilesen (LRT)
Other people involved in creating this SIPSA	All staff who were present at October Division Team meetings and October & November Leadership Team meetings
How were urgent student learning needs identified? **What data was used?**	2015 EQAO (percentage of students achieving at level 3 or 4) Grade 3 - Reading 83%/ Writing 81%/ Math 72% Grade 6 - Reading 91%/ Writing 94% / Math 81% Although our students did well on the 2015 EQAO (scoring above board and provincial averages in all areas), we are considering ways to address/differentiate student needs on both ends of of the level 3 benchmark: **-gap closing for those students not yet approaching benchmarks** **-enrichment/challenge for those students who are performing at or above benchmarks** PM Benchmarks, DRA - % of students Not Yet Reading (NYR) at grade level -large number of students coming to grade 1 and 2, and to a lesser extent other grades, that are not yet at grade reading level Tell Them From Me Survey -35% of CRW students are in the desirable quadrant of high skill/high challenge, Canadian norm is 41%

Engagement and Achievement Goals: Literacy goal.

Goal	5% increase in number of students reading at grade level based on fall 2016 PM/DRA scores compared to spring 2017 PM/DRA scores
Connections to SEF Identify indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.3).	4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve 4.5 - Instruction and assessment are differentiated in response to student strengths, needs and prior learning 4.7- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being
Measures/Targets What student work/evidence will help us monitor our progress?	By June 2017 we will reduce the number of students not reading at grade level by 5% (based on PM/DRA) - guided reading (anecdotals) -running records (10 days current)
Theory of Action If we do 'x' activity or approach, then we are likely to get 'y' outcome	If we focus on effective instructional reading strategies, then we will begin to close the gap of students not reading at grade level. -We will identify, monitor and support our not yet at grade level readers.
Actions and Strategies Where are we at this point? What are our next steps? Who has a role to play (e.g., school staff, students, parents, resource staff, community partners)?	-Analyzing PM/DRA data collection -Guided reading groups established from DRA/PM Data (meeting at least twice per month - building towards more frequently - with lower readers for running record / guided reading anecdotals = 10 days current) -Further development of guided reading practices -Collaborating with Division teams and LRT to determine areas of need -Use of prompting guides to determine specific areas of need in our readers -Organizing our literacy resource room (current resources, sign out process, etc) -Inventory and re-distributing levelled reading/classroom library resources -Use/creation of home reading programs -All Star Reading - volunteers with support of ESL teacher -LLI
Professional Learning	-release time around use/implementation of the prompting guides by IPL & LRT

In what ways will our professional learning help us reach our goal? What is the professional learning and leading plan?	-co-plan/co-teach -refresher session re: PM assessments completed…..now what? (use of prompting guide, how to use data collected with PMs to target specific instruction) -bring student work to the table (grade/division/staff meetings) - What did the student do well? What are the areas of difficulty? What are the next steps? -to be further determined through teachers' exit passes and outcomes of monitoring and collaboration
Resources What resources will be used to support this work?	-prompting guides -leveled reading libraries in each classroom -home reading programs -RAZ Kids -LLI kits
Monitoring Strategies and Timelines In what ways will we continue to monitor our progress? What will we monitor?Who will monitor and when?	Report cards - EQAO Class data (PM, DRA) Electronic data wall Student Achievement Meetings with admin focussing on reading Exit passes

Engagement and Achievement Goals: Math goal

Goal	5% increase in student math achievement as measured by the number of students PWD on November 2016 Progress Report compared to June 2017 Final Report Card (Level R/1/2)
Connections to SEF Identify indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.3).	4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.5 - Instruction and assessment are differentiated in response to student strengths, needs and prior learning 4.7- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being
Measures/Targets What student work/evidence will help us monitor our progress?	EQAO Report Cards Class assessments

	KAT
Theory of Action If we do 'x' activity or approach, then we are likely to get 'y' outcome	If we identify, monitor and support our remedial math learners then we will close the gap of achievement by 5%.
Actions and Strategies Where are we at this point? What are our next steps? Who has a role to play (e.g., school staff, students, parents, resource staff, community partners)?	-Guided math groups (anecdotals, next steps) -Math centres -Math/Number Talks and Math Congress -implementing Leaps and Bounds -Dreambox -Daily Math (Bell work)
Professional Learning In what ways will our professional learning help us reach our goal? What is the professional learning and leading plan?	-delving deeper into the achievement chart -Leaps and Bounds PD -Co-plan/Co-teach -bring student work to the table (grade/division/staff meetings) - What did the student do well? What are the areas of difficulty? What are the next steps?
Resources What resources will be used to support this work?	-Context For Learning Kits (Math Congress) -Dreambox -Jump Math -Leaps and Bounds -Number Talks -EQAO practice questions
Monitoring Strategies and Timelines In what ways will we continue to monitor our progress? What will we monitor?Who will monitor and when?	EQAO Report Cards Student Achievement Meetings with admin focussing on math

Additional SIPSA Goal for Stewardship and Resources and/or Equity and Well-Being

Goal	5% increase in students who feel challenged in their language arts, math and science classes and feel confident of

	their skills in these subjects.
Connections to SEF Identify indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.3).	2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. (Professional learning is inquiry-based and responsive to student assessment data.) 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry: problem solving, real-world situations/issues and solving authentic problems; self and peer assessment; exploring Big Ideas; planned, purposeful, accountable talk; critical thinking skills; metacognition; curiosity and a positive and productive disposition to learning; share work in progress in order to test hypotheses, obtain feedback and suggestions from peers and teachers; take risks to share work in progress
Measures/Targets What student work/evidence will help us monitor our progress?	Tell Them From Me skills challenge data - increase by 5% to 40% of students in the school having scores that place them in the desirable quadrant with high skills and and high challenge - students who feel challenged in their language arts, math and Science classes and feel confident in their skills in these subjects
Theory of Action If we do 'x' activity or approach, then we are likely to get 'y' outcome	If staff learning is deepened through authentic, relevant and meaningful inquiry, then we will improve our instructional strategies for student inquiry and can further develop our effectiveness in other areas of student learning needs such as: -Literacy, Numeracy, Advocacy, Self-regulation, Growth mindset, Mindfulness, 21st Century Competencies
Actions and Strategies Where are we at this point? What are our next steps? Who has a role to play (e.g., school staff, students, parents, resource staff, community partners)?	-Assessment as learning and student goal setting as pathways to inquiry-based learning -Student-led conferencing -looking at an improvement in learning skills -allowing for more inquiry opportunity to improve student engagement -using the prompting guides for cross curricular motivation and thinking deeper -Staff-generated inquiry projects to experience the inquiry process
Professional Learning In what ways will our professional learning help us reach our goal? What is the professional learning and leading plan?	-Engaging in staff inquiry - opportunities at Staff Meetings -Primary: A Place for Wonder (building inquiry into language); 2 copies in the school -PD on prompting guides -Learning from CRW colleagues around how inquiry is being used in their classrooms

Resources What resources will be used to support this work?	TTFM Secretariat Monologues - Capacity Building Series (e.g., Collaborative Teacher Inquiry, Collaborative Inquiry in Ontario) http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_collaborative_teacher_inquiry.pdf http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collaborative Inquiry.pdf Video: https://www.youtube.com/watch?v=SLjVOlnUoXU
Monitoring Strategies and Timelines In what ways will we continue to monitor our progress? What will we monitor? Who will monitor and when?	Teacher & Student TTFM - spring 2017