St. Dominic Savio - SIPSA Strategies 2018-2019

Content Knowledge	Assessment FOR & AS Learning	Responsive Instruction	Learning Environment	Well-Being
• What knowledge and skills are in the curriculum that should be the focus now? • How can I best plan, sequence and connect key (math) concepts across the year? • How can I embed big ideas into other areas of learning and integrate math across the curriculum?	• How can I understand what a student knows, thinks and is able to do? • How can I teach students to become effective assessors of their own learning (in math), so that they can make informed decisions about next steps? • How will my students and I gather, share and use descriptive feedback?	• How will I co-construct learning goals and success criteria? • What evidence-informed strategies, rich tasks and models will best develop understanding? • How will I differentiate for students varying abilities and prior learning? • How will students consolidate and apply learning for deep understanding? • How will students practice their skills for fluency?	• How will I give students voice and choice in their learning and build on a desire to make sense of their world? • How will I encourage risk-taking, growth mindset and student efficacy? • How will I organize space for different purposes? • How can I engage students in discourse, collaboration and communication? • How can I promote student well-being?	• How will I give students an opportunity to voice their concerns and/or questions? • How will I encourage risk-taking, growth mindset and student efficacy when it pertains to wellbeing? • How will I mobilize the staff within the school to provide collective support if need be? • How can I engage with students consistently? • How can I promote student well-being?
IF we implement a balanced numeracy program with a focus on math content and consolidation **THEN** *students' understanding of Fundamental math concepts and skills including number flexibility, properties, facts, operations and mental calculations will improve.*	*IF we use strategies identified around assessment for and as learning* **THEN** *students can make informed decisions about next steps in their learning.*	*IF we design rich tasks that support diverse learning needs T**HEN** student learning gaps will be identified to allow more targeted student intervention.*	*IF we create flexible learning environments* **THEN** *student global competency growth will be fostered*	*IF we implement the Umbrella Project using the program pillars of positive priming, inquiry and role modelling* **THEN** *students' will have a more positive well-being through the intentional use of their socio-emotional competencies.* *IF we teach the Umbrella skills* **THEN** *student engagement will increase which will result in greater academic productivity.*
Teacher Actions: **CK1.1 - Number Strings/**Math Talk/Question Strings daily for 10 min CK1.2 - Implement a **Balanced approach** to teaching all subjects in addition to mathematics that includes an appropriate blend of inquiry, direct, **guided**, independent, math fluency and **practice** CK1.3 **Integrate** math into all subjects throughout the day (e.g. phys-ed, science and tech) CK1.4 - Provide support with **representing** solutions (move from a visual, to a concrete to a written explanation) CK1. 5 - intentionally **consolidate** the math using open-ended probes to help	**Teacher Actions:** A1.1 - Provide ongoing, timely, explicit **descriptive feedback** to students as part of the learning process A1.2 Plan **multiple opportunities** for critical feedback at critical checkpoints points through the learning process (e.g. Ticket out the Door, Show what you Know, EQAO type question) A1.3 **Co-construct Learning Goals** and Success Criteria so they are expressed in language meaningful to students and visibly accessible to students in the classroom A1.4 Provide amply opportunity for **teacher conferencing** with students (hard to see the teacher in the classroom, prompting how and why	**Teacher Actions:** R1.1. Designing and honouring **multiple ways of thinking,** reasoning, meaning-making and connect-making using a variety of classroom tools R1.2. **Designing instruction** to support diverse learning needs and multiple intelligences. Ensure teaching style matches student's learning style (think alouds, brightlinks, accountable talk strategies) R.1.3 **Identify gaps** in student conceptual understanding and implement specific targeted interventions (direct instruction, Leaps and Bounds, Jump Math)	**Teacher Actions:** E1.1. Develop a school **growth mindset culture** in mathematics (e.g. Mathematicians persevere, "not yet") E1.2 **Display** a variety of **problem solving models** (e.g. 4 step problem solving model, CHASE) and strategies E1.3 **Use of manipulatives**, concrete materials (mini whiteboards) and 21st century technologies (Brightlinks, chromebooks, D2L, ipevo) to investigate mathematical concepts and problem solving. E1.4 Provide **opportunities for Innovation & Inquiry** (Genius Hour, Learn about what you love) which promotes student voice and choice where students explore their own passion and ways of learning	**Teacher Actions:** WB1.1 Implement a **visible presence** of umbrella big ideas and themes in classrooms WB1.2 Select student(s) living the Umbrella themes **to be recognized** at our Monthly Umbrella assemblies WB1.3 Participate in school-wide and classroom **DPA and meditation** WB1.4 Implement **Umbrella lesson plans** throughout the course of the year WB1.5 **Model monthly themes** and positive priming through actions and stories WB1.6 Participate in ongoing Grade level sharing, planning and teaching with each

students understand what they have done and what they are thinking CK1.6 - Create **rigorous tasks** (meaningful, challenging) that allow students to be be creative and critical thinkers solving problems in a variety of ways. CK1.7 **Identify** a**nd name** the math across all strands and with all activities/lessons (in play, problem-solving, etc.) **CK1.8 Moderate** sample EQAO questions in all strands and across grades and division using an asset model to identify gaps and misconceptions and establish consistency in practice and assessment CK1.9 Ongoing Grade level sharing, observation, planning and teaching with each other, **Math Leads and instructional coaches** CK1.10 Plan using a**dditional resources** e.g. Math Up (not as a program but possibly a home support for struggling students), Marian Small (Eyes on Math, Knowledgehook,,Open-ended questions)	questions to dig deeper into what student may know) A1.5 Implement timely interventions to support closing gaps in conceptual knowledge (homework club, organizers, homework, websites) A1.6 **Listening to misconceptions** and taking time to look at "wrong answers" and be responsive in planning based on needs A1.7 **Check for understanding** using multiple methods A1.8 Use of **"Bump it up/Performance Boards"** and modeled samples of student work with SC highlighted within the student work A1.9 Include an **EQAO type question** on every summative assessment	R.1. 4 **Revisiting Big Ideas** through Punctuated math instruction and Spiraling back to NSN concepts as needed R1.5 - **Collaborate** with same grade colleagues through the moderation process to establish a shared understanding of standard levels of achievement and identify student learning gaps/next steps for explicit instruction R1.6 **Reteaching** connecting strategies/tools and strands as needed and in a timely manner R1.7 Provide opportunities for **purposeful practice** of skills in context (e.g. in their play, with technology)	E1.5 **Vocabulary** present in the classroom (Word Wall) and used across strands Display models of expectations/answers available E1.6 Provide a classroom in which students can use the room for information (**3rd Teacher**) including, but not limited to, graphic organizers, anchor charts, math journals, visuals E1.7 Provide opportunities for students to dialogue and collaborate with each other (**preferential seating**, varied **groupings**) E.1.8 Use the Maker Space/Classroom to complete learning challenges through the lens of the 6 C's.	other and board personnel including **Student Success Teacher** and Social Worker WB1.7 Gather data using the **Umbrella Wellbeing survey** to identify targets and set goals WB1.8 Cross reference **Resiliency data** to identify gaps in wellbeing within classroom WB1.9 Provide opportunities for students to **dialogue and collaborate** with each other to support inclusivity and sense of belonging WB 2.0 Incorporate **well being questions** of clarification/check in when **conferencing with students** WB 2.1 **Review contextual data** within Encompass (attendance, social work referrals) on a routine basis WB 2.2 Encourage participation in Dragon Fit and **Healthy Living Initiatives**