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

UPDATED AS OF …

November 26, 2018

**ELEMENTARY: Continuous Learning and Improvement – Ormiston PS**

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| **DATA** |
| **STUDENT ACHIEVEMENT** | **CONTEXTUAL/EQUITY OF OUTCOMES** | **ATTITUDINAL** |
| ­­Literacy – Reading and Writing

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| --- | --- | --- |
|  |  | **T2 R # Level 3 or 4** |
| **Grade** | **Total # Students****(IEP)** | **Report Card****June 2018****Reading** | **Report Card June 2018****Writing** |
| 1 | 1 | 23 (53%) | 23 (54%) |
| 2 | 5 | 23 (61%) | 18 (48%) |
| 3 | 10 | 27 (65%) | 26 (62%) |
| 4 | 3 | 27 (80%) | 27 (80%) |
| 5 | 7 | 34 (82%) | 30 (74%) |
| 6 | 7 | 16 (57%) | 15 (53%) |
| 7 | 7 | 33 (78%) | 32 (76%) |
| 8 | 7 | 28 (86%) | 27 (85%) |

Numeracy

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| **Grade** | **# Spec. Ed** | **T 2 Report Card # Level 3 or 4** |
| **N** | **M** | **G** | **P & A** | **D** | **Avg** |
| 1 | 1 | 32 (75%) | 38 (89%) | 26 (83%) | 32 (74%) | 27 (63%) | 76.8% |
| 2 | 5 | 21 (55%) | N/A | 33 (74%) | 26 (69%) | 27 (71%) | 67% |
| 3 | 10 | 33 (79%) | 24 (58%) | 37 (88%)  | 37 (88%) | 39 (93%) | 81.2% |
| 4 | 3 | 27 (79%) | 25 (74%) | 30 (88%) | 29 (85%) | 25 (73%) | 79.8% |
| 5 | 7 | 35 (86%) | 37 (90%) | 33 (81%) | 37 (90%) | 33 (80%) | 85.4% |
| 6 | 7 | 18 (65%) | 13 (47%) | 29 (68%) | 20 (72%) | 19 (68%) | 64% |
| 7 | 7 | 27 (64%) | 31 (83%) | 35 (84%) | 28 (66%) | N/A | 74% |
| 8 | 7 | 28 (87%) | 27 (85%) | 29 (91%) | 28 (87%) | 22 (69%) | 84% |

 | Ethnicity - ­% of Community Population 69.7% Not a Visible Minority9.4% Black7.2% South Asian 3.7% Filipino2.7% Chinese2% West Asian1.5 % Multiple Visible Minorities 1.2 % Latin American 0.9% Arab0.2% JapaneseReligious Affiliations - % of Community Population68.6% Christian 22.5% No Religious Affiliation4.5% Muslim3.2% Hindu0.5% Buddhist0.4% Jewish0.1% SikhGrade 6 -8 Language Spoken 2017-2018Special Education (2017-2018 data)371 students: JK-861 IPRC  - 16% (Slightly below DDSB Ave.)     23 of those 61 have an IPRC: Learning Disability 40 Gr. 3 students8 IPRC - 20% (DDSB Ave.)28 Gr. 6 students11 IPRC (4 in PLP) - **39% of Grade 6s  (Double the DDSB Ave.)**ESLAttendance  | Primary Students Self-Regulation Female & Male T2 June 2018Junior Students Self-Regulation Female & Male T2 June 2018School Climate Survey 2018 – 66.8% of students feel supported when they are sad, anxious, hopeless, stressed, angry, confused, wired or some other unusual emotion for themselves 2016 – 71.4%; 2013 – 70.6% 2018 – 66.1% of students feel that others recognize when they are feeling sad, anxious, hopeless, stressed, angry, confused, wired, or some other unusual emotion for themselves; 2016 – 79.3%; 2013 – 64.7%2018 – 89.1% of students feel that they support others when they see they are feeling sad, anxious, hopeless, stressed, angry, confused, wired or some other unusual emotion for themselves; 2016 – 89.6%; 2-13 – 91.4% 2018 – 78.5% of students know where to ask for help when they are feeling sad, anxious, hopeless, stressed, angry, confused, wired or some other unusual emotion for themselves; 2016 – 74.4%; 2013 – 72.2%72.6% of students feel there is someone they can talk to about feeling sad, anxious, hopeless, stressed, angry, confused, wired, or some other unusual emotion for themselves; 2016 – 74%; 2013 – 75% |
| **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 | 83 | 3 | **PRIMARY MATH – EQAO results** will increase | 58 | 75 | 7 |
| **primary writing – EQAO results**  | 70 | 80 | 4 | **JUNIOR MATH – EQAO results** will increase | 39 | 70 | 7 |
| **junior reading – EQAO results**  | 71 | 80 | 2 | **intermediate students – gr 7 NUMBER SENSE AND NUMERATION:** students achieving above 70% | 68 | 70 | 1 |
| **junior writing – EQAO results**  | 82 | 85 | 2 |
| **intermediate students – gr 7 reading:** students achieving above 70% | 83 | 90 | 2 | **intermediate students – gr 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70% | 93 | 95 | 1 |
| **intermediate students – gr 7 writing:** students achieving above 70% | 80 | 85 | 2 |
| **intermediate students – gr 8 reading:** students achieving above 70% | 93 | 95 | 1 |  |
| **intermediate students – gr 8 writing:** students achieving above 70% | 90 | 95 | 1 |
| **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 | 67 | 70 | 1 | **Primary MATH** for students with special education supports | 67 | 75 | 1 |
| **Primary writing** for students with special education supports | 67 | 70 | 1 | **JUNIOR MATH** for students with special education supports | 40 | 75 | 2 |
| **junior Reading** for students with special education supports | 40 | 70 | 2 | **INTERMEDIATE STUDENTS – gr 7 NUMBER SENSE AND NUMERATION:** with special education supports | 57 | 75 | 1 |
| **junior writing** for students with special education supports | 60 | 70 | 1 |
| **intermediate Reading** for students with special education supports **– gr 7** | 71 | 75 | 1 | **INTERMEDIATE STUDENTS – gr 8 NUMBER SENSE AND NUMERATION:** with special education supports | 88 | 95 | 1 |
| **intermediate Reading** for students with special education supports **– gr 8** | 88 | **90** | **1** |
| **intermediate writing** for students with special education supports **– gr 7** | 71 | 75 | 2 |  |
| **intermediate writing** for students with special education supports **– gr 8** | 75 | **80** | **1** |
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| **WELL-BEING FOCUS AND INITIATIVES:**Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)**Goal: support instructional strategies and structures that support well-being, inclusion and mental health** **Commitments:** * Set school based/ classroom based norms for how we will treat and act with each others and self
* Identify students at risk emotionally/ socially and marginalized
* Maintain classroom practices, procedures and routines that promote safety, acceptance, inclusion and respectful behaviours
* Use inclusive and respectful language and examples of diverse families, gender neutral pronouns and a variety of sources, help students see themselves in their learning
* Use common language among staff that is consistent, strength based and non-stigmatizing
* Implement and refine self-regulation and social emotional learning strategies into daily teaching practices
* Assess students’ learning styles to identify themes and students with uncommon preferences, in order to determine which methods of instruction suit each students’ abilities
* Use of Community Circles and Restorative Practices and Self-Regulation programs in the classrooms and throughout the school
 | **INTENDED EVIDENCE OF IMPACT:** Evidence of Impact: all students will have the opportunity to engage in daily practices and curriculum tasks that support their well-being and positive mental health* Students will report increased sense of belonging on student climate survey
* Increased competency rating on the smh-ASSIST reflection tool
* Qualitative feedback from stakeholders of atmosphere and individual responses
* Quantitative feedback from student survey on equitable and inclusive outcomes for student sin grades 6, 7 and 8
* Increased number of students utilizing and experiencing success with WITS (walk away, ignore, talk away, seek assistance); increased number of students utilizing the zones of regulation and consistent language throughout the school with staff and students

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| **STUDENT LEARNING NEED (Literacy and Numeracy)****Numeracy** * Apply thinking and application skills to effectively solve problems and demonstrate understanding of mutli-step problem solving tasks
* Select tools and strategies (including manipulatives and technology) to strengthen thinking skills with a focus on reasoning and proving through justification through mathematical discourse using mathematical terminology
* Have mathematical misconceptions/ gaps identified through classroom assessment and addressed through a focused and precise instruction (specific focus in Number Sense and Numeration and Measurement)
* Ongoing opportunities to receive and act upon descriptive feedback based on co-constructed learning goals and success criteria

**Literacy** * Expand background knowledge and vocabulary to support reading comprehension, with a focus on skills of inferencing and making connections
* Use of personal background knowledge and other connections to justify the reasonableness of inferences drawn from texts
* Apply critical thinking skill of inferencing to determine the main idea of fiction and non-fiction texts (oral, written, media texts)
* Ongoing opportunities to receive and act upon descriptive feedback based on co-constructed learning goals and success criteria
 | **EDUCATOR LEARNING NEED (Literacy and Numeracy)****Numeracy** * Balanced approach to programming (scope and sequence) and assessment across four categories of achievement, with a specific focus on deepening knowledge of the categories of thinking and application
* Talk moves to support thinking and application (with a focus on reasoning and proving)
* Selection of tools and strategies (technology and manipulatives) to support students in developing problem solving skills
* Content understanding for Number Sense and Numeration and Measurement
* Co-construction of Learning Goals, Success Criteria, Descriptive feedback connected to grade level curriculum content and four categories of achievement

**Literacy** * Implementation of balanced approach to instruction (modelled, shared, guided and independent) to support student understanding of inferencing and extending understanding (making connections) with fiction and non-fiction texts
* Text selections and lesson structures to support Culturally Responsive and Relevant Pedagogy
* Co-construction of Learning Goals, Success Criteria, Descriptive feedback connected to grade level curriculum content and four categories of achievement
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| 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 English Language Learners | -differentiated instructional approaches with a focus on guided practice and guided interventions-Use of technology to allow student 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 |
| Proportional learning outcomes for identified in-risk student groups, with a focus on Learning Disabilities and English Language Learners | -differentiated instructional approaches with a focus on guided practice and guided interventions-Use of technology to allow student access to tasks and information, deepen student learning and consolidation of concepts-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 Learning1.4 – during learning timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteriaCurriculum, Teaching and Learning 4.5 – instruction and assessment are differentiated in response to student strengths, needs and prior learning 4.6 – resources for students are relevant, current, accessible, inclusive and monitored for bias Student Engagement3.3 – students are partners in dialogue and discussions to inform programs and activities in the class and the school that represent the diversity, needs, and interests of the student population.  | 1. Balanced literacy programming (modeled, shared, guided and independent approaches).2. Co-construction of interactive learning walls (“learning loop”) with clearly articulated learning goals, success criteria, exemplars, and anchor charts used to inform timely and ongoing descriptive feedback to students. 3 .Literacy instruction of strategies and forms in all content areas to strengthen connections among reading, writing, oral and media literacy.  | -using digital resources, students are supported in accessing a variety of texts, both fiction and non-fiction, that represent multiple viewpoints and perspectives -teachers create opportunities for students to create new knowledge, accessing multiple relevant resources through technology and using technology, when appropriate to create and communicate new and innovative solutions- students use technology to seek feedback that informs and improves their practice, for example using the commenting features in collaborative docs to provide peer and teacher feedback | - scaffold student learning through a balanced approach (modeled, shared, guided, independent approaches)-provide cross –curricular inquiry learning opportunities and approaches supported through effective use of technology-co-construct a supportive and engaging learning environment with students-use prompts, questions and talk moves to facilitate HOT skills -co-construct with students, interactive learning walls (learning goals, success criteria, anchor charts, exemplars)-provide timely and specific descriptive feedback to students with ongoing opportunities for students to act upon feedback -engage students in self- assessment-engage in Faces of the Data Case Conferences, implement targeted strategies, monitor impact through SMART chart monitoring - engage in professional learning related to SIPSAW and personal learning needs -engage in moderation of student tasks and responses using feedback  | **-**demonstrate critical thinking skills (inferring and extending understanding by making connections) when reading and writing texts-engage in learning approaches and consider school, community, and global issues, with a focus on equity and inclusion -co-construct and create classroom learning resources of LG, SC, anchor charts and exemplars-set goals for own learning and act upon descriptive feedback received from peers and teachers -answer the following 5 key questions when prompted by staff: What are you learning?How are you doing?How do you know?Where can you go for help?How can you improve? |
| **Numeracy**Assessment for, as and of Learning1.4 – during learning timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteriaCurriculum, Teaching and Learning 4.5 – instruction and assessment are differentiated in response to student strengths, needs and prior learning 4.6 – resources for students are relevant, current, accessible, inclusive and monitored for biasStudent Engagement3.3 – students are partners in dialogue and discussions to inform programs and activities in the class and the school that represent the diversity, needs, and interests of the student population | 1. Balanced numeracy programming (modeled, shared, guided and independent approaches).2. Use of manipulatives (“thinking tools”) and representations to support student communication of math thinking through conversations, observations and products.3. Co-construction of interactive learning walls (“learning loop”) with clearly articulated learning goals, success criteria, exemplars, and anchor charts used to inform timely and ongoing descriptive feedback to students. | -the physical environment is laid out in a way that facilitates peer-to-peer collaboration. Students have the opportunity to work in partners, small groups, or interdependent large groups. -students communicate complex ideas clearly and effectively by using a variety of digital objects such as visualizations, models or simulations-timely, descriptive feedback is provided for all student and digital tools are leveraged to support frequent feedback through structures such as self-grading, self-reflection and peer-feedback in addition to meaningful teacher-provided feedback | -scaffold student learning through a balanced approach (modelled, shared, guided, independent approaches) and scope and sequence planning -co-construct a supportive and engaging learning environment with students -embed multi-step and open/ parallel tasks in all learning cycles-use prompts, questions, and talk moves to build higher level thinking skills-ensure tools and representations support problem solving skills - provide timely and specifically descriptive feedback to students with ongoing opportunities to act upon feedback -engage in professional learning related to school improvement plan and personal learning goals -engage in Faces on the Data Case Conferences, implement targeted strategies and monitor impact using SMART chart monitoring  | -scaffold to independence the application and thinking skills when solving multi-step tasks and open tasks - use a variety of tools and strategies to demonstrate reasoning and proving-demonstrate improvement in number sense and numeration and measurement-co-construct /create learning resources (LG, SC, anchor charts, exemplars) to support learning -communicated math thinking using a range of manipulatives and representations within and across all math strands-set goals for their own individual learning and act upon descriptive feedback received from peers and teachers- use content specific math vocabulary when answering the 5 key questions: 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**

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|  **Literacy Numeracy Well-Being Equity and Inclusion Leveraging Digital** |
| **LITERACY GOAL: If we implement a balanced approach to instruction (modelled, shared, guided and independent) to support student understanding of inferencing and extending understanding (making connections) with fiction and non-fiction texts with CRRP then students will be able to expand upon their background knowledge and vocabulary to support reading comprehension, with a focus on skills of inferencing and making connections.** | **NUMERACY GOAL: If we use a balanced approach to programming and use of assessment tools across all 4 categories of achievement chart, utilizing selection of tools and strategies in number sense and numeration and measurement by co-constructing LG, SC, DF connected to grade level curriculum content then students will apply thinking and application skills effectively to solve problems and demonstrate understanding of multi-step problem solving tasks** |
|  | **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 7thBIP/SIP | Meeting 11th |
| **Family of Schools** | Meeting 28th | Meeting – Sept 20th  | Meeting – Oct 25th  | Meeting – Nov 22nd SSA | Meeting – Dec 20th  | Meeting – Jan. 24th  | Meeting – Feb 21st SSA | Meeting – Mar 5th  | Meeting – Apr 18th  | SSA | Meeting – June 20th SIP Moderation last week of June/first week of July |
| **Staff Meetings*** Division & Department
 | August 30th | Sept 4th | Oct 1st | Nov 5th | Dec 3rd | Jan 7th | Feb 4th | Mar 4th | Apr 1st | May 6th | June 3rd  |
| **School Improvement Team** | August 30thEstablish SIT | Sept 21st | Oct 25th | Nov 27th |  | Jan 29th | Feb 26th |  | Apr 30th | May 28th  |  |
| **Principal Monitoring*** Instructional Rounds/Walking to Learn
* Critical Conversations
 |  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  | Prioritize Daily Walk to learn focused on common commitmentsContinue to use the 5 questions with students during walk to learn and provide feedback to teachers based on student responsesFocus on math blocks and students’ mathematical thinking and discourse  |
| **Faces on the Data** | Identify Inrisk, marginalized student(s) | Pre-assessment data collection for FOD and informing IEP development  | October 1-5th BAS/ PRIME to office October 9-11th  | Grade 3 & 6Nov 6th  | Dec 4-6th  | Grade 3 & 6Jan 10th  | Feb 5-7th  | Grade 3 & 6 Mar 5th  | Apr 2-4th |  |  |
| **School Self-Assessment (SSA)** |  | SEF ApplicationWhich school practices and structures are supporting limited progress  | Superintendent Visit Oct 30th #1 | SSA Due November 30, 2018 |  |  |  | SSA DueMarch 7, 2019 |  | SSA DueMay 31, 2019 |  |
| **School-Wide Consolidation (EQAO, OSSLT Plan)** | Review EQAO/ Report Card Data | Review SIPSAW Share EQAO Plan  | Oct 3rd Grade 3 & 6 |  |  |  |  |  |  |  |  |
| **Professional Learning*** BCI
 |  |  | Oct 9 FDK AM & PM BCI | Nov 12 FDK AM & PM BCINov 2 BCI P/J | Dec 3 BCI J/P | Jan 10 FDK AM & PM BCIJan 31 BCI P/J | Feb 11 FDK AM & PM BCI | Mar 19 BCI J/P |  |  |  |
| **Professional Learning*** Workshops/Training
* Projects/Initiatives
 |  | Community CirclesLiteracyEquity | ManipulativesEQAOEquityESL; ELL | LiteracyEquity | LiteracyEquity  |  |  |  |  |  |  |
| **Budget/Expenditures** |  |  |  |  |  |  |  |  |  |  |  |