DDSB Ignite Learning

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING
Fairport Beach ELEMENTARY: Continuous Learning and Improvement   C. Hurst

UPDATED AS OF …

July 3, 2018

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
- report cards - PRIME - EQAO data- Primary Students increased in Reading by 44%, Writing by 32% and Math by 51% Junior Students increased in Reading by 35%, Writing by 50% and Math decreased by 10% - Faces on the Data- Language- boys in Grades 3 to 8 (more than girls) Grade 5 and 7 Girls/ Math- boys in Grade 3, 4,6, 7 and 8 and Grade 5 and 7 Girls - EDI- (2014/2015) 39% Vulnerable in 1 or more domains- Physical Health and Well Being and Emotional Maturity - BAS - Attendance-Attendance is a concern- 46% of students have missed at least 20 days (90 students) Of those 90 students 69% are boys. - Discipline Referrals- Junior Boys and Primary (grade 1 and 2) Girls- Recess Behaviour	- Social Risk Index- Based on Social Risk Index (2014) the Fairport Beach Catchment area is very diverse; comprised of mainly moderately low to moderately high. There is also a small area that is both high risk as well as low risk. - A & A Folder -	- School Climate Survey - EQAO Student and Teacher Questionnaires - Equity Continuum - School Council Parent feedback

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	63	73	2	**PRIMARY MATH – EQAO RESULTS** will increase	63	73	2
PRIMARY WRITING – EQAO RESULTS	63	73	2	**JUNIOR MATH – EQAO RESULTS** will increase	20	50	6
JUNIOR READING – EQAO RESULTS	75	80	1	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** students achieving above 70%	54	50	5
JUNIOR WRITING – EQAO RESULTS	80	85	1				
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	75	77	1	**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	86	92	1
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	68	70	2				
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	95						
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	95						
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	100	100	1	**PRIMARY MATH** for students with special education supports	100	100	1
PRIMARY WRITING for students with special education supports	89	95	1	**JUNIOR MATH** for students with special education supports	53	63	2
JUNIOR READING for students with special education supports	84	90	1	**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** with special education supports	30	60	3
JUNIOR WRITING for students with special education supports	78	84	1				
INTERMEDIATE READING for students with special education supports – GR 7	43	60	2	**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** with special education supports	57	73	1
INTERMEDIATE READING for students with special education supports – GR 8	100						
INTERMEDIATE WRITING for students with special education supports – GR 7	58	75	2				
INTERMEDIATE WRITING for students with special education supports – GR 8	100						

WELL-BEING FOCUS AND INITIATIVES:
Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)
~2017-2018- Conditions Necessary for Learning- Staff Goals: Safe and Welcoming Environment and High Expectations

INTENDED EVIDENCE OF IMPACT:

-Continue to support and encourage "community/ village/ school teacher vs. classroom teacher" philosophy throughout the school through practices such as:

-2018-2019- What does "safe" mean? (refer to final SSA) **SEF 2.5** How are we collectively responsible for safe spaces? How do we create a Welcoming Environment for all- physically, emotionally, socially and digitally? Continue work on "What's your story?" (Staff- 2017-2018) extend to include and celebrate student voice. Focus on identity and the celebration of uniqueness. Draw into quarterly divisional assemblies – identity, character education, social responsibility and bring into classes- CRRP 2016-2018- Self regulation- full school use of common terminology and strategies- Zones- what do we do to keep students in classrooms where learning is taking place? SSA- 2018- all students interviewed understood and utilized strategies which kept them in the green zone and could assist others in moving back to the green zone. 2018-2019- Students need to increase their ability to articulate to others what they need individually to stay safe in the green zone. Strategies will be full school (ie. Begin with "I" messages and align with Health Curriculum) Focus on growth mindset and what is possible with positive self talk and a Focus on School Pride **(SEF 4.1)**	S.O.S program (pairing caring adults with students in risk), meet students at the door and make a connection with each student each day, buddy classes which encourage mutual responsibility and leadership amongst the grades -community circle- 3 x per year with staff/ admin. and at least 1x per week in all classes -Equity Continuum at start of the school year followed by action items throughout the school year -Student voice- through Safe Schools, Leadership Committee, Principal's Breakfast meetings and divisional assemblies -celebrate identity embed in practice/ celebrate at monthly assemblies and in board led initiatives -focus on a shift in dialogue- what is possible, strengths vs challenges -Focus on School Pride through increased positive social media presence, school spirit wear, community involvement in school initiatives, increased focus on the Arts and opportunity for Student Voice -What's Your Story? School wide initiative will increase the opportunity for Student Voice and a positive focus on identity and belonging.

STUDENT LEARNING NEED (Literacy and Numeracy) ➢ increase reading skill by actively being involved in assessment and goal setting in reading and writing through guided practice ➢ build resiliency and competency in the area of writing ➢ to be able to articulate Learning Goals and Success Criteria ➢ to be involved in reading and writing which is high interest, relevant and culturally responsive ➢ build confidence in math ability through the use of consistent school wide Guided Practice, co-created learning goals, success criteria, interactive performance boards, word walls and a school wide focus on increasing self-regulation skills ➢ be given feedback that is timely and meaningful through the School wide use of Math Diagnostics (Prime, Numeracy Nets, Leaps and Bounds) and the assessment loop ➢ increase their computational fluency and understanding ➢ practice and increased competency in application and thinking ➢ be accessing and consistently utilizing assistive technology	**EDUCATOR LEARNING NEED (Literacy and Numeracy)** ➢ continued support in the use of B.A.S. L.L.I. and Guided Practice ➢ training and support- the assessment loop- a focus for B.C.I.'s ➢ training and support- the use of technology and assistive technology ➢ focus on the balanced literacy program ➢ planning with the end in mind- Starting with the Curriculum – multiple checkpoints along the way for students to check in and receive feedback – use of google classroom in providing descriptive feedback ➢ continued use of and support in the diagnostics in math- PRIME ➢ use of the feedback loop and time to reflect and moderate with divisional partners ➢ focus on visible thinking within the classroom ➢ training in and use of Number Talks ➢ Guided practice focusing on explicit feedback and instruction based on diagnostics and ongoing assessment ➢ use and availability of manipulatives in every classroom ➢ release time to share best practices and increase shared leadership ➢ Student Self-Regulation (Zones and Anxiety) ➢ Balanced Numeracy Program

LITERACY/EQUITABLE OUTCOMES for Identified Student Groups	**LITERACY/EQUITABLE OUTCOMES** for Identified Student Groups
- Students on IEPs are performing lower than students not on IEPs -particularly students with behavioural needs and learning disabilities - Grade 8 class 20/24 students are male- communicating effectively with resiliency and confidence is a goal	- Continued use of assistive technology to close gaps for students with Learning Disabilities -focus on home- school connection to support strategies at home as well as within the classroom – focus on use of rich and engaging tasks with real life application and meaning- focus on descriptive feedback - All staff trained in the use of Google Read Write - Use of Voice and choice when choosing Literature resources to increase engagement

NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups	**NUMERACY/EQUITABLE OUTCOMES** for Identified Student Groups
- 10% of students in Grade 6 are Exempt from EQAO in math - Students with LD having difficulty accessing word problems in math and following through with step by step problem solving -	-use of assistive technology to support learning in math -focus on accessing resources within the environment to support learning -intentional instruction in use of manipulatives

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 1.2 A variety of relevant and meaningful assessment data is used by students and educators to inform instruction and determine next steps. 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias	1.Use of guided practice, conferencing and focus on the assessment loop. 2. Focus on assessment and the feedback loop with timely and frequent feedback through Guided Practice and use of Groupings based on BAS data 3.Differentiated instruction based on learning preferences and multiple intelligences. CRRP is used explored and used in classes. Flexible groupings and balance of choice.	1.Students receive timely meaningful feedback which may be shared with parents using Google Classroom 2. Use of technological applications to provide opportunity for ongoing, timely feedback (Google Classroom) -this will also increase parent engagement to support a team approach (SEF 6.4) 3.Technology is used to support differentiation and to build on interest and schema	1.Provide students with ongoing, meaningful and relevant feedback through conferencing, informal means and use of technology Multiple and varied opportunities are provided for students to demonstrate learning. 2. Teachers will use BAS data and to guide students and focus on literacy intervention strategies 3.Teachers will provide resources which are reflective of student interests. Teachers will seek out CRR resources which are inclusive and based on big ideas allowing students to think critically and globally about information with real world application and significance	1. Students learn, progress and achieve in relation to their goals. Students can articulate their strengths and goals. 2. Students will articulate their strengths and goals related to reading and writing. Students will use learned strategies at home and school to support their success. 3. Be an active participant in sharing interests in order to access resources which are relevant and meaningful to them.
Numeracy 1.2 A variety of relevant and meaningful assessment data is used by students and educators to inform instruction and determine next steps.	1. Focus on assessment and the feedback loop with timely and frequent feedback through Guided Practice and use of Groupings based on PRIME data	1.Use of technological applications to provide opportunity for ongoing, timely feedback (Google Classroom) -this will also increase parent engagement to support a team approach (SEF 6.4)	1.Teachers will use PRIME data and Kindergarten Numeracy Screener to guide students and focus on misconceptions and will use a variety of assessment methods	1.Students will use descriptive feedback to articulate strengths and goals

4.4 and 4.5 learning is deepened through authentic, relevant and meaningful student inquiry. Instruction and assessment is differentiated in response to student strengths, needs and prior learning

2.3 Organizational structures are coherent, flexible and respond to the needs of students. | 2. Continue use of rich tasks (thinking and application) with a focus on descriptive feedback

3. Use of anchor charts, co-created success criteria and leaning goals, use of manipulatives and differentiated strategies and accommodations to support diverse learning needs. | 2.Leverage digital technology to provide opportunity to solve rich tasks (e.g. mobile STEM carts, nRich, Desmos, etc

3. Students see themselves in the resources provided. Gaps are closed for students with Learning Disabilities, through the use of digital resources and assistive technology. | 2.Teachers will use the Scope and Sequence to align problems and feedback tools through collaborative inquiry. Teachers will use a variety of strategies to learn about and plan for tasks that are reflective of student interest.

3. Through collaborative inquiry teachers will reflect on the continuum of strategies which successful mathematicians use and focus on how the environment supports mathematical inquiry and success | 2. Students will engage in authentic, rich tasks which have a high level of interest and real life application

3. Students will utilize the environment and resources within their environment to support their success. Students see themselves reflected in the classroom. |

Aligning Principal Leadership and Monitoring
MAPPING OUT THE YEAR

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

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											