SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING
ELEMENTARY: Continuous Learning and Improvement

UPDATED AS OF …

January 8, 2019

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
LITERACY **Trends** • BAS: Teachers report that students struggle most with inferencing skills and making meaningful connections. • Writing: Teachers report concern in area of writing; report card data shows greater percentage of students achieving provincial standard in reading rather than writing- teachers consistently request support with writing programming and assessment • Primary students achieving lower in writing than the rest of the divisions (RC) • Junior students achieving the highest by division in reading and writing (RC) • Intermediate student achieving lower than other divisions in reading (RC) **NUMERACY:** **Trends** • PRIME data shows some improvement in proportional reasoning, including estimation, results but it is still the weakest common area of need • Teachers continue to report students struggle with multi-step questions and basic number manipulation. • FOD data indicates most teachers identified and focused interventions on basic number sense and operations • Intermediate division lowest division achieving standard • Primary division highest division achieving standard • Report Card Data much higher percentage achieving standard than EQAO data shows	**Equity of Outcomes: Gender and Students with Special Needs** **LITERACY:** **Trends** • Female students' achievement slightly higher in reading in both grade 3 and six on EQAO • Male students' achievement slightly higher in writing in grade 3 but female students' achievement slightly higher in writing in grade 6 on EQAO • Identified grade 3 students achieved greater success than non-identified students in reading and writing on EQAO • Identified grade 6 students had a significantly lower achievement level than non-identified students in reading and writing on EQAO • Report card data shows that in almost every grade the percentage of females achieving success in writing is significantly greater than the percentage of males. **NUMERACY:** **Trends** • Male students' achievement slightly higher in mathematics in grade 3 on EQAO • Female students' achievement higher in mathematics in grade 6 on EQAO	**From School Climate Survey:** -Large majority of students see themselves as a good student and believe that with hard work they will be successful -all areas of the school were identified as safe or very safe spaces by the large majority of students -Most students feel like there is a staff member they are connected to (83%) and encourages them (88%)

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	78	78	0	**PRIMARY MATH – EQAO RESULTS** will increase	62	62	0
PRIMARY WRITING – EQAO RESULTS	81	81	0	**JUNIOR MATH – EQAO RESULTS** will increase	41	50	4
JUNIOR READING – EQAO RESULTS	79	82	1	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** students achieving above 70%	69	72	1
JUNIOR WRITING – EQAO RESULTS	87	87	0				
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	74	79	2	**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	57	60	1
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	83	88	2				
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	62	72	4				
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	69	75	2				
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	100	100	0	**PRIMARY MATH** for students with special education supports	100	100	0
PRIMARY WRITING for students with special education supports	100	100	0	**JUNIOR MATH** for students with special education supports	14	25	2
JUNIOR READING for students with special education supports	43	50	1	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** with special education supports	100	100	0
JUNIOR WRITING for students with special education supports	71	71	0				
INTERMEDIATE READING for students with special education supports – GR 7	50	70	2	**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** with special education supports	40	70	3
INTERMEDIATE READING for students with special education supports – GR 8	20	70	5				
INTERMEDIATE WRITING for students with special education supports – GR 7	60	70	1				
INTERMEDIATE WRITING for students with special education supports – GR 8	20	70	5				

WELL-BEING FOCUS AND INITIATIVES:

Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)

Goal: Generate school based practices that promote a sense of belonging and a positive school culture.

Commitments:

- Use of contextual data to identify students in-risk (emotionally, socially, or marginalized)
- Participate in CRRP Project with a focus on building teacher capacity of equitable practices
- DFCS (Durham Family Court Services) to present a 10 week series of workshops around healthy relationships and mental health for our grade 6 to 8 students (February – April)
- Differentiate instruction and use implement CRRP practices to ensure students see themselves in their learning
- School wide programs which support CRRP and equitable practices (e.g. Ubuntu Presentation, Indigenous Speaker series)

INTENDED EVIDENCE OF IMPACT:

Students will feel a sense of belonging to the school community and the events presented at the school

- Use of data from the school climate survey
- Use of data from the student census to shape direction

On a daily basis, all students will have the opportunity to engage in practices that support their well-being and see themselves reflected in the materials and activities within the classroom.

- Face to face interviews with randomly selected students to gather current sense of how the students feel about being at school (Gather data through a Google Form to document and track).
- Student work on walls/in classrooms that reflect student identity

STUDENT LEARNING NEED (Literacy and Numeracy)

Literacy:

- Apply critical thinking skills of inferencing and connecting to determine the main idea of fiction and non-fiction texts using schema to justify the reasonableness of the inferences made from texts

Numeracy:

- Apply thinking and application skills to effectively solve and demonstrate understanding of multi-step problem solving tasks through experiential learning with a focus on estimating and determining the reasonableness of answers
- selecting of appropriate tools (both manipulatives and technological tools) to strengthen thinking and show understanding of mathematical concept

EDUCATOR LEARNING NEED (Literacy and Numeracy)

Literacy

- Provide opportunities for discussion and reflection of learning; promote critical thinking using precise higher level questioning (Bloom's Taxonomy)
- Co-create Success Criteria that are specific to student needs and based on curriculum expectations
- Utilize the assessment loop to support student learning need and close learning gaps
- Continue to use pre-assessments to determine student learning needs and plans specific, precise interventions (guided instruction)

Numeracy:

- Teaching through problem solving (thinking and application questions) with a focus on consolidation of strategies, tools, and reasonableness of an answer
- Modelling of tools and strategies (technological and manipulatives) to support student thinking skills
- Co-creating Success Criteria that are specific to student needs and based on curriculum expectations
- Utilize the assessment loop to support student learning need and close learning gaps
- Continue to use pre-assessments to determine student learning needs and plans specific, precise interventions (guided instruction)

LITERACY/EQUITABLE OUTCOMES for Identified Student Groups

- Proportional learning outcomes for in-risk and identified students who are approaching grade level (level 2)

LITERACY/EQUITABLE OUTCOMES for Identified Student Groups

- Guided intervention and practice to focus on differentiated instruction targeted to students needs identified through diagnostic assessments with a focus on guided practice and guided interventions
- Use of equity and well-being continuum to ensure that culturally responsible curriculum is embedded into classroom practice
- Personalized learning goals, success criteria, and descriptive feedback

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SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy **Curriculum, Teaching and Learning** 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.7 Timely and tiered interventions supported by a team approach, respond to individual learning needs and well being **Assessment for, as and of Learning** 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on 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	1. Co-construction of interactive learning walls with clearly articulated learning goals, success criteria, exemplars and anchor charts used to inform timely and ongoing descriptive feedback -Use guided instruction and conferencing in daily practice to provide ongoing feedback on written work 2. Cross-curricular literacy instruction to strengthen connections among reading and writing -authentic writing tasks based on student experiences that focus on developing a main idea -precise higher level questioning 3. CRRP that is reflective of student identities and realities	1. - Using digital tools to support the self and peer assessment and descriptive feedback 2..- Collaboration though online platforms (Google Classroom, OneNote, Docs) -Teachers support students in making real-world connections to learning, leveraging digital tools 3.- The physical environment is flexible to allow for varying learning opportunities, and is laid out in a way that facilitates peer-to-peer collaboration. -Opportunities for students to work in partners, small groups or interdependent large groups.	1.-Collaboratively design and use assessment and instruction, including common assessments, to ensure clear understanding of learning goals and success criteria -Engage students in the co-construction of Learning Goals and Success Criteria -Provide timely and specific descriptive feedback (oral, written, digital) to students with ongoing opportunities to act upon feedback 2- promote critical thinking using precise higher level questioning (Bloom's Taxonomy) .- Engage students in generating ideas and purposes for writing (authentic tasks, based on student voice and interests) -design tasks that are cross-curricular 3. Foster critical literacy skills through focused instruction on main idea and inferencing with culturally relevant and cross curricular resources	1.- Co-construct/create classroom learning resources (learning goals, success criteria, anchor charts, exemplars) to support their learning - Set goals for their own learning and act upon descriptive feedback received from peers and teachers -Be able to answer, "What are you learning?" "How do you know when you've learned it?" "What do you do when you're stuck?" 2.-Demonstrate critical thinking skills (inferring and connecting) 3.-Use personal experiences and background knowledge to enhance the development of the main idea and supporting details -engage in classroom discussion, sharing opinions and ideas which reflect personal realities
Numeracy **Assessment for, as and of Learning** 1.4: During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria **Curriculum, Teaching and Learning** 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being. **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.	1. Co-construction of interactive learning walls with clearly articulated learning goals, success criteria, exemplars and anchor charts used to inform timely and ongoing descriptive feedback -Use guided instruction and conferencing in daily practice to target precise learning needs/misconceptions 2. -Teaching through problem solving using cross-strand multi-step and open authentic tasks 3.-Use of manipulatives and learning walls to support student sharing of math thinking	1. - Using digital tools to support the self and peer assessment and descriptive feedback 2.- Collaboration though online platforms (Google Classroom, OneNote, Docs) -Teachers support students in making real-world connections to learning, leveraging digital tools 3.-Use of on-line digital manipulatives and websites to support student sharing of math thinking -The physical environment is flexible to allow for varying learning opportunities, and is laid out in a way that facilitates peer-to-peer collaboration. -Opportunities for students to work in partners, small groups or interdependent large groups. -Use of STEM and robotics material from the Matchbox grant to deepen understanding of problem solving and authentic learning experiences	1. - Deconstruct curriculum expectations to inform programming and development of learning goals and success criteria -Provide ongoing opportunities and strategies for students to understand and apply learning goals and success criteria -Engage students in the co-construction of Learning Goals and Success Criteria -Provide timely and specific descriptive feedback (oral, written, digital) to students with ongoing opportunities to act upon feedback 2.Provide ongoing problem-solving opportunities using multi-step problems -Differentiate learning tasks based on student voice, input and assessment data -Scaffold student learning through a balanced approach responding to student learning needs moving towards scope and sequence 3. - Facilitate student use of manipulatives within and across all math strands to build understanding -co-construct and create classroom learning resources to support student learning	1.- Co-construct/create classroom learning resources (learning goals, success criteria, anchor charts, exemplars) to support their learning -Set goals for their own learning and act upon descriptive feedback received from peers and teachers -Be able to answer, "What are you learning?" "How do you know when you've learned it?" "What do you do when you're stuck?" 2. - demonstrate thinking and application skills when solving problems/tasks - Participate in intervention groups and guided instruction to close specific gaps in learning 3. - Use manipulatives to support math learning -Co-construct and create classroom learning resources to support their learning

Aligning Principal Leadership and Monitoring
MAPPING OUT THE YEAR

DDSB *Ignite Learning*

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	September 19th	October 25th	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	August 30th PA Day	September 10th	October 1st	November 5th	December 3rd	January 14th	February 4th	March 4th	April 8th	May 6th	June 3rd
School Improvement Team	Whole staff	September 21st	Leads in BCI October 15th			Math Leads – math communication	SSA -equity, literacy, numeracy	Implementation of SSA goal – staff meeting			
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations		Daily	Daily with emailed feedback			-building relationships, classroom trends, review data	Revisit Assessment Loop, interactive leanring walls	Revisit Assessment Loop, interactive leanring walls			
Faces on the Data			October 30th			Class Profile meetings	Feb 1 – FACES Precise interventions focus	FACES Precise interventions focus			
School Self-Assessment (SSA)				SSA Due November 30, 2018			SSA -equity - belonging literacy, numeracy – Assessment loop, learning tools	SSA Due March 7, 2019		SSA Due May 31, 2019	
School-Wide Consolidation (EQAO, OSSLT Plan)						EQAO Language & Math Mocks				EQAO Language & Math Mocks	

Category											
Professional Learning • BCI			FDK Hub #1 October 9th BCI # 1 October 15th	Intermediate Learning hub November 7th FDK Hub #2 November 12th BCI #2 November 26th	Intermediate Learning hub December 10th	FDK Hub #3 January 10th BCI #3 January 16th	Intermediate Learning hub February 6th FDK Hub #4 February 11th BCI #4 February 27th	Intermediate Learning hub March 27th			
Professional Learning • Workshops/Training • Projects/Initiatives		IEP Workshop ESL/ELL Workshop October 12th				-Math Communication -Data Collection (ABC) behaviour	-targeted interventions – precision -Third Teacher – interactive Learning Walls	-targeted interventions – precision -Third Teacher – interactive Learning Walls			
Budget/Expenditures	Funding for Matchbox for technology and STEM					Budget review Audit from DDSB	-release time for SIT, Equity review, co-learning				