**Townsview SIP 2019 – 2020 (Oct. 2019)**

**Baseline:**

* 2018-19 Report Card Data showed that students: Most common, frequently encounter comment and/or next step related to inferential questioning. Need to add more supporting details.
* 2017-18 Grade 2 Provincial Reading Comprehension Assessment results - 58.2% of student were achieving appropriate or higher; 2017-18 Grade 6 Provincial FI Reading Assessment:

51% of Early Immersion; 45% of Late Immersion Achieving 25% of PIF , appropriate or higher Inferential/Interpretive Question at least 8-20% lower than their achievement on Literal Questions

* June 2019, school data showed that in English and French literacy 20.34% of students provided thoughtful and well-supported responses using specific and relevant examples 57.74% provide responses that are supported with details and 23.94% have provided responses that are not supported with details; Grade 4 – 8 school data showed that in Math, 21.11% of students provided strong responses, 43.10% provided appropriate responses and 35.77% experienced difficulty in providing an appropriate response.

**Goal:** To strengthen inferential (comprehension) skills as a means to increase proficiency levels of critical thinkers and problem solvers in all subject areas.

**Indicators of Success:**

* Classroom data shows evidence of growth.
* Students are applying the knowledge of inferencing in all subjects.
* Students are using the subject specific vocabulary.
* Students are explaining how they know and giving examples.
* Self-reflection using ‘I can’ statements.

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|  | IMPLEMENTATION PLAN | | MONITORING PLAN | | | MONITORING UPDATE | |
| **Strategies/Actions** | **Responsibility** | **Timeframe** | **Evidence** | **Accountability** | **Frequency** | **Impact** | **Check Ins** |
| Teachers are intentionally modelling and providing opportunities to infer. | All teachers | September 2019 – June 2020 | - Walkthroughs  - Examples to share to co-planning team.  - Conversations | Administration  All teachers | Once a month at co-planning meetings. |  | € Embedded  € Continue  € Revise or revise  € Abandon  € not yet implemented |
| Visuals in the classroom | All teachers | September 2019 – June 2020 | - Flipchart  - Anchor Charts  - Exemplars  - ‘I can’ statements | All teachers | Daily |  | € Embedded  € Continue  € Revise or revise  € Abandon  € not yet implemented |
| Student engagement (Think, pair, share and guided) | All staff | September 2019 – June 2020 | Students are using subject specific vocabulary during sharing and intentional listening. | All staff | Daily |  | € Embedded  € Continue  € Revise or revise  € Abandon  € not yet implemented |
| Teachers are taking part in PL on inferring. | All staff  PL Committee | September 2019 – June 2020 | - Book study  - PL plan submitted to ASD-W | All staff  PL Committee | August 2019  November 2019  January 2020 |  | € Embedded  € Continue  € Revise or revise  € Abandon  € not yet implemented |
| Teachers are collecting evidence to drive instruction. | All teachers | September 2019 – June 2020 | - Tracking Sheet  - Guided groups  - Individual goal setting  - Discussing results at co-planning meeting | All teachers | Monthly |  | € Embedded  € Continue  € Revise or revise  € Abandon  € not yet implemented |