



Paris Central School Achievement Plan 2020-21

SUCCESS For Every Student

Principal: Latha Reuben

AREA OF FOCUS: Numeracy	SEF Indicator: 4.2 A clear emphasis on high levels of achievement in numeracy is evident throughout the school. Students will engage in math actively with other students and the teacher (e.g. ask questions, elaborate on ideas or strategies and make sense of errors).			
HIGH YIELD SEF STRATEGY	Learning Need	Success Criteria (Look Fors)	Action and Responsibilities	Monitoring
Students will: <ul style="list-style-type: none"> ❖ Persevere to solve mathematical tasks and demonstrate mathematical thinking in different ways. ❖ Engage actively with other students and the teacher (e.g. ask questions, elaborate on ideas and strategies, and make sense of errors). ❖ Reflect on and monitor their thinking to help clarify their understanding and make sense of the mathematics they are learning (e.g. compare, contrast and adjust strategies used, explain their solutions, record their mathematical processes). 	<i>What student learning need exists?</i> <ul style="list-style-type: none"> • understanding what is being asked • choosing appropriate strategies • reflecting on and monitoring thinking to help make sense of new learning • self-monitoring and asking for help when needed 	<i>After their learning needs are met, students will be able to...</i> <ul style="list-style-type: none"> • use a variety of tools (concrete materials, digital tools, diagrams, charts, numbers, words, oral communication, mental math strategies) to show their thinking • develop a variety of mental math strategies • use what they have learned and connect/apply this to new math problems • reflect on the reasonableness of a solution 	<i>What will be the first action our team will take in order to impact the student learning need?</i> <ul style="list-style-type: none"> • identify gaps in student learning • develop a universal problem-solving language throughout the school (i.e. CUBES) • explicitly model problem-solving procedures • model self-monitoring strategies (i.e. flow chart of what else to try or how to ask for help while solving a problem) 	<i>What student observations, conversations, and/or products will our school team collect and analyze in order to monitor evidence of impact of this action?</i> <ul style="list-style-type: none"> • anecdotal data, checklists and/or photos • student work samples • conversations with students during activities
In the classroom: <ul style="list-style-type: none"> ❖ Tasks are differentiated to meet the diversity of students learning needs, honoring multiple ways of thinking and are grounded in big ideas within the Ontario Curriculum. ❖ All students and educators form a learning community where mathematics inquiry is framed positively and risk-taking is the norm. 	<i>What educator learning need exists?</i> <ul style="list-style-type: none"> • collaboration and/or mentoring among teachers to share effective strategies 	<i>After our learning needs are met, we will be able to...</i> <ul style="list-style-type: none"> • differentiate tasks that meet a variety of student needs • create an environment that fosters risk-taking • use effective questioning strategies • be more familiar with colleagues' teaching strategies 	<i>What will be the first educator action our team will take in order to impact the student learning need?</i> <ul style="list-style-type: none"> • collect and analyze student data to determine strengths, needs, gaps in conceptual understanding and acquisition, and learning styles • arrange for teachers to observe other teachers and share ideas • professional development for teachers to learn more about problem solving strategies 	<i>What educator observations, conversations, and/or products will our school team collect and analyze in order to monitor the change in educator learning need?</i> <ul style="list-style-type: none"> • student work showing progression of student's math thinking brought to staff meetings • sharing of effective strategies during staff meetings <ul style="list-style-type: none"> ○ successes and challenges ○ how a particular student was moved forward in their math thinking
At the school: <ul style="list-style-type: none"> ❖ Data are analyzed to identify strengths and gaps in numeracy achievement and to determine ambitious learning goals for school-wide improvement. 	<i>What Instructional Leadership learning need exists?</i> <ul style="list-style-type: none"> • continued and/or increased differentiation • deeper comprehension of the phases of student development and understanding of quantity <ul style="list-style-type: none"> ○ "Developing an Understanding of Quantity" working document ○ "Key Models for Developing Operational Sense" ○ "Developing Operational Sense" 	<i>After the Instructional Leadership learning need is met, we will be able to...</i> <ul style="list-style-type: none"> • effectively analyze student learning to differentiate instruction • use instructional strategies that reflect student readiness, learning styles and interests • target conceptual misunderstandings 	<i>What will be the first Instructional Leadership action we will take in order to impact the student learning need?</i> <ul style="list-style-type: none"> • in similar grade groups (K-5 and 6-8), at the end of staff meetings, document, analyze and discuss student data and successful teaching strategies • share a variety of teaching strategies at monthly staff meetings and PA Days 	<i>What Instructional Leadership observations, conversations, and/or products will we collect and analyze in order to monitor the change in educator learning need?</i> <ul style="list-style-type: none"> • samples of differentiated tasks • one student work sample per group brought to staff meeting and analyzed with "Developing an Understanding of Quantity" continuum, "Developing Operational Sense", and "Key Models for Developing Operational Sense"
EDUCATOR LEARNING PLANS	1. At staff meetings, teachers will share assessment documentation using one student's math thinking to show progression.			
LEVERAGING OTHER RESOURCES	Classroom Resources: <ul style="list-style-type: none"> • new manipulatives and resources Professional Learning Resources: <ul style="list-style-type: none"> • Making Math Meaningful, Number Talks, Open Questions books by Marian Small, A Guide to Effective Instruction in Mathematics, Messy Maths by Juliet Robertson, and other resource books Human Resources: <ul style="list-style-type: none"> • board support personnel will be used as needed 			

Paris Central School Achievement Plan 2020-21

for

Safe and Inclusive Schools



SUCCESS For Every Student

Principal: Latha Reuben

AREA OF FOCUS: Safe Schools	SEF Indicator: 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.			
HIGH YIELD SEF STRATEGY	Learning Need	Success Criteria (Look Fors)	Action and Responsibilities	Monitoring
Students will: <ul style="list-style-type: none"> ❖ Contribute to problem-solving in respectful, responsible ways. 	<i>What student learning need exists?</i> <ul style="list-style-type: none"> • learning restorative justice practices • student awareness of self-regulation 	<i>After their learning needs are met, students will be able to...</i> <ul style="list-style-type: none"> • regulate their behaviour and take responsibility for their actions • take part in the leadership opportunities available and share learning with peers 	<i>What will be the first action our team will take in order to impact the student learning need?</i> <ul style="list-style-type: none"> • consistent language and approach used by all staff 	<i>What student observations, conversations, and/or products will our school team collect and analyze in order to monitor evidence of impact of this action?</i> <ul style="list-style-type: none"> • tracking of Puma incident reports • tracking of Sharon's binder of reports
In the classroom: <ul style="list-style-type: none"> ❖ Classroom practice reflects safe, accepting, inclusive, caring, respectful and healthy learning environments. 	<i>What educator learning need exists?</i> <ul style="list-style-type: none"> • planning time to enhance communication among staff in the school • becoming familiar with and promoting the use of Life Speak 	<i>After our learning needs are met, we will be able to...</i> <ul style="list-style-type: none"> • model appropriate skills and expectations • plan activities that give opportunities to demonstrate positive relationship skills and team building across the grades 	<i>What will be the first educator action our team will take in order to impact the student learning need?</i> <ul style="list-style-type: none"> • provide leadership opportunities such as Eco Club, Student Council, Safety Patrol, Kindergarten Helpers, Tech Team and Fun Fair volunteers • develop Colour House program • implement staff "Caught Ya" acknowledgements • continue with "Principal Puma Pride" awards 	<i>What educator observations, conversations, and/or products will our school team collect and analyze in order to monitor the change in educator learning need?</i> <ul style="list-style-type: none"> • discussion of school climate changes at staff meetings • tracking of acknowledgement program and Colour House points • tracking rate of intermediate student participation in school-wide clubs, sports and events
At the school: <ul style="list-style-type: none"> ❖ School-wide approaches promote positive relationship-building between and among students and educators, using tools such as peer meditation, conflict resolution and other evidence-informed practices. 	<i>What Instructional Leadership learning need exists?</i> <ul style="list-style-type: none"> • review of restorative justice practices 	<i>After the Instructional Leadership learning need is met, we will be able to...</i> <ul style="list-style-type: none"> • enhance and communicate the school rules • provide leadership opportunities within the school • develop an incentive program for the demonstration of positive relationships within the school community • encourage school pride 	<i>What will be the first Instructional Leadership action we will take in order to impact the student learning need?</i> <ul style="list-style-type: none"> • communicate school rules at assembly on September 2019 • staff training in restorative justice practices at PA Day on September 13, 2019 	<i>What Instructional Leadership observations, conversations, and/or products will we collect and analyze in order to monitor the change in educator learning need?</i> <ul style="list-style-type: none"> • regular staff surveys on level of understanding and implementation of restorative justice
EDUCATOR LEARNING PLANS	<ol style="list-style-type: none"> 1. Expand "Caught Ya" incentive program for demonstration of positive relationships. 2. Plan leadership opportunities for students. 3. Enhance and communicate school rules. 			
LEVERAGING OTHER RESOURCES	Classroom Resources: <ul style="list-style-type: none"> • Buddy Benches Professional Learning Resources: <ul style="list-style-type: none"> • consult with outside specialists Human Resources: <ul style="list-style-type: none"> • school-wide incentive program, leadership program 			