DDSB Ignite Learning

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

UPDATED AS OF

Oct 9, 2018

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
Report Card Data **Discipline Referrals** **EQAO Reporting Tool (2017)** **Attendance (lates in Intermediate and FDK)** **InSite reports (Compass for Success)** **Faces on the Data reports (DDSB)** **EDI (Early Development Instrument)**	**EQAO Reporting Tool** **Social Risk Index (DDSB)** **Community Summary Reports, (DDSB)** **Education Opportunity, (Index MOE Board Interface Tool)** **Accountability & Assessment (A&A) folder at schools**	**School Climate surveys and audits (DDSB)** **EQAO student and teacher questionnaires** **Parental and school council feedback** **Student Attitude surveys (DDSB)** **Equity Continuum**
Historical data in our school shows that students need focus on making connections with reading, planning for writing, and using problem solving strategies to solve longer problem solving strategies to	-What are our equity outcomes for students of colour/race / gender identity? -How are we going to meet their needs? -How are we making sure Grades 7, 8, 9, 10 are aligned transitional years? -School community focus is on Equity Education: acceptance, understanding and an inclusive model	-CRP- what are the Equitable outcomes? Looking at each individual student profile- how are we going to meet their needs? What are their needs? How and why are we identifying our students?
SSA data – includes long range planning with common commitments and more consistent use of descriptive feedback and use of rich tasks, and incorporating student voice into assessment loop.		2019 GOALS 1. Establish a school culture program (ie. Houses) 2. Run a "Seneca Student Summit"- conference with a mix of 5 kids from every class grades 4-8, to engage student voice to set the stage for the school climate, develop a student council, and leadership team. 3. Principal's Leader Luncheon – weekly student engagement sessions with a small group of students from Junior/Int
Numeracy –A needs assessment of data indicates that Grade 6 cohort did not meet the EQAO standards in Grade 6. A focus on multiple choice questions and measurement are identified as areas of need.		
FOCUS 2018-2019 1. Teaching problem solving with a focus on multi-step problems 2. Problem solving through open response and multiple choice 3. Implementing effective questions/talk through the consolidation process		
Analysis of 2016-2017 EQAO data : Grade 3 – The highest strands are number sense and numeration, and Geometry. The lowest strand is measurement. Grade 6 – the highest strand is patterning. The lowest stand is measurement. (yet in Report Card data the highest) Data across all strands indicates that multiple choice questions were poor. Report Card data not consistent to EQAO data.		
Analysis of Report Card Data: Grade 3- Data Management /Probability taught in term 3 reflective grades		
Literacy- an assessment of data indicates a need for multiple choice making connections and topic development interventions Gr 3 - A short paragraph writing was low 47%. Long paragraphs is low 45%. Overall multiple choice questions was stronger in language Gr 6 – writing topic development was the area of most need for improvement. Reading was open response – making connections in 30s/40s area for improvement.		

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	80	88%	49	**PRIMARY MATH – EQAO RESULTS** will increase	80	76%	49
PRIMARY WRITING – EQAO RESULTS	91	84%	49	**JUNIOR MATH – EQAO RESULTS** will increase	47	58%	44
JUNIOR READING – EQAO RESULTS	87	89%	44	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** students achieving above 70%	64		
JUNIOR WRITING – EQAO RESULTS	90	93%	44				
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	76			**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	92		
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	83						
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	71						
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	75						
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	60			**PRIMARY MATH** for students with special education supports	40		
PRIMARY WRITING for students with special education supports	80			**JUNIOR MATH** for students with special education supports	25		
JUNIOR READING for students with special education supports	75			**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** with special education supports	57		
JUNIOR WRITING for students with special education supports	75						
INTERMEDIATE READING for students with special education supports – **GR 7**	71			**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** with special education supports	150		
INTERMEDIATE READING for students with special education supports – **GR 8**	100						
INTERMEDIATE WRITING for students with special education supports – **GR 7**	86						
INTERMEDIATE WRITING for students with special education supports – **GR 8**	150						

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

GOAL: Establishing school-based practices that reinforce well-being strategies to ensure that each student feels accepted and included in our school community

- PD for staff to support mental health
- Parent PD to promote and support health curriculum and well-being
- Continue to reinforce self –regulations and differentiated learning for new staff
- Create a learning environment and safe place to support LGBQ students
- Continue work around Multicultural night "Celebrating ALL of us "
- Based on school climate data – more "Bullying Awareness" education for students and parents – create a committee and collect student/parent voice data
- Building understanding and knowledge of Indigenous communities/ Resources/ Orange Shirt Day initiatives/Presenters/Drumming/ Smudging
- PD for staff on how to teach students about new social studies curriculum
- More flexible furniture in all classrooms
- Mental health/self regulation bins/ fidget resources
- Anti-bullying presenter/workshop for students to build self esteem, spread kindness
- Build on school culture- have students/ staff/community come together as a team
- Have students see more of their community and learn how to give back ie visit soup kitchen/shelters/senior's home
- More leadership opportunities for students

INTENDED EVIDENCE OF IMPACT:

- Staff will feel better prepared to support student well being and needs
- Parents will be better informed about health curriculum and student well being
- Students will report higher levels of engagement while at school
- Students will feel comfortable to self identify, acceptance and understanding for students who are transiting and be an ally for others
- A greater percentage of students will report a sense of belonging on the School Climate Survey
- A better and safer school climate /reporting process and deeper awareness of school initiatives and impact

STUDENT LEARNING NEEDS (Literacy and Numeracy) **Literacy** • **Apply critical thinking skills to effectively infer in a variety of situations within a variety of texts** • **Data indicates that a need for multiple choice, making connections and topic development are areas of need.** • **Students need to be able to effectively communicate their thinking for a variety of purposes and intended audiences** • **Ongoing opportunities to receive and act upon feedback based on co-constructed learning goals and success criteria** **Numeracy** • **Apply thinking and application skills to effectively solve and demonstrate understanding of multi-step problem solving tasks, with a focus on reasoning and proving using common language across the grades** • **Select tools and strategies (including manipulatives and technology) to strengthen thinking skills, with a focus on reasoning and proving using content specific math vocabulary (2017-2018 If/then statements)** • **Ongoing opportunities to receive and act upon descriptive feedback based on co-constructed learning goals and success criteria** • **Have mathematical misconceptions/gaps identified through classroom assessments and addressed through focused and precise instruction (Use of Prime- Number and Operations)** • **Linking gaps to direct instruction and guided practice**	**EDUCATOR LEARNING NEEDS (Literacy and Numeracy)** **Literacy:** • Develop content understanding and engage in Curriculum deconstruction to be ensure the co-construction of curriculum based learning goals and success criteria • Co-planning and moderation time for teachers to follow up/check-ins to ensure proper use of descriptive feedback • Resources to support critical thinking • Continued implementation of balanced approach to instruction (modelled, shared, guided) • Common commitments for assessment/ evaluation • Numeracy • Staff will use common assessment commitments co-created at May BCI • Balanced approach to programming (use of updated scope and sequence) and assessment across four categories of achievement, with a specific focus on deepening knowledge of the categories of thinking and application • Use of Math discourse (accountable talk and effective questioning that support rich tasks) • Develop content understanding/building and engage in learning goals and success criteria linked to the curriculum • Understand how to identify learning gaps and develop effective gap closing interventions
LITERACY/EQUITABLE OUTCOMES for Identified Student Groups	**LITERACY/EQUITABLE OUTCOMES for Identified Student Groups**
• **Special Education data results indicate that Primary reading is low**	• Gap closing/content closing using LLI and guided groups • Use of technology for writing/reading • Develop a greater understanding of different learning disabilities and how to support students • Ensuring appropriate supports and in place for specific learning needs/disabilities • Differentiated instructional approaches with a focus on guided practice and guided interventions • Use of technology to allow student access to tasks and information • Personalized learning goals, success criteria and descriptive feedback
NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups	**NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups**
• **Primary/Junior math data is low**	• Use of manipulatives and gap closing interventions (leaps/ bounds and guided practice) • Develop a greater understanding of different learning disabilities and how to support students • Ensuring appropriate supports and in place for specific learning needs/disabilities • Differentiated instructional approaches with a focus on guided practice and guided interventions • Use of technology to allow student access to tasks and information • Personalized learning goals, success criteria and descriptive feedback

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy **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** 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being	1. Balanced Literacy program (modeled, shared, guided and independent approaches) 2. Interactive learning walls with clearly developed learning goals, success criteria, exemplars, and anchor charts authentically co-constructed 3.Effective use of feedback to revise student work and set next goals	-continued use of chrome books -google classrooms -triangular use of assessment (observations, conversations and the product)	-promote a culture of learning within the school community whereby errors are seen as opportunities for learning and improvement. -provide ongoing, descriptive feedback that is collaboratively analyzed to provide information about student learning and to identify next steps. - use student assessment and evaluation practices that are collaboratively reviewed in order to identify and address any potential systemic bias. -work with school teams (e.g., Student Success, FOD, like grade planning, BCIs) to identify marker students through disaggregated data and set targets to close achievement gaps. -Teacher/ Parent Communication and collaborative planning result in early intervention to support students. (IEPs, Data, past practices in all subject areas) Accepting Schools, IEP, FOD) meet on an ongoing basis to review academic, social and emotional progress of students.	-Use descriptive feedback, based on the success criteria, to revise and refine their demonstrations of learning and set individual learning goals. -Provide accurate, constructive and descriptive feedback to themselves, their classmates, and educators in relation to the predetermined success criteria
Numeracy 4.1: A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.5: Instruction and assessments are differentiated in response to students' strengths, needs and prior learning	1. Balanced Math program (modeled, shared, guided and independent approaches) 2. Interactive learning walls with clearly developed learning goals, success criteria, exemplars, and anchor charts authentically co-constructed 3. Effective use of feedback to revise student work and set next goals Balanced Math program (modeled, shared, guided and independent approaches)	-Technology is used to enhance programming and regular monitoring and assessment by teachers - students are responsible for submitting work completed digitally	-Use Numeracy specific concepts to explicitly deepen student learning and understanding in all subjects. - provide learning conditions for students to activate prior knowledge, develop thinking and consolidate learning. –engages students in developing Inquiry-based instruction and deep conceptual understanding, procedural fluency, and strategic competence. – - build on students' new learning and prior mathematical knowledge and understandings. –differentiate tasks to meet the diversity of students learning needs, honouring multiple ways of thinking –design learning environments to ensure there is space for collaborative work with equitable access to a variety of tools, learning resources, technology and manipulatives.	Students: - Learn, progress and achieve in relation to their goals. - Demonstrate and apply their learning in a variety of contexts and forms.

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	Meeting – week of 17-21	Meeting – Week of 22-26	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 30	Sept 10	Oct 1	Nov 5	Dec 3	Jan 14	Feb 4	Mar 4	Apr 1	May 6	Jun 3
School Improvement Team	*scheduled periods have been timetabled in to meet with Div chairs/SERT	Day 5 -Period 2 –P/J Day 5 –Period 5- Int FDK- Day 1 Period 4	Day 5 -Period 2 –P/J Day 5 –Period 5- Int FDK- Day 1 Period 4	SSA – Nov 21			SSA 26/27				
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback	*Daily/ Weekly Classroom walkthroughs and teacher feedback
Faces on the Data				Nov 7		Jan 16		Mar 26/27			
School Self-Assessment (SSA)				SSA November 21, 2018			SSA Feb 26/27, 2019	SSA Due March 7, 2019	SSA April 30, 2019	SSA Due May 31, 2019	
School-Wide Consolidation (EQAO, OSSLT Plan)			Oct 1 – EQAO Data workshops with 3,4,6,7 staff								

Professional Learning • BCI				Nov 1 BCI P/J Int Math/ Lit Kindie BCI	Nov 30 BCI P/J	Jan 31 BCI P/J	Math BCI AM Feb 7	Mar 6 BCI P/J Math BCI- Mar 28			
Professional Learning • Workshops/Training • Projects/Initiatives			Oct 3 – Math/Literacy Leads workshop		Dec 12 -Math Leads						
Budget/Expenditures											