**SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING**

UPDATED AS OF …

September 24th, 2018

**ELEMENTARY: Continuous Learning and Improvement**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA** | | | | | | | | | | | | |
| **STUDENT ACHIEVEMENT** | | **CONTEXTUAL/EQUITY OF OUTCOMES** | | | | | | **ATTITUDINAL** | | | | |
| * ­­EQAO Predictions * Spring 2018 EQAO Data * 2017-18 Report Card Data * 2017-18 CILM PRIME Data * BAS Data * PRIME Data * 2018 FOD * June Report Card/ EQAO Alignment Results | | * ­AG Bell Parent Equity and Diversity Survey * 2018 FOD * June 2018 Staff Meeting Feedback | | | | | | * June 2018 Staff Meeting Feedback * SSAs * 2018 School Climate Survey * AG Bell Parent Equity and Diversity Survey | | | | |
| **GOALS** | | | | | | | | | | | | |
| **LITERACY** | | | | | | **NUMERACY** | | | | | | |
| **STUDENT LEARNING OUTCOMES** | | | **FROM %** | **TO %** | **# of students this represents** | **STUDENT LEARNING OUTCOMES** | | | | **FROM %** | **TO %** | **# of students this represents** |
| **Primary Reading – EQAO results** | | | 69 | 70 | 34 | **PRIMARY MATH – EQAO results** will increase | | | | 52 | 55 | 31 |
| **primary writing – EQAO results** | | | 66 | 70 | 34 | **JUNIOR MATH – EQAO results** will increase | | | | 52  17M  97G | 74  50M  98G | 62 |
| **junior reading – EQAO results** | | | 77  69M  94G | 80  70M  97G | 61 | **intermediate students – gr 7 NUMBER SENSE AND NUMERATION:** students achieving above 70% | | | | 84 | 55 | 83 |
| **junior writing – EQAO results** | | | 77  69M  94G | 83  70M  97G | 61 |
| **intermediate students – gr 7 reading:** students achieving above 70% | | | 85 | 80 | 86 | **intermediate students – gr 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70% | | | | 74 | 75 | 72 |
| **intermediate students – gr 7 writing:** students achieving above 70% | | | 82 | 80 | 86 |
| **intermediate students – gr 8 reading:** students achieving above 70% | | | 77 | 78 | 70 |  | | | | | | |
| **intermediate students – gr 8 writing:** students achieving above 70% | | | 76 | 78 | 70 |
| **ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS** | | | **FROM %** | **TO %** | **# of students this represents** | **ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS** | | | | **FROM %** | **TO %** | **# of students this represents** |
| **Primary Reading** for students with special education supports | | | 0 | 33 | 3 | **Primary MATH** for students with special education supports | | | | 0 | 33 | 3 |
| **Primary writing** for students with special education supports | | | 50 | 33 | 3 | **JUNIOR MATH** for students with special education supports | | | | 12 | 42 | 12 |
| **junior Reading** for students with special education supports | | | 38 | 42 | 12 | **INTERMEDIATE STUDENTS – gr 7 NUMBER SENSE AND NUMERATION:** with special education supports | | | | 56 | 60 | 9 |
| **junior writing** for students with special education supports | | | 38 | 42 | 12 |
| **intermediate Reading** for students with special education supports **– gr 7** | | | 56 | 56 | 9 | **INTERMEDIATE STUDENTS – gr 8 NUMBER SENSE AND NUMERATION:** with special education supports | | | | 56 | 60 | 8 |
| **intermediate Reading** for students with special education supports **– gr 8** | | | 50 | 60 | 8 |
| **intermediate writing** for students with special education supports **– gr 7** | | | 67 | 56 | 9 |  | | | | | | |
| **intermediate writing** for students with special education supports **– gr 8** | | | 50 | 65 | 8 |
|  | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **WELL-BEING FOCUS AND INITIATIVES:** Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)  **GOAL**: Co-construct positive staff and student relationships that build and promote an inclusive learning environment.  **Commitments**:   * Reflect on the resources used in the classroom and critically analyze if it positively echoes the school’s community * Create a school plan from September-June for all divisions to help recognize positive character education and school celebrations * Conduct a school community Equity and Diversity survey to understand the community we serve, and create a school plan to recognize to diversity in our area * SCC events and supports that align with Equity and Inclusion, such as the PRO Grant | | | | | | **INTENDED EVIDENCE OF IMPACT:**   * Students will reflect on the school climate survey an increase in positive teacher/ student relations, and feel an increase in safety and belonging * Students and families will feel they see themselves reflected in their curriculum and their physical surroundings | | | | | | |
| **STUDENT LEARNING NEED (Literacy and Numeracy)**  **Numeracy:**   * Engage with open-ended questions offered in descriptive feedback to deepen student thinking (Grade 7 Mainstream …to deepen student knowledge and understanding) * Use descriptive feedback to strengthen students’ ability to clearly convey meaning * Communicate mathematical thinking using numeracy terminology, tools such as interactive learning in the Third Teacher (physical space and digital space), and representation that can be captured in **C**onversations, **O**bservation and **P**roducts   **Literacy:**   * Engage with open-ended questions offered in descriptive feedback to deepen student thinking (Grade 7 Mainstream …to deepen student knowledge and understanding) * Use descriptive feedback to strengthen students’ ability to clearly convey meaning | | | | | | **EDUCATOR LEARNING NEED (Literacy and Numeracy)**  **Numeracy:**   * Provide open-ended questions as part of the Descriptive Feedback to engage learners in deepening their thinking * Provide Descriptive Feedback that will loop back to the co-created Learning Goals and Success Criteria * Provide prompts through Descriptive Feedback and/ or open-ended questions that guide learners in improving how they convey their meaning   **Literacy:**   * Provide open-ended questions as part of the Descriptive Feedback to engage learners in deepening their thinking * Provide Descriptive Feedback that will loop back to the co-created Learning Goals and Success Criteria * Provide prompts through Descriptive Feedback and/ or open-ended questions that guide learners in improving how they convey their meaning | | | | | | |
| LITERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | LITERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | |
| * Proportional learning outcome for Identified at-risk student groups, with a focus on students who may experience marginalization | | | | | | * Continue to use the Compendium of Action for Black Student Success to ensure students are positively represented in learning resources, and displays throughout the school, and cultures, from all streams are embedded into classroom practice | | | | | | |
| NUMERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | NUMERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | |
| * Proportional learning outcome for Identified at-risk student groups, with a focus on students who may experience marginalization | | | | | | * Continue to use the Compendium of Action for Black Student Success to ensure students are positively represented in learning resources, and displays throughout the school, and cultures, from all streams are embedded into classroom practice | | | | | | |
| **SEF INDICATOR** | **TARGETED EVIDENCE INFORMED STRATEGIES** | | | **LEVERAGING DIGITAL** | | | **TEACHER WILL:** | | **STUDENT WILL:** | | | |
| **Literacy**  **Assessment *for*, *as* and *of* Learning**  1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.  1.4 During learning, timely ongoing descriptive feedback about student actions and co-constructed success criteria.  **Student Engagement**  3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students, and reflects individual student strengths, needs, learning preferences and cultural perspectives  3.3 Students are partners in dialogue and discussions to inform programs and activities in the class and school that represent the diversity, needs, and interests of the student population  **Curriculum, Teaching and Learning**  4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context  4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning  4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias | 1. Informed Assessments that drive instruction  2. Rich tasks to increase student engagement while improving student thinking and communication  3. Third teacher applied physically and digitally to further student engagement | | | * Classroom furniture is flexible and moves regularly to support varying learning opportunities * Student voice is evident throughout the learning environment * The classroom displays, both digital and physical, are connected to authentic, rich learning tasks, real-world applications, and rich resources * Students use digital tools to collaborate and communicate their thinking * Students and teachers are regularly engaged in small-group, guided instruction, or conferencing to monitor and deepen student thinking * Timely descriptive feedback is provided for all learners, and digital tools are leveraged to support frequent feedback through structures such as self-reflection, peer feedback, and meaningful teacher provided feedback * Staff are engaged in sharing best practices when co-planning and/or professional sessions such as staff meetings and BCIs | | | * Work with students to establish the learning environment; creating spaces for visible learning, centers for listening, collaborating and building * Create opportunities for students to communicate their thinking using a variety of tools, such as the physical environment, and digitally * Use balanced literacy with a gradual release (modeled, shared, guided, independent) * Use open-ended questions to build higher level thinking * Use open-ended questions to engage students in descriptive feedback * Use the Assessment Loop (***for*, *as* and *of***) to build and facilitate programming that meets the needs of individual students, and provides opportunities to build/ improve their learning through **C**onversations, **O**bservation and **P**roducts | | * Communicate their thinking to justify their solutions * Use various learning tools, such as Third Teacher, to represent and support and communicate their thinking * Co-construct learning resources and environment, such as learning goals, success criteria to support their learning * Engage in open ended descriptive feedback to improve learning * Use strand specific vocabulary to answer the following questions:   **What are you learning?/ How do you show your thinking?**  **How are you doing?**  **How do you know?**  **Where do you go for help?**  **How do you improve?** | | | |
| **Numeracy**  **Assessment *for*, *as* and *of* Learning**  1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.  1.4 During learning, timely ongoing descriptive feedback about student actions and co-constructed success criteria.  **Student Engagement**  3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students, and reflects individual student strengths, needs, learning preferences and cultural perspectives  3.3 Students are partners in dialogue and discussions to inform programs and activities in the class and school that represent the diversity, needs, and interests of the student population  **Curriculum, Teaching and Learning**  4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context  4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning  4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias | 1. Informed Assessments that drive instruction  2. Rich tasks to increase student engagement while improving student thinking and communication  3. Third teacher applied physically and digitally to further student engagement | | | * Classroom furniture is flexible and moves regularly to support varying learning opportunities * Student voice is evident throughout the learning environment * The classroom displays, both digital and physical, are connected to authentic, rich learning tasks, real-world applications, and rich resources * Students use digital tools to collaborate and communicate their thinking * Students and teachers are regularly engaged in small-group, guided instruction, or conferencing to monitor and deepen student thinking * Timely descriptive feedback is provided for all learners, and digital tools are leveraged to support frequent feedback through structures such as self-reflection, peer feedback, and meaningful teacher provided feedback * Staff are engaged in sharing best practices when co-planning and/or professional sessions such as staff meetings and BCIs | | | * Work with students to establish the learning environment; creating spaces for visible learning, centers for listening, collaborating and building * Create opportunities for students to apply and demonstrate their mathematical thinking using a variety of tools, such as manipulatives, the physical environment, and digitally * Facilitate student thinking with real-world connections that embed equity into mathematical applications * Use balanced numeracy with a gradual release (modeled, shared, guided, independent) * Use open-ended questions to build higher level thinking * Use open-ended questions to engage students in descriptive feedback * Use the Assessment Loop (***for*, *as* and *of***) to build and facilitate programming that meets the needs of individual students, and provides opportunities to build/ improve their learning through **C**onversations, **O**bservation and **P**roducts | | * Use a range of strategies that will strengthen their application of operations * Communicate their math thinking to justify their solutions * Use various learning tools, such as Third Teacher, manipulatives, to represent and support their math thinking * Co-construct learning resources and environment, such as learning goals, success criteria to support their learning * Engage in open ended descriptive feedback to improve learning * Use strand specific vocabulary to answer the following questions:   **What are you learning?/ How do you show your thinking?**  **How are you doing?**  **How do you know?**  **Where do you go for help?**  **How do you improve?** | | | |

**Aligning Principal Leadership and Monitoring**

**MAPPING OUT THE YEAR**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Literacy Numeracy Well-Being Equity and Inclusion Leveraging Digital** | | | | | | | | | | | | |
| **LITERACY GOAL:** | | | | | | **NUMERACY GOAL:** | | | | | | |
|  | **August** | **September** | **October** | **November** | **December** | | **January** | **February** | **March** | **April** | **May** | **June** |
| **Director’s Meeting** | Meeting 28th |  | Meeting 16th | Meeting 13th | Meeting 11th | | Meeting 15th | Meeting 12th | Meeting 26th | Meeting 16th | Meeting 7th  BIP/SIP | Meeting 11th |
| **Family of Schools** | Meeting 28th | Meeting –  week of 17-21 |  | Meeting –  week of 19-23  SSA | Meeting –  week of 17-21 | | Meeting –  week of 21-25 | Meeting –  week of 19-22  SSA | Meeting –  week of 4-7 | Meeting –  week of 23-26 | Meeting –  week of 13-17  SSA | Meeting –  week of 17-21  SIP Moderation  last week of June/ first week of July |
| **Staff Meetings**   * Division & Department | -2018-2019 SIPSAW shared with the focus on Equity, student voice, student thinking  -Equity & diversity survey results shared  -FOD templates from 2017-2018 shared with 2018-2019 receiving teachers  -team planning that continues using Scope & Sequence in numeracy, Equity integration & Third Teacher  -What is your Mathematical Identity? (Chapter 3 of *The Impact of Identity in K-8 Mathematics*)  -Health & Safety |  | * Well-being; Dr. Spooner present on Anxiety; 20 days of well-being * Community Circles as a tool to build Inclusive design into classroom practice; SIT Team leader Michelle Alexander * Two-Fold division breakout session; i) How community circles can look in your specific division ii) How to integrate Empathy in your Literacy programs iii) Feedback on results from EQAO and report card marks, Joint decision on literacy and numeracy on a task, and release time to assess, moderation with a due date * Special Education; David and Scott |  |  | |  |  |  |  |  |  |
| **School Improvement Team** | First meeting Examine School student focus and staff focus, and breakout into sub teams for Equity, Well-Being Student Leadership, Numeracy and Literacy to help set directions, and plan for their participation at the August 30th PD Day. | Second meeting to occur week of September 17th to go over SIPSAW and Instructional Round Looks-Fors  S.I.T. Team Meeting – September 17th, 2018   1. Setting Directions; examining school climate student feedback to set the 2018-2019 course for Well-being, Equity and Inclusion 2. Examining EQAO data and June Report Card data; and examine disproportions in data to set school’s next steps |  |  |  | |  |  |  |  |  |  |
| **Principal Monitoring**   * Instructional Rounds/Walking to Learn * Critical Conversations | Third Teacher – what is on the walls and what is the set up of the learning environment? How do students see themselves reflected in their environment? | * Co-created LG & SC * Types of tasks using open ended questions (connected to LG) * Assessment Loop; of * Third Teacher | * Co-created LG & SC * Types of tasks using open ended questions (connected to LG) * Assessment Loop; of and homogeneous groups * Third Teacher; Community Circles, choice & voice |  |  | |  |  |  |  |  |  |
| **Faces on the Data** | Template shared with staff at first staff meeting | Staff gather data and assessments (BAS & PRIME) on strengths, needs, in Literacy & Numeracy | FOD Blended model of online and Face to Face conferences on week of Oct. 15/18 with SERTs | FOD Blended conference week of Nov. 26/18 deepening focus with the Equity Lens | Next steps for marker students applied and monitored by Intervention team | | FOD Blended conference week of Jan. 14/19 to monitor trends and next steps | FOD Blended conference week of Feb. 25/19 | Next steps for marker students applied and monitored by Intervention team | FOD Blended conference week of April 15/19 | FOD Blended conference week of May 27/19 | FOD Templates shared with next year’s team |
| **School Self-Assessment (SSA)** | Embed SEF Indicators into School Structures (1.2, 1.4, 3.1, 3.3, 4.3, 4.5, 4.6) | Complete Gap Analysis and determine school strengths & needs. Prioritize and include SEF indicators (1.2, 1.4, 3.1, 3.3, 4.3, 4.5, 4.6) that will be the school focus in this SIPSAW. Examine EQAO data and update SIPSAW with SIT team to prioritize school focus for Literacy & Numeracy. | Confirm all SEF projects linked to Literacy & Numeracy. Monitor focus with instructional rounds & feedback. | SSA Due November 30, 2018 | Monitor progress in implementing the actions connected to the identified SEF indicators (1.2, 1.4, 3.1, 3.3, 4.3, 4.5, 4.6) being focused on. **Trend & Patterns from SSA shared with system & professional learning provided.** | | Monitor focus with instructional rounds and feedback. | Monitor focus with instructional rounds and feedback. | SSA Due  March 7, 2019 | Monitor focus with instructional rounds and feedback. | SSA Due  May 31, 2019 |  |
| **School-Wide Consolidation (EQAO, OSSLT Plan)** | Analyze all A&A and EQAO data;  Use the following guiding questions when analyzing:   * Who are the groups to monitor with the greatest need? * What monitoring & interventions will need to be planned to support the group with the greatest need? * Are there connections to the identified group and the impact on EQAO? What other information do I need to support decision making?   Ensure this SIPSAW has been updated | -EQAO Parent/ Guardian Remind App distributed to community  -Review R, L1, L2 report card data from previous year  -Share results with staff and share this SIPSAW Literacy and Numeracy goals  -Lead staff in analysis of EQAO & Report Card data to identify trends  -Plan staff meetings, SIT, Literacy & Numeracy meetings to align with updated/ ongoing assessments data and teacher reflections/feedback  -Meet with Gr 3, Gr 6 and SERT team to review EQAO plan  -attend Board EQAO sessions  -Plan & monitor Google Read & Write workshops for homeroom classrooms by SERT team  -BAS, PRIME conducted to help set directions of needs | -Ensure shared understanding of EQAO data, report card data and common assessment data  -Begin interventions & guided groups in all classrooms  -Ensure EQAO consolidation team (Grades 3, 6, 7 & 8) is familiar with eqao.com and DDSB Released Questions portal  -determine supports needed for identified students with SERT team  -plan for consistent use of common assessment tools and strategies used to FOD planning  -Analyze professional learning needs to support classroom assessment & instruction | -monitor intervention strategies & monitoring are in place for IEP students & in-risk, & marginalized pupils  -ensure and monitor co-planning and co-teaching  -continue to engage all students in their own learning and goal setting  -ensure and monitor embedded EQAO questions | -Choosing My Success with grade 8s process with Grade 8 team  -monitor student progress & implementation of teaching strategies of open-ended questioning to deepen student thinking  -reflect on success and next steps | | -Mock #1 and Consolidation  -Choosing My Success monitoring continues  -refine use of inclusive technology | -Review Term 1 Report Card data and analyze with SIT team to discuss trends and patterns with FOD, school focus and needs what further steps or interventions will be applied  -updates of assessments (BAS, Leaps and Bounds) | -Mock #2 and Consolidation  -Coordinate with Principal H.S. Admin team about anomalies in Choosing My Success Gr 8 course selection data  -continue to refine use of inclusive technology | - EQAO Parent/ Guardian Information Night  -intensified focus for those students currently achieving at mid to high level 2 in reading, writing, and/or math | -Assessments Administered  -EQAO Results Predicted  -Final preparations for assessments |  |
| **Professional Learning**   * BCI | * What does student thinking and communication look like with your students; co-create Look Fors with division | * PRIME * BAS * Data Collection | * What is student thinking and communi-cation needs? * *What to Look For* Gr. 1-3 Foci * Oct 9th FDK BCI * Oct 18th P/J | * Scope and Sequence curriculum mapping Gr 1-3, and Gr 4-6 * Nov. 7th Intermediate Math * Nov. 12th FDK BCI * Nov. 28th P/J BCI | * Dec 10th Intermediate Math BCI | | * Jan 10th FDK BCI | * Feb 6th Intermediate Math BCI * Feb. 11th FDK BCI | * March 27th Intermediate Math BCI |  |  |  |
| **Professional Learning**   * Workshops/Training * Projects/Initiatives | Scope and Sequence planning session 1 | Co-assessing and/ or training with K-6 Facilitator, 7-12 Numeracy Facilitators to review BAS & PRIME administration   * Sept 24th Lit/ Numeracy Facilitator work with targeted staff for refresher/ new to BAS assessment | * Week of Oct 9th Scope and Sequence planning #2 * Oct 9th, Grade 7 Numeracy work with 7-12 Facilitators in a co-teach, consolidation and next steps co-plan | Week of Nov. 19th Scope and Sequence #3 |  | | Week of Jan. 7th Scope and Sequence #4 | Week of Feb. 18th Scope and Sequence #5 |  | Week of April. 1st Scope and Sequence #6 |  | Reflection; What worked? What didn’t? What will be refined for next year? |
| **Budget/Expenditures** |  |  |  |  |  | |  |  |  |  |  |  |