2018 - 2019 Intervention Planning Template

Focus of Improvement

Step 1	Step 2	Step 3	Step 4
Identified Action Arena	Broad Outcome	Desired student products and performances (SMART goal)	Required student knowledge, skills and dispositions
Problem Solving	Students will improve their ability to communicate their mathematical thinking.	By June 2019, 100% of our students will be able to represent and communicate problem solving processes, strategies, and solutions, concretely, orally and in writing. All students will engage in a growth mindset and improve mathematical dispositions and attitudes. ***Data source:*** ***2017-2018 Term 1 Report Cards*** 52% of our students from grades 1 to 5 are currently achieving a 4 in the area of problem solving. Of our self-declared Indigenous students, 38% are currently achieving a 4. Of our EAL students, 35% are currently achieving a 4.	A growth mindset and develop resiliency to persevere when encountering challenge and struggle. Students see themselves as mathemeticians, scientists, writers, etc. Skills to communicate mathematical reasoning with peers Skills to engage in discussions while forming understanding of problems Use math journals to record their thinking and demonstrate their learning in a variety of ways Skills to generate a math question to a problem (using the 3-Read Approach)

Growth Agents			
Step 5	**Step 6**	**Step 7**	**Step 8**
Desired teaching products and performances (SMART goal)	Required teacher knowledge, skills, and dispositions	Desired team products and performances (SMART goal)	Required team knowledge, skills, and dispositions
By June 2019, all team members will: Implement the concepts outlined in the Jo Boaler videos and book to encourage a growth mindset Apply the Optimal Learning Model in numeracy lessons and understand its circular/recursive nature Knowledge of direct teaching and modeling of problem solving strategies Resources to develop a numeracy rich learning environment (math word wall) Visit team members' classrooms to view lessons (co-teach and collaborate) Kindergarten Numeracy support receives training to support K	Collaborate to communicate common language of assessment and instruction among and across grade levels (PLC & Teacher Leader Team Meetings) Knowledge of the 3-Read Approach and the principles of 5 Practices in designing and delivering numeracy lessons Knowledge of visible thinking routines and how to incorporate into numeracy lessons Skill in creating and practicing 'good questions' (thinking questions to encourage reasoning) Making problem solving a daily event in all classes	PLC time will be used to collaborate and share: assessment practices (formative and summative), and create common assessment tools instructional tools (Smartboard files) common planning time for grade-level and vertical team meetings grade-level problems relevant to assessment analyze evidence (including, but not limited to report card and data and provincial assessments) how assessment and evidence drive instructional practice to develop numeracy belief statements Create a set of school wide beliefs about problem solving (Numeracy with a focus on problem solving) Authentic feedback to move students forward in their growth	Access to Marian Small's 'Open Questions for Rich Math Lessons' and time to communicate and plan with the resource, keeping deep thinking in mind Risk taking is valued and modelled in the classroom community Beliefs in pursuing excellence in numeracy teaching Frontloading: growth mindset, anchor charts created together, numeracy skills & vocabulary, math texts, number talks/math talks Having students work through the math content in a variety of ways Reflecting on Mental Math instruction (instructing for math fluency and best practices for learning basic facts)

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Identified Action Arena	Broad Outcome	Desired student products and performances (SMART goal)	Required student knowledge, skills and dispositions
			Reason and record 'I Can' statements explaining what great problem solvers do, being able to use and self-assess using co-created "I Can" statements Reasoning skills to understand place value, number concepts, mental math Skills to determine and utilize strategies for problem solving

Growth Agents			
Step 5	**Step 6**	**Step 7**	**Step 8**
Desired teaching products and performances (SMART goal)	Required teacher knowledge, skills, and dispositions	Desired team products and performances (SMART goal)	Required team knowledge, skills, and dispositions
	Remember two areas of focus from Grade 3 data when doing problems and predicting elements in patterns Ability to demonstrate the equal symbol represents a balance on either side of the symbol Number Talks are a part of our daily instruction (resource: Number Talks - book) Box Cars & One-Eyed Jacks (Resource - book) Sharing and modelling the assessment techniques embedded in the 5 Practices of Math Instruction (Book Resource) On-demand problem solving two to three times per year		Maintain focus of instruction and assessment on data driven goal

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Critical Thinking	Through daily reading and writing across multiple content areas, all students will improve their ability to infer and connect in order to think critically about visual and written text.	By June 2019, 100% of our students will use the elements of reading and writing across content areas to critically articulate thinking, deepen understanding and communicate ideas. ***Data source:*** ***2017-2018 Term 1 Report Cards*** 58% of our students from grades 1 to 5 are currently achieving a 4 in the area of critical thinking in ELA. Of our self-declared Indigenous students, 41% are currently achieving a 4. Of our EAL students, 44% are currently achieving a 4.	Through play, stories, and other experiences, students will demonstrate curiosity, ask questions, or use "I wonder…" statements, to make predictions and inferences Knowledge and skills to communicate their thinking Express opinions about reading and writing choices with justification Make connections with text to text, text to self, and text to world Student use various comprehension strategies to make meaning and share viewpoints Knowledge and ability to co-create criteria for assessing critical thinking Students use a variety of crafting techniques to communicate thinking Students self-reflect and self-assess

Growth Agents			
Step 5	**Step 6**	**Step 7**	**Step 8**
Desired teaching products and performances (SMART goal)	Required teacher knowledge, skills, and dispositions	Desired team products and performances (SMART goal)	Required team knowledge, skills, and dispositions
By June 2019, all team members will be using the Optimal Learning Model across all content areas to: expose students to critical thinking opportunities to facilitate guided practice with sharing one's thinking orally or in writing By November 2018, all team members will have a common language regarding the definition of critical thinking across curriculum, and begin to define expectations of learners By June of 2019, all team members will develop "I can" statements for critical thinking in ELA and Social Studies	Opportunities to build oral language skills and vocabulary Provide rich texts to allow students to demonstrate various comprehension strategies such as: connections with text to text, text to self, and text to world. Teacher modelling these strategies with students. Knowledge of instructional practice to scaffold learning to develop students' independence in elaborating and communicating their thinking Modelling how writing connects to comprehension Teachers share their reading/writing lives with students Use of literature circles to facilitate student learning Utilize Faye Brownlie (resource) for critical thinking	To use PLC time to collaborate and share: Share and discuss opportunities with rich texts planning times to visit team members' classrooms To risk, share and learn together to impact student achievement from Kindergarten through Grade 5 Determine and create common language and common assessment tools (look at Social Studies Critical Thinking Appendix E to develop a common understanding) Knowledge and ability to co-create criteria for assessing critical thinking PLC time to plan cross-curricular critical thinking connections in grade-level teams and vertical teams	Open dialogue regarding best practices in order to impact student achievement Comprehension strategies: questioning, visualizing, connections, predictions, inferring The Comprehension Experience: Engaging Readers Through Effective Inquiry and Discussion, Hammond (Book Resource) Comprehension Strategies, McGregor (Book Resource) ALL team members are open to sharing resources across grade levels to promote critical literacy in an effort to improve student achievement regardless of grade level

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Desired teaching products and performances (SMART goal)	Required teacher knowledge, skills, and dispositions	Desired team products and performances (SMART goal)	Required team knowledge, skills, and dispositions
	Utilize Faye Brownlie (resource) for critical thinking Access and application of thinking routines - Making Thinking Visible (resource - book) Knowledge to develop questioning techniques to develop critical thinking Review Social Studies curriculum framework for Appendix E - Critical and Creative Thinking Knowledge and skills to assess critical thinking Knowledge of how to read as a reader and read as a writer Knowledge and skills to plan and implement instructional opportunities for ALL learners	Specific and timely feedback for reader/writer to move forward Review and revisit literacy belief statements Opportunities to implement, assess, and communicate on school wide typical writing samples Review and revise "I can" statements	

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	Formative assessment guides responsive instructional practices Common understanding of: rich texts craft how to incorporate craft moves into writing understanding of a variety of thinking routines good fit books		