Area of Improvement Step 1 Identified Action Area	Step 2 Broad Outcome	Step 3 Desired student products and performances (SMART goal)	Step 4 Required student knowledge, skills and dispositions	Growth Agents Step 5 Desired teacher products and performances (SMART goal)	Step 6 Required teacher knowledge, skills and dispositions	Step 7 Desired team products and performances	Step 8 Required team knowledge, skills and dispositions
Reading and Writing in English and French	Students will improve their ability to; i). read a variety of genres in order to interpret and evaluate information critically considering various points of view, and ii). write in order to communicate their thinking	-All students will show growth in school-wide reading and writing assessments (3 x year)	-Students will know their next steps based on feedback through individual and public conferences -Students will write with a purpose and for a specific audience -Students will recognize their purpose for reading a specific text -Students will think critically about a text by considering the author's intended purpose and audience -Students will see themselves as readers and writers -Students will be able to account for their reading (through reading logs, book talks and engaging in ongoing reading conferences)	-Teachers will us the OLM to facilitate guided practice of reading and writing -Teachers will use rich texts from a variety of genres – "What makes a good text?" "What do we notice?" -Teachers will refer to what the author did (punctuation, word choice, illustrations, etc) -Teachers will post and refer to learning goals -Teachers will create, post and refer to anchor charts -Teachers will teach, model, post and refer to L2 reading strategies (i.e., prediction, inference, etc.) -Teachers will celebrate student reading and writing -Teachers will publish student writing -Teachers will model specific reading strategies (prediction, re-reading, inference, etc.) -Teachers will engage students in reading conferences	Teachers will see themselves as readers and writers -Teachers show willingness to learn about and implement the OLM -Teachers will be skilled in formative assessment (regular checking for understanding and scaffolded conversations) -Teachers will conduct public and individual conferences with students -Teachers will demonstrate patience and persistence -Teachers will show a willingness to grow through professional reading, dialogue, learning and development	School-wide writing assessments and analysis (x3/year) – Develop benchmarks for writing samples - What makes a good text? What do good writers do? Develop writing priorities -School-wide reading assessments (x3/year) – What do good readers do? -Teams will share OLM format and instructional strategies in grade level teams during CAP/POD meetings, and in vertical teams during PD Tuesdays, staff meetings and inservices -Libraries in every classroom with student input and organization -Student writing and learning displayed around the school with descriptions and purpose of the display to inform the reader/audience	-Knowledge of what makes a rich text – how to analyze it -Grade level and vertical teams can collaboratively analyze what makes a good text – can read together, share and present the characteristics of the text -Willingness to reveal knowledge gaps about reading and writing, and to further one's learning and development in the area
Communication in Mathematics	-Students will improve their ability to communicate their problem solving processes, strategies and solutions orally, concretely and in written form.	-All students show growth on school-wide problem solving tasks (3 x year)	-Students will be instrumental in contributing and setting the criteria -Students will solidify and reinforce basic fact recall -Students will have computational fluency -Students will show reasonableness in answers -Students will use L2 reading comprehension skills for identifying key words and phrases, and interpreting their meaning in word problems -Students will initiate a strategy to solve a problem -Students will value collaboration in the learning process -Students will demonstrate persistence and perseverance	-Teachers will facilitate and model clear mathematical communication and notation -Teachers will use direct teaching and modeling of estimating and checking for accuracy and reasonableness of answers -Teachers will use direct teaching and modeling of comprehension strategies -Teachers will engage students in collaborative learning on a daily basis	-Teachers will demonstrate and understanding of Vertical Non-Permanent Spaces (VNPS) and random groupings – develop a thinking classroom - Teachers will demonstrate knowledge of instructional strategies and resources to increase student communication in the classroom -Teachers will demonstrate an understanding of strategies for giving hints and extensions to encourage productive struggle -Teachers will show a willingness to grow through professional reading, dialogue, learning and development	-Bank of open-ended problems fro instructional use by all team members throughout the year -Bank of rich tasks to be used across the grades -Shared student samples of common problem tasks – used to discuss students strengths, challenges and next steps -Collection of student work samples from common assessment per term	-Explore criteria of rich tasks – What makes a task rich? -Collaborative skills for anticipating various solutions and how students may go about solving a problem and explaining their thinking
Creating a community/culture of French language learners	-Students will improve their confidence, fluency and frequency of use in French language and will identify as part of the French community.	-All students will be immersed in a French language learning environment -All students will increase their use of the French language	-Students will initiate spontaneous conversation -Students will demonstrate persistence and perserverence when communicating in French -Students will use French first when speaking with staff -Students will be aware of local and global French opportunities and feel pride being part of the French community	-Teachers will integrate la francophonie into lessons and units (music, radio, etc.) -Teachers will incorporate Book Talks with a variety of French texts -Teachers will model orally and in written form use of the French language -Teachers will communicate with each other on French -Teachers will use the Counterbalanced Approach/L'approche integree modeled by Roy Lyster -Teachers will model differences between formal and informal use of the French language -Teachers will provide class time for authentic conversations (i.e., summer plans, what we did on the weekend, etc.)	Teachers will develop an understanding of the la francophonie, both locally and globally and provide opportunities for students to gain an understanding and appreciation for "la culture francophone: - Teachers will develop the knowledge and skills on l'approche intégrée (Roy Lyster) through professional learning and development -Teachers will show a willingness to further develop their own linguistic competencies (improve language/structure/knowledge) -Teachers will show willingness to be a French language leader/model	-Posters, bulletin boards in French (priority) -All school signage in French (e.g., washrooms, classrooms etc.) -Bilingual signage for visitors -Annoucements, asssemblies, extra-curricular activities will be done in French -Language of communication throughout the school among professionals (both oral and written from) will be French -Teaching teams support one another in their own personal and professional language development	-Common vocabulary of regular school day procedures (e.g., rassemblement, congé, perfectionnment, classes racourcies...) -Knowledge of language registers (formal, social) -School-wide PD on l'approche intégrée -Willingness to improve language/structure knowledge