SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

Waverly Public School: Continuous Learning and Improvement

DDSB Ignite Learning

UPDATED AS OF …

August 2018

DATA

STUDENT ACHIEVEMENT

Grade	Total # Students	Report Card # Sense June 2017/June2018		Percentage Up or Down
		June 2017	June 2018	
FDK		50 %		
1		61% (22/36)	64 % 31/48	●
2		54% (24/38)	47% 19/40	●
3		82% (31/37) (65%)	72% 29/40	●
4		85% (39/46)	85% 34/40	●
5		53% (17/32)	75% 40/53	●
6		62% (26/43) (51%)	67%21/31	●
7		73% (27/37)	58% 24/41	●
8		62% (18/29)	42% 16/38	●

Grade	Total # Students	Report Card			
		Reading		Writing	
		June 2017	June 2018	June 2017	June 2018
FDK		50 %	--		
1		52% (19/37)	58%28/48	81%(30/37)	41% 20/48
2		65%(24/38)	54%24/40	65%(25/38)	52% 20/40
3		71% (27/37) (62%)	70%28/40	66% (30/37) (76%)	68% 27/40
4		81% (38/47)	70%28/40	79%(37/47)	58% 23/40
5		57% (18/32)	83%44/53	50%(16/32)	75%40/53
6		62% (26/43) (72%)	61%19/31	59%(25/43) (67%)	58%18/31
7		65% (25/38)	59%24/41	58%(22/38)	49%20/41
8		62% (18/29)	37% 14/38	44%(11/30)	39%15/38

Trends: School wide, we see a decrease in report card marks, likely due more precise assessment using BAS. We will continue to put emphasis on diagnostic assessment in reading/writing to prepare students for Ministry assessments (EQAO, OSSLT. Will have to see how report card aligns with EQAO in gr 3 & 6.

CONTEXTUAL/EQUITY OF OUTCOMES

Heritage Data

First Nations Community: 19 Self-Identified students in June 2018

Muslim Community: ~ 14 students in June 2018

ELL Students: ~ 19 students in June 2018

Identified Students Data- # of students identified 76 students all together

The increase in the EQAO data made its biggest increase with our special education students in both Grade 3 and Grade 6

_____Grade 3

___Grade 6's

- Connect new families to Settlement workers and community agencies for support in a timely manner.
- Use of daily google classroom for announcements by students/staff to highlight FNMI, and other diverse cultures to ensure all students are being represented and reflected in their school
- Leadership committee to sit on safe schools team for equity supports/initiatives

EQAO:

Identified students

Areas we are still discussing and getting data on☺

- SES??
- Transient population?
- New day care centre, September 2018
- New SLC class,

ATTITUDINAL

Climate Data:

- Students Climate Survey 3x throughout the year/Safe School meeting notes (students voice, parent voice, teacher voice, community voice included)
- Conflict Crew (Safe Schools Initiative)
- Safe Schools monthly meetings (student/teacher/community/parent voice)
- Leadership committee and STAR group student voice and initiative feedback
- Report card review shows a number of students with low absence but high tardiness rates. *Connect with families regarding getting to school on time?* –to be tracked through our attendance data, and initiatives through SERT team

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	62	92	39 3 exempt	**PRIMARY MATH – EQAO RESULTS** will increase	65	87	39 3 exempt
PRIMARY WRITING – EQAO RESULTS	76	92	39 3 exempt	**JUNIOR MATH – EQAO RESULTS** will increase	51	58	31
JUNIOR READING – EQAO RESULTS	72	90	31	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** students achieving above 70%	60	59	42
JUNIOR WRITING – EQAO RESULTS	67	87	31				
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	67	59	42	**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	68	42	38
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	53	49	42				
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	68	37	38				

ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	FROM %	TO %	# OF STUDENTS THIS REPRESENTS	ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	51	39	38				
PRIMARY READING for students with special education supports	27	45	9	**PRIMARY MATH** for students with special education supports	27	50	9
PRIMARY WRITING for students with special education supports	64	70	9	**JUNIOR MATH** for students with special education supports	18	20	31
JUNIOR READING for students with special education supports	47	60	11	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** with special education supports	31	33	9
JUNIOR WRITING for students with special education supports	35	55	11				
INTERMEDIATE READING for students with special education supports – GR 7	62	67	9	**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** with special education supports	56	31	0
INTERMEDIATE READING for students with special education supports – GR 8	67	**36**	11				
INTERMEDIATE WRITING for students with special education supports – GR 7	62	56	9				
INTERMEDIATE WRITING for students with special education supports – GR 8	44	**27**	11				

WELL-BEING FOCUS AND INITIATIVES:

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

GOAL: To establish school-based practices that promote well-being as a whole (safety, and inclusion)

Commitments:

Student Need: To feel safe at school, and decrease the amount of incidences in the washrooms and hallways as tracked by the climate survey and office referral data.

Teacher Need: Address safety of all students in all locations using our Safe Schools Team and Leadership Committee to create next steps (proximity supervision) and initiatives.

Action Plan: High visibility and close proximity of all staff during unstructured and transition times to promote positive student interactions

SEF Indicators

2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting inclusive and healthy learning environment.

3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship

INTENDED EVIDENCE OF IMPACT:

Goal: All students will feel safe and included in school life; classroom, hallways, bathrooms and on the yard.

Climate Data:

Pre Data:

70 % of our student's report rarely hearing unkind words

86% of our student's report that they feel safe all the time at school.

Post Data:

79% of our student's report rarely hearing unkind words

87.3% of our student's report feeling safe all the time at school. 12% feel unsafe sometimes in the washrooms. 15% feel unsafe on the yard some of the time.

When analyzing the student data/parent data and staff data it is noted that brining in more opportunities for students to have a part of the preventing bullying and harassment (i.e. more classroom initiatives/school wide)

Attendance

Pre Data:

I have stayed away from school due to a bullying situation 27.5 % (June 2017)

Post Data:

I have stayed away from school due to a bullying situation 8.3% (March 2018)

(18-20% of our student body has been absent from Sept-Dec 2017 with most students missing approx. 20 days)
(15% of our student body has been absent from Jan-June with most students missing approx. 15-20 days)
Attendance Data: Teachers and SERTs monitor individual student attendance concerns by connecting with parents. Admin and clerical staff review monthly to watch for attendance trends affecting families and then make referrals to SW as needed.

STUDENT LEARNING NEED (Literacy and Numeracy)

Literacy

* Generate, develop, and organize main ideas and supporting details to improve the quality and quantity of written output

* Use background knowledge and experiences to extend ideas and connections within their written responses

* Use co-constructed learning goals and success criteria and act upon descriptive feedback to improve reading and writing skills

Numeracy

* Develop and use math vocabulary which is grade/division specific and aligned to curriculum

* Use problem solving strategies to solve multi-step, cross-strand problems

* Use co-constructed learning goals and success criteria and act upon descriptive feedback to improve math skills and knowledge

EDUCATOR LEARNING NEED (Literacy and Numeracy)

Literacy

* Strategies to support pre-writing and planning for written tasks, including digital tools and resources and opportunities for purposeful oral discussion and sharing

* Build upon and extend student background knowledge and experiences to enhance ideas and vocabulary within written responses

* Provide timely and specific feedback linked to learning goals and success criteria

* Structure literacy learning block/instruction to provide ongoing opportunities for students to act upon descriptive feedback and set personal goals for learning

Numeracy

* Use of math learning walls to support student understanding and use of math vocabulary and problem strategies

* Use of scope and sequence planning to consistently embed multi-step/EQAO style, cross-strand math problem solving tasks

*Teaching problem solving skills and strategies through the gradual release of responsibility

	* Provide timely and specific feedback linked to learning goals and success criteria
	* Structure numeracy learning blocks/instruction to provide ongoing opportunities for students to act upon descriptive feedback and set personal goals for

LITERACY/**EQUITABLE OUTCOMES** for Identified Student Groups	LITERACY/**EQUITABLE OUTCOMES** for Identified Student Groups
- Increase advanced technology skills and differentiated instruction for identified students specific to IEP curriculum expectations (Google classroom/Google read and write) - SERT/Admin/Teacher meetings weekly to continue to have high expectations for our identified students using their IEPs as the tool to monitor and hold ourselves/students accountable to close the gaps within the grades (ie. Less modifications/more accommodations and advanced technology skills)	- More opportunities for PD related to advanced technology tools - Specific gap closing interventions based on diagnostic learning needs - Ensure all students are represented in material used in class (books, posters, magazines, online teaching tools)

NUMERACY/**EQUITABLE OUTCOMES** for Identified Student Groups	NUMERACY/**EQUITABLE OUTCOMES** for Identified Student Groups
- Increasing advanced technology skills in order to better prepare our students for consolidation years and for improved practice in their everyday classroom academics (google classroom/google read and write) - SERT/Admin/Teacher meetings weekly to continue to have high expectations for our identified students using their IEPs as the tool to monitor and hold ourselves/students accountable to close the gaps within the grades (ie. Less modifications/more accommodations and advanced technology skills)	- More opportunities for PD related to advanced technology - Specific gap closing interventions based on diagnostic learning needs - Ensure all students are represented in material used in class (books, posters, magazines, online teaching tools) - Proper use of manipulative and mathematical tools

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy ***DDSB Classroom Focus*** <u>**Assessment for, as and of Learning**</u> <u>**Assessment for, as and of Learning**</u> ***1.4- During learning, timely, ongoing descriptive feedback about student progress is provided based on student actions and co-constructed success criteria*** <u>***Student Engagement***</u> ***3.1 The teaching learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.*** <u>**Curriculum Teaching and Learning**</u> ***4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school***	1. Modelled, Shared, Guided, and Independent instructional approaches to support the development of writing skills, with a focus on generating and developing main ideas and supporting details 2. Authentic cross-curricular writing tasks focused on community and global issues and linked to the background knowledge and experience of the students 3. 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 to students	**Curriculum, Teaching and Learning (SEF: 4.3, 4.6, 4.7)** • Provide school teams with training in digital citizenship & technology for the classroom- School created Technology continuum **Student Engagement/Leadership (SEF: 3.4)** • Focus on providing all students with equitable access to technology (including a variety of technology software) based on collective and individual needs **Teacher Need:** • To know how to assess and choose appropriate differentiated programs that work for the whole class/individual and to access support to build understanding of the ways technology can be differentiated to improve student success • Participate in PD opportunities to enhance advanced technology skills • The use of google classroom to provide ongoing descriptive feedback that students can access from home (Gr. 6-8 chromebooks) **Student Need:** • To recognize and assess appropriate advanced technology related to individual strengths and needs • To set realistic and manageable goals to improve advanced technology skills • Accessing feedback through google classroom to monitor and reflect on their academic/well-being goals	**Teacher Action:** • Provide choice within writing tasks and assignments to allow students to develop and extend ideas based on personal interests, background knowledge, and experiences *(Social Studies new curriculum-Link to cross-curricular writing tasks and opportunities focused on community and global issues)* • Share resources/tools related to descriptive feedback forms to help students set specific and measurable goals • Learning goals and success criteria identify the intended student learning, based on the knowledge, skills, concepts and processes from the Ontario Curriculum, including the achievement charts • Instructional practices and interventions are strategically used and differentiated to meet the diverse learning needs of students • Build stamina and resilient writers and readers using LLI and reading and writing strategies resource for interventions/EQAO style questions. • Engage in Faces on the Data conferences	**Student Action:** • Express ideas and opinions in writing using well-developed main ideas and supporting details • Produce written work/responses for a variety of purposes and audiences • Use critical literacy to think more deeply about the texts they read and the texts they create • Co-construct/create classroom learning resources • Set goals for their own learning and act upon descriptive feedback received from peers and teachers Be able to answer 5 key questions when prompted: **What are you learning?** **How are you doing?** **How do you know?** **Where can you go for help?** **How can you improve?**
Numeracy ***DDSB Classroom Focus*** <u>**Assessment for, as and of Learning**</u> <u>**Assessment for, as and of Learning**</u> ***1.4- During learning, timely, ongoing descriptive feedback about student progress is provided based on student actions and co-constructed success criteria***	1. Balanced numeracy programing (modeled/guided, shared, and independent) informed through scope and sequence grade/division planning 2 Teaching through problem solving using cross-strand multi-step and open tasks with emphasis on descriptive feedback using grade built	**Curriculum, Teaching and Learning (SEF: 4.3, 4.6, 4.7)** • Provide school teams with training in digital citizenship & technology for the classroom- School created Technology continuum **Student Engagement/Leadership (SEF: 3.4)** • Focus on providing all students with equitable access to technology (including a variety of technology software) based on collective and individual needs **Teacher Need:** • To know how to assess and choose appropriate differentiated programs that work for the whole class/individual and to access	**Teacher Action:** • Co-construct a supportive and engaging learning environment with students • Embed multi-step and open/parallel tasks in all learning cycles • Scaffold the use of math tools/manipulatives and representations support problem solving skills • Use common assessment tools (including PRIME and Leaps and Bounds) to inform program planning and interventions • Ensure learning goals and success criteria identify the intended student learning, based	**Student Action:** • Use critical numeracy and problem solving skills to think more deeply and engage in rich conversations • Use grade specific math vocabulary to communicate their understanding • Use a variety of problem solving strategies to solve multi-step math problems/tasks • Independently select appropriate tools/manipulatives and technologies based on the task

<u>**Student Engagement**</u>
3.1 The teaching learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

<u>**Curriculum Teaching and Learning**</u>
4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school

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success criteria/bridging problem solving model.

2. Co-construct interactive learning walls with clearly articulated learning goals, success criteria, exemplars and anchor charts used to inform timely and ongoing descriptive feedback to students.

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support to build understanding of the ways technology can be differentiated to improve student success
- Participate in PD opportunities to enhance advanced technology skills
- Communication with parents and schools through online tools to engage our parent community in student success
- The use of google classroom to provide ongoing descriptive feedback that students can access from home (Gr. 6-8 chromebooks)
- Collaborative planning of BCI's and math leads using Google Classroom/One Note
- The use of online manipulatives to aid in the engagement of math tools (point of instruction)

Student Need:
- To recognize and assess appropriate advanced technology related to individual strengths and needs
- To set realistic and manageable goals to improve advanced technology skills
- Accessing feedback through google classroom to monitor and reflect on their academic/well-being goals

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on the knowledge, skills, concepts and processes from the Ontario Curriculum, including the achievement charts
- Share resources/tools related to descriptive feedback forms to help students set specific and measurable goals
- Engage in Faces on the Data conferences

- Co-construct/create classroom learning resources
- Set goals for their own learning and act upon descriptive feedback received from peers and teachers

Be able to answer 5 key questions when prompted:
What are you learning?
How are you doing?
How do you know?
Where can you go for help?
How can you improve?

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 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											
School Improvement Team											
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations											

Faces on the Data										
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)										
Professional Learning • BCI										
Professional Learning • Workshops/Training • Projects/Initiatives										
Budget/Expenditures										