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

September 8, 2018, January 2019, April 2019

UPDATED AS OF …

**CAPTAIN MICHAEL VANDENBOS ELEMENTARY: Continuous Learning and Improvement**

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| **DATA** (highlighted areas were added by staff since the creation of the SIPSAW) (added to SIPSAW throughout the year based on observation and need) | | | | | | | | | | | | |
| **STUDENT ACHIEVEMENT** | | **CONTEXTUAL/EQUITY OF OUTCOMES** | | | | | | **ATTITUDINAL** | | | | |
| ­­alignment between English and FI and between EQAO and Report Cards  Report card data  BAS and Prime - % of students in each class who have not yet met the benchmark  Grade 3 – 65 (22 Eng, 43 FI, 5 ID)  Grade 6 – 63 ( 23 Eng, 40 FI, 3 ID) | | Proportional outcomes between special education students and the rest of the student population (excluding Gifted)  Examination of FOD for marginalized students | | | | | | Climate Survey – results indicate students feeling supported when they are experiencing negative emotions and others’ recognizing this (38.5 % and 41.4% said sometimes or never)  Equity continuum – Classroom climate – students seeing themselves represented in the materials, displays etc. Student Voice and Space – activities focus on students and their interests (questions focussing on these will be given in a staff and student survey, look-fors during instructional rounds) | | | | |
| **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 (2018/2019 grade 4’s)** | | | 44%/86% | 90% | Gr 3 – 19/22 | **PRIMARY MATH – EQAO results** will increase | | | | 62%/84% | 85% | Gr. 3- 55/65 |
| **primary writing – EQAO results (2019/2019 grade 4’s)** | | | 44%/90% | 92% | Gr 3 – 20/22 | **JUNIOR MATH – EQAO results** will increase | | | | 37%/56% | 65% | Gr 6 - 41/63 |
| **junior reading – EQAO results (2018/2019 grade 7’s)** | | | 85%/89% | 90% | Gr 6 – 56/63 | **intermediate students – gr 7 NUMBER SENSE AND NUMERATION:** students achieving above 70% | | | | 68% | 70% | 49/70 |
| **junior writing – EQAO results (2018/2019 grade 7’s)** | | | 84%/90% | 92% | Gr 6 – 58/63 |
| **intermediate students – gr 7 reading:** students achieving above 70% (F-gr 6) | | | 72% | 75% | 52/70 | **intermediate students – gr 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70% | | | | 73% | 75% | 60/80 |
| **intermediate students – gr 7 writing:** students achieving above 70% (F-Gr 6) | | | 75% | 77% | 54/70 |
| **intermediate students – gr 8 reading:** students achieving above 70% (f- gr 7) | | | 89% | 90% | 72/80 |  | | | | | | |
| **intermediate students – gr 8 writing:** students achieving above 70% (f- gr 7) | | | 87% | 89% | 71/80 |
| **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 (2018/2019 grade 4’s) | | | 17%/79% | 80% | 4/5 | **Primary MATH** for students with special education supports | | | | 30%/40% | 60% | 3/5 |
| **Primary writing** for students with special education supports (2018/2019 grade 4’s) | | | 0%/80% | 82% | 4/5 | **JUNIOR MATH** for students with special education supports | | | | 10%/58% | 60% | 2/3 |
| **junior Reading** for students with special education supports (2018/2019 grade 7’s) | | | 40%/79% | 80% | 2/3 | **INTERMEDIATE STUDENTS – gr 7 NUMBER SENSE AND NUMERATION:** with special education supports | | | | 53% | 65% | 14/21 |
| **junior writing** for students with special education supports (2018/2019 grade 7’s) | | | 50%/84% | 85% | 2/3 |
| **intermediate Reading** for students with special education supports **– gr 7 (F-gr 6)** | | | 83% | 85% | 18/21 | **INTERMEDIATE STUDENTS – gr 8 NUMBER SENSE AND NUMERATION:** with special education supports | | | | 48% | 60% | 7/12 |
| **intermediate Reading** for students with special education supports **– gr 8 (f-gr 7)** | | | 69% | 72% | 7/12 |
| **intermediate writing** for students with special education supports **– gr 7 (F-gr 6)** | | | 71% | 75% | 16/21 |  | | | | | | |
| **intermediate writing** for students with special education supports **– gr 8 (f-gr 7)** | | | 69% | 72% | 7/12 |
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| **WELL-BEING FOCUS AND INITIATIVES:** Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)  **Create learning environments that are safe, inclusive and supportive of all by:**   * **Identifying marginalized students and provide individual support to meet their emotional/social/behavioural/academic needs** * **Implement self regulation strategies and safe spaces (Kindness Club, Healthy Hangout)** * **Build resiliency within our students** * **Kelso’s choices, SOS Club – student led, “Flip Your Lid” (self regulation) presentation by CAS** * **INAMOJO – movement through music and art (grade1/2s)** * **Focus on making connections to students – “Mattering” (Flett)** * **UBUNTU**   **Teachers will:**   * **Used the Aligned and Integration Model (AIM) to assist in responding to marginalized students in**   **order to create a safe, caring and inclusive environment (share triangle with staff at staff meeting and on Google)**   * **Use inclusive, respectful and equitable actions and language allowing students to see themselves reflected (revisited during staff meetings linked to classroom displays and student voice)** * **Establish consistent and daily practices that will engage students in self regulation skill development** * **Promote growth mindset and a positive sense of self in order to be calm, alert and ready to learn** | | | | | | **INTENDED EVIDENCE OF IMPACT:**  **Next Climate Survey results will indicate that a greater percentage of students feel supported and understood, that they know where to go or who to go to for help and that others recognize when they are feeling emotional**  **We will notice an increased competency rating on the SMH-ASSIST reflection tool from both staff and students**  **Fewer students will demonstrate social and emotional at-risk behaviours and will exhibit greater engagement and increased achievement**  **Students will:**   * **Feel a sense of belonging and will be engaged and included in the classroom and school** * **Independently identify when they need to self-regulate and use a variety of self regulation strategies in their classroom and will access safe spaces and persons as required**   **(revitalization of SERT room as a safe and calming space for all students)**   * **Develop greater stamina and be able to see errors and conflict as an opportunity for growth** | | | | | | |
| **STUDENT LEARNING NEED (Literacy and Numeracy)**  **Literacy – use LG/SC and descriptive feedback to understand what success looks like and to bump up work**   * **Apply critical thinking skills to make connections and inferences between information and ideas in texts and their own ideas** * **Use information from the text as well as their own ideas to justify thinking when responding to texts** * **Demonstrate development of ideas, clear organization and robust vocabulary to write with purpose and for specific audiences (use of templates and organizational models and tools)**   **Numeracy – use LG/SC and descriptive feedback to understand what success looks like and to bump up work**   * **Apply thinking and application skills when solving multi-step, open-ended problems** * **Select appropriate tools and multiple strategies to demonstrate understanding and justify responses**   ***In addition, based on analysis of EQAO:***   * ***Current grade 5’s need intensive support to be prepared for grade 6 EQAO*** * ***Students need to check for mistakes and ask, “does this make sense”*** * ***Patterning and Algebra as focus for grade 3, Geometry and Measurement in grade 6*** * ***There is a disconnect between what students think they are doing versus what is observed or what the data tells us*** * ***Boys are outperforming girls in achieving level 4’s in grade 3 yet in grade 6 girls are outperforming boys – why?*** | | | | | | **EDUCATOR LEARNING NEED (Literacy and Numeracy)**  **Literacy - Co-create LG/SC with students that are meaningfully connected to curriculum and the achievement chart, post exemplars and create interactive learning walls for “bumping-up work” and provide timely descriptive feedback that is specific and clearly focusses on skills and strategies linked to LG/SC.**  **Provide daily, flexible guided groups and intervention strategies (like LLI) that:**   * **specifically target implicit reading skills such as inferring and making connections** * **provide opportunities for students to use information from the text and their own ideas to justify their thinking (use of templates and strategies such as TEEC)** * **allow students to develop their writing skills through the use of Accountable Talk and graphic organizers**   **Numeracy - Co-create LG/SC with students that are meaningfully connected to curriculum and the achievement chart, create interactive math walls with exemplars and strategies and provide timely descriptive feedback that is specific and clearly focusses on skills and strategies linked to LG/SC.**  **Provide Number Talks, daily, flexible guided groups and rich, open ended tasks to:**   * **enable students to develop thinking and application skills while problem solving** * **encourage students to use a variety of strategies to demonstrate understanding and justify responses (reasoning and proving) while asking, “does this make sense” or “can I try a different strategy”?** | | | | | | |
| LITERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | LITERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | |
| * Proportional outcomes for identified and at-risk students as compared to the general population (EQAO and report card data should be comparable between this subset and the general population) * Examine gender differences and trends on EQAO (desegregate data for staff to examine) | | | | | | * Differentiated approaches in teaching and assessments including the use of technology * Daily, flexible guided practices (reading and writing) * Focus on gap closing with interventions (LLI) * Co-creation of personal learning goals and success criteria in reading and writing   (continue to ensure that LG/SC reflect both expectations and achievement chart) | | | | | | |
| NUMERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | NUMERACY**/EQUITABLE OUTCOMES** for Identified Student Groups | | | | | | |
| * Proportional outcomes for identified and at-risk students as compared to the general population (EQAO and report card data should be comparable between this subset and the general population) | | | | | | * Differentiated approaches in teaching and assessments including the use of technology * Daily, flexible guided practices (math) * Focus on gap closing with interventions (such as Math Up) * Co-creation of personal learning goals and success criteria   (continue to ensure that LG/SC reflect both expectations and achievement chart) | | | | | | |
| **SEF INDICATOR** | **TARGETED EVIDENCE INFORMED STRATEGIES** | | | **LEVERAGING DIGITAL** | | | **TEACHER WILL:** | | **STUDENT WILL:** | | | |
| **Literacy**   * 1. **Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction**   2. **During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria**   3. **Resources for students are relevant, current accessible inclusive and monitored for bias** | 1. teachers and students co-construct success criteria in relation to authentic and relevant performance tasks in both reading and writing  2. timely, explicit and constructed feedback directly related to the success criteria is descriptive, rather than evaluative and extends thinking  3. based on the analysis of student data personalized learning activities are designed to address students’ diverse learning preferences, interests and readiness to learn a concept  (continue to work on consistency across all grades and deepening the use of LG/SC and feedback that is timely and specific) | | | - physical environment is conducive to promoting collaboration and critical thinking while leveraging digital (innovative spaces)  - students are encouraged to access multiple resources through the use of technology while developing creative and critical thinking  - on-line collaborative classrooms are created to encourage dialogue, discussion and feedback  - digital tools are used in innovative and creative ways not simply as a substitute for paper/pencil tasks  (more technology is required in each class – purchase more Chromebooks and survey staff to find out what is required)  (iPads purchased for all primary classrooms) | | | **1. use common assessment tools (BAS, GB+, OWA) to determine baseline levels and gaps in order to plan and use interventions (LLI)**  **- co-create assessment tools that are reflective of the curriculum and achievement chart (meaningful and relevant tasks, common reading and writing tasks**  **- moderate assessment tasks in order to plan next steps**  **2. give students timely and specific descriptive feedback to allow students the opportunity to act upon the feedback throughout the learning process (oral feedback for K/prim, use of Google classroom)**  **- feedback will link to learning goals and success criteria**  **(continue to monitor how students are using feedback and how it is helping them)**  **3. differentiate their resources in order to be reflective and inclusive of all students and create authentic learning experiences that are culturally responsive** | | **1. use assessment results to set goals for their own learning and plan next steps for improvements**  **- advocate what they need as learners based on assessment data (start in kindergarten – what they know, what they can do, what they need)**  **2. act on feedback from teachers and peers to monitor progress, improve work and promote greater critical thinking skills (Use Google classroom – this keeps a record of student growth) (iPads for primary portfolios)**  **3. see themselves, their cultures and interests reflected in the learning materials and environment**  **-advocate for self when choosing independent reading materials, topics for writing**  **- make connections to the world and its diversity through their reading and writing experiences** | | | |
| **Numeracy**   * 1. **Assessment is connected to the curriculum, collaboratively developed 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. **Resources for students are relevant, current accessible inclusive and monitored for bias** | 1. teachers and students co-construct success criteria in relation to authentic and relevant performance tasks in math  2. timely, explicit and constructed feedback directly related to the success criteria is descriptive, rather than evaluative and helps student to explore multiple strategies and justify their thinking when solving rich math tasks  3. based on the analysis of student data activities connected to real life that have multiple entry points are designed to address students’ diverse learning preferences, interests and readiness to learn a concept | | | - physical environment is conducive to promoting collaboration and critical thinking while leveraging digital (innovative spaces) and vertical spaces  - students are encouraged to access multiple resources through the use of technology while developing creative and critical thinking  - on-line collaborative classrooms are created to encourage dialogue, discussion and feedback | | | **1. use common assessment tools (PRIME, Math Up) to determine baseline levels and gaps in order to plan interventions (Leaps and Bounds, Numeracy Nets)**  **- co-create assessment tools that are reflective of the curriculum and achievement chart as well as the process expectations and Scope and Sequence (meaningful and relevant tasks)**  **- moderate assessment tasks in order to plan next steps**  **2. give students timely and specific descriptive feedback to allow students the opportunity to act upon the feedback throughout the learning process**  **- feedback will link to learning goals and success criteria**  **3. differentiate their resources in order to be reflective and inclusive of all students and create authentic learning experiences that are culturally responsive and encourage student voice and the sharing of multiple strategies (Number Talks) (review resources each year to meet the needs of the students)** | | **1. use assessment results to set goals for their own learning and plan next steps for improvements**  **- advocate what they need as learners based on assessment data**  **2. act on feedback from teachers and peers to monitor progress, improve work and promote greater critical thinking skills**  **3. see themselves, their cultures and interests reflected in the learning materials and environment**  **-advocate for self when using innovative strategies to demonstrate their understanding of a math concept**  **- make connections to the world and its diversity by applying math concepts to other areas and learning experiences** | | | |

**Aligning Principal Leadership and Monitoring**

**MAPPING OUT THE YEAR**

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| **Literacy Numeracy Well-Being Equity and Inclusion Leveraging Digital** | | | | | | | | | | | | |
| **LITERACY GOAL: LG/SC, feedback, critical thinking, making connections and inferences** | | | | | | **NUMERACY GOAL: LG/SC, feedback, rich tasks, teach through problem solving** | | | | | | |
|  | **August** | **September** | **October** | **November** | **December** | | **January** | **February** | **March** | **April** | **May** | **June** |
| **Director’s Meeting** | Meeting 28th |  | October 19 | November 13th | December 11th | | January 15th | February 12th | March 26th | April 16th | May 7th  BIP/SIP | June 11th |
| **Family of Schools** | Meeting 28th | September 20 – Lakeside  LT – 11th | October 25- Bolton C. Falby  LT – 19th | November 22 – Carruthers Creek  LT -13th 1:30 | December 20 – Brooklin H.S.  LT – 14th | | January 24 – Williamsburg  LT – 16th | February 21 – Bolton C.  LT – 13th – 1:30 | March 5 – Ajax H.S  LT – 1st | April 18 – Chris Hadfield  LT -12th | May 16 –  Roland Michener  LT – 10th | June 20 – DAW  SIP Moderation  last week of June/ first week of July  LT – 14th |
| **Staff Meetings**   * Division & Department | August 30 | Formation of teams:  Literacy  Numeracy  Equity/Diversity  Well-Being  Leveraging Digital | October 1  Find examples of 5 drivers in classrooms  Students for focus  Reflect on personal goals | November 5 | December 3 | | January 7 | February 4 | March 4 | April 1 | May 6 | June 3 |
| **School Improvement Team** |  | September 17  What will our main goals be in each division and how will we meet them? |  | November 12  Ist SSA walkthrough |  | |  | February 19 |  |  | May 6 |  |
| **Principal Monitoring**   * Instructional Rounds/Walking to Learn * Critical Conversations |  | K-8  Staff identify needs and next steps | K—8  Oct 1st – reading the walls and examining learning spaces | K-3 | K-8 | | 4-8 | K-3 | K-8 | 4-8 | K-3 |  |
| **Faces on the Data** |  |  | FOD due October 9th  1:1 meetings with teachers and coach | FOD  1:1 meetings with teachers and coach |  | | FOD |  | FOD |  | FOD |  |
| **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)** |  | EQAO type questions | Oct 26 - Plan with 3’s, 6’s with Andrew | EQAO type questions | EQAO type questions | | EQAO type questions | Mock – whole school – Feb 4 | Mock – grade 3, 6 March 18 | Mock – Grade 3, 6 April 23 |  |  |
| **Professional Learning**   * BCI | Dates TBD by Board  Additional dates TBD by school |  | October 17 – Pr/Jr  Oct 10 - FDK | November 27 – Pr/Jr  Nov 7 – Int Math  Nov 14 – FDK  Nov 1 – Int Literacy  Nov 30 – Int Literacy | Dec 10 – Int Math | | January 17 – Pr/Jr  Jan 11 – FDK  Jan 30 – Int Literacy | February 28 – Pr/Jr  Feb 6 – Int Math  Feb 13 - FDK | Mar 26 – Int Math |  |  |  |
| **Professional Learning**   * Workshops/Training * Projects/Initiatives |  | Refreshers:  Prime  BAS, GB+  Google classroom | G-Suite  Screen Castify |  |  | |  |  |  |  |  |  |
| **Budget/Expenditures** |  | Nelson Pre Assessment Tool. Teaching Math with Meaning |  |  |  | |  |  |  |  |  |  |