DDSB Ignite Learning

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

UPDATED AS OF ...

October 9, 2018

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
Report Cards Faces on The Data/Case Conferences EQAO Diagnostic Assessment (PRIME, BAS)	• numerical data represents T2 data for all students who were at Roland Michener; EQAO 2018 results (represents all students who were at Michener in 2018)	DDSB Student Climate Survey EQAO Student Attitude 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	77%	80%	1	**PRIMARY MATH – EQAO RESULTS** will increase	67%	75%	1
PRIMARY WRITING – EQAO RESULTS	73%	80%	1	**JUNIOR MATH – EQAO RESULTS** will increase	57%	70%	2
JUNIOR READING – EQAO RESULTS	87%	90%	1	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** students achieving above 70%	51%	70%	4
JUNIOR WRITING – EQAO RESULTS	79%	85%	1				
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	63%	80%	4	**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	51%	70%	4
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	69%	80%	3				
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	69%	80%	2				
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	49%	70%	4				

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	25%			**PRIMARY MATH** for students with special education supports	12%	20%	1
PRIMARY WRITING for students with special education supports	50%			**JUNIOR MATH** for students with special education supports	40%	50%	1
JUNIOR READING for students with special education supports	80%			**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** with special education supports	0%	20%	1
JUNIOR WRITING for students with special education supports	80%						
INTERMEDIATE READING for students with special education supports – GR 7	0%			**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** with special education supports	20%	30%	1
INTERMEDIATE READING for students with special education supports – GR 8	20%						
INTERMEDIATE WRITING for students with special education supports – GR 7	0%						
INTERMEDIATE WRITING for students with special education supports – GR 8	20%						

WELL-BEING FOCUS AND INITIATIVES:
Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)

Our school community is engaged in a renewal process this year, as we transition from a school of 500 students to 250, while also welcoming two new programs – the SLC and SSP.

GOAL: All students, staff and community members will feel included, welcomed, safe, accepted and respected. We will create a learning environment where all students are engaged, have voice and feel included in school life, both in their classroom learning and the larger school. All community members will support instructional strategies and structures which support well-being, inclusion, safety and belonging, acceptance and respect.

Commitments:
- All classrooms are flexibly organized, with routines and expectations which promote safety, acceptance, inclusion and respectful interactions. The 10 Character Education Traits and Growth Mindset are foundations for all learning environments.
- Students use strategies to self-regulate, persevere and show resilience.

Resources:
- DDSB Well-Being Framework and Resources
- Compendium for Black Student Success

INTENDED EVIDENCE OF IMPACT:
- Students report increased sense of belonging on student climate survey
- SSA reflects an environment of inclusion and diversity
- Increased competency rating on the SMH ASSIST reflection tool

- DDSB Equity Strategy
- YRDSB Learning Disabilities Waterfall Document

STUDENT LEARNING NEED (Literacy and Numeracy)	EDUCATOR LEARNING NEED (Literacy and Numeracy)
NUMERACY - Automaticity and fluency with basic facts and procedures - communicating thinking using math vocabulary, tools and representations to use the math processes to solve multi-step problems - Ongoing opportunities to receive and act upon descriptive feedback based on co-constructed learning goals and success criteria **LITERACY** **Reading**: - Applying background, prior knowledge and vocabulary to comprehend texts for inferencing - Providing supporting details with evidence/justification - Ongoing opportunities to receive and act upon descriptive feedback based on co-constructed learning goals and success criteria **Writing:** - Topic development by providing supporting details - Ongoing opportunities to receive and act upon descriptive feedback based on co-constructed learning goals and success criteria	**NUMERACY** - will implement a balanced numeracy program using the scope and sequence document across four categories of achievement, with a specific focus on deepening knowledge of the categories of thinking and application - co-construct learning goals, success criteria and descriptive feedback connected to grade level curriculum content and four categories of achievement - use assessment data to measure and monitor student achievement **LITERACY** - implement strategies to activate prior thinking and knowledge in reading - teach with a focus on comprehension strategies, especially in inferencing - co-construct learning goals, success criteria and descriptive feedback connected to grade level curriculum content and four categories of achievement - use assessment data to measure and monitor student achievement
LITERACY/EQUITABLE OUTCOMES for Identified Student Groups	**LITERACY/EQUITABLE OUTCOMES** for Identified Student Groups
- Proportional learning outcomes for identified in-risk student groups, with a focus on Learning Disabilities and racialized students	- Differentiated instructional approaches with a focus on guided practice and guided interventions - Use of technology to allow students access to tasks and information, deepen student learning and consolidation of concepts - Personalized learning goals, success criteria and descriptive feedback
NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups]	**NUMERACY/EQUITABLE OUTCOMES** for Identified Student Groups
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SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being. 1.1 Assessment is connected to the curriculum, collaboratively development by educators and used to inform next steps in learning and instruction 1.4 During learning, timely, ongoing descriptive feedback about student progress is provided based on student actions and co-constructed success criteria	1. learning goals, success criteria and descriptive feedback are co-constructed between educators and students 2. strategies and structures of a comprehensive literacy program 3. Faces on The Data to monitor effectiveness of strategies for students in-risk	- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. - Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes. - Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.	- use balanced comprehensive literacy and balanced numeracy programming, - co-construct (with students) interactive learning walls (learning goals, success criteria, anchor charts, exemplars) and provide students with descriptive feedback - use common assessment tools including BAS, PRIME, Leaps and Bounds and a variety of assessment strategies and design guided groups based on results - implement Faces on the Data - embed culturally relevant responsive pedagogy in daily practice **Literacy** - implement learning tasks which emphasize academic vocabulary, inferencing and providing supporting details/evidence **Numeracy** - implement learning tasks which emphasize problem-solving (communication and thinking)	- 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 - see themselves reflected in the curriculum and classroom resources **Use content specific language and math vocabulary when answering the 5 key questions:** 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?
Numeracy 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being. 1.1 Assessment is connected to the curriculum, collaboratively development by educators and used to inform next steps in learning and instruction	1. learning goals, success criteria and descriptive feedback are co-constructed between educators and students 2. strategies and structures of a balanced numeracy program 3. Faces on The Data to monitor effectiveness of strategies for students in-risk	- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. - Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes. - Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.		

1.4 During learning, timely, ongoing descriptive feedback about student progress is provided based on student actions and co-constructed success criteria			

Aligning Principal Leadership and Monitoring
MAPPING OUT THE YEAR

DDSB — Ignite Learning

Literacy   **Numeracy**   **Well-Being**   **Equity and Inclusion**   **Leveraging Digital**

LITERACY GOAL:

Reading:
- Applying background, prior knowledge and vocabulary to comprehend texts for inferencing
- Providing supporting details with evidence/justification

Writing
- Topic development by providing supporting details

NUMERACY GOAL:
- Automaticity and fluency with basic facts and procedures
- communicating thinking using math vocabulary, tools and representations to use the math processes to solve multi-step problems

	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	Aug. 30 P.A. Day	Sept. 4	Oct. 5 Interventions, Structures for FOD, Number Talks, Elevator Conversation	Nov. 5 Strategies for Differentiation; Literacy Profile; focus on writing	Dec. 3 Follow up from SSA "Be the Change" Resource	Jan. 7	Feb. 4	Mar. 4	Apr. 1	May 6	June 3
School Improvement Team		Meeting Sept. 18		SSA #1– Nov. 28 a.m. review October Staff Meeting exit ticket; plan Dec. & Jan staff meeting focus		Jan. 31 – 0.5 day release	SSA #2 – Feb. 28, pm		Apr. 9, a.m. (0.5 day release)	SSA #3 – May 9, a.m.	
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations			LG/SC/DF; Guided Instruction	LG/SC/DF; Guided Instruction							
Faces on the Data			Oct. 18, Oct. 24	Nov. 21, 22		Jan. 9 , 11	Feb. 6, 7	Mar. 28, 29		May 2	June 6
School Self-Assessment (SSA)				SSA Due November 30, 2018				SSA Due March 7, 2019		SSA Due May 31, 2019	
School-Wide Consolidation (EQAO, OSSLT Plan)						Mock EQAO #1		Mock EQAO #2			

Professional Learning										
Professional Learning • BCI			FDK – Oct. 30 P-J – Oct. 19	Int. Math – Nov. 8 P-J – Nov. 29 Int. Lit. Nov. 1, 30	FDK – Dec. 5 Int. Math – Dec. 14	P-J Jan. 29 Int. Lit. Jan. 30	FDK – Feb. 4 Int. Math – Feb. 7	P-J – Mar. 5 Int. Lit. - Mar. 6 Int. Math – Mar. 28		
Professional Learning • Workshops/Training • Projects/Initiatives		EQAO Data Literacy Gr. 3, 4, 6, 7	• RMS – Gr. 2 – Oct. 9; • RMS Gr. 4/5 Oct. 11 • P.A. Day Oct. 22 Focus on Fundamentals	• RMS – Gr. 2 Nov. 12 • RMS Gr. 4/5 Nov. 15		• RMS – Gr. 2 Jan. 10 • RMS Gr. 4/5 Jan. 14	• RMS – Gr. 2 Feb. 11 • RMS – Gr. 4/5 Feb. 14			
Budget/Expenditures		• Leadership Team 2 – 0.5 days	• 2- 0.5 days for FOD • FDK 0.5 day x2 • Purchase Lit Profile, Num Profile, FOD Guides	• 2- 0.5 days for FOD	• Tentative – Be The Change book for each teacher (~ $460)	Release time for Mock EQAO Moderation • 2- 0.5 days for FOD • Leadership Team	• 2- 0.5 days for FOD	Release time for Mock EQAO Moderation • 2- 0.5 days for FOD	• 2- 0.5 days for FOD	• 2- 0.5 days for FOD