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| **FOCUS OF THE 2018-2019 SCHOOL IMPROVEMENT PLAN (SIPSAW)****THE CORE PRIORITIES FOR IMPLEMENTATION BY SCHOOL ADMINISTRATORS AND TEAMS** |
| School Name: Julie Payette PS | Principal: Andrea WilliamsVice Principal: Amy Atkinson |
|  | **LITERACY****The What**: We are focusing on the following competencies across all curricular areas: personal and social, communication and thinking. These needs were identified through our data analysis. Specifically, we are looking at rich tasks/questions to allow for meaningful student discourse where students share, build and communicate their thinking and reasoning. Staff are guiding students through of tools and strategies to build their capacity to think critically and communicate their thinking. **The How:**Staff will co-create rich tasks/questions.Staff will collaborate to select precise prompts to guide purposeful communication.Staff and students will use a common framework for communication strategies.Students will engage in rich, authentic and higher order questions. | **NUMERACY****The What:**We have a continued focus on problem solving. More specifically, the use of a common framework for solving multi-step problems and identifying the most efficient strategy. Additionally, a focus on mindset to build students’ ability to persevere and be resilient in mathematics. Similar to Literacy, we are focused on having students share their strategies and communicate their thinking.**The How:**Staff will use on-going assessment data to guide instruction.Staff will co-create rich, authentic multi-step problems for students to solve in collaborative learning situations.Students will use a precisely selected set of accountable talk prompts to communicate understanding in Math.Using the work of Jo Boaler and Carol Dweck, staff will continue to focus on building a community of learning where students are able to take risks.­­ |
| **EQUITY AND INCLUSION** | **Equity and inclusion focus in support of literacy goal**Staff will ensure that literacy resources provided allow students to see themselves in the materials.Students will be provided with the use of flexible learning environments in order to address differentiate learning needs.  | **Equity and inclusion focus in support of numeracy goal**Students will have increased access to the use of technology at the point of instruction and the point of learning.Student voice will be reflected in authentic and rich tasks.Common and ongoing assessments will ensure students’ differentiated learning needs are being met. |
| **WELL-BEING** | **Well-being focus in support of literacy goal**A school-wide focus on Growth Mindset will support staff and students to work on becoming more resilient, build confidence and take risks in both academic and social learning situations.Continued focus on The Zones of Regulation will support students to communicate needs, learn to self-regulate and have more opportunities to be successful in the classroom.  | **Well-being focus in support of numeracy goal**A school-wide focus on Growth Mindset will support staff and students to work on becoming more resilient, build confidence and take risks in both academic and social learning situations.Continued focus on The Zones of Regulation will support students to communicate needs, learn to self-regulate and have more opportunities to be successful in the classroom. |
|  **LEVERAGING DIGITAL** | **Leveraging digital focus in support of literacy goal**Students and staff will have increased access to technology to support learning at the point of instruction to enhance and accelerate learning.Staff and students will begin to use Google Classroom as a tool to support collaboration and feedback to improve work. | **Leveraging digital focus in support of numeracy goal**Students and staff will have increased access to technology to support learning at the point of instruction to enhance and accelerate learning.Staff and students will begin to use Google Classroom as a tool to support collaboration and feedback to improve work.Staff will have access to on-line programs such as MathUp to build deeper understanding of teaching Mathematics. |