



School Improvement Plan
for Student Achievement 2018-2019
Wellness

School: Russell Public

Principal:

Mhairi Rowland

Vice-

Principal(s)

Goal Setting

Success Criteria:

- I develop a goal that defines a response to the challenge of practice (relevance).
- I consider a variety of data sources.
- I ensure the goal spans a minimum of a full year.
- I write a goal that focusses on big ideas (i.e. achievement, assessment, equity, well-being, mindset).
- I consider the profiles of all students when writing the goal.
- I write a goal that can be monitored in all classrooms throughout the cycles of inquiry.
- I write a goal that is realistic and achievable.
- I consider how pre and post classroom assessments over time will be used in measuring the success of our goal.
- I rely on multiple source of evidence to measure the success of our goal (i.e. pre and post classroom assessments, report cards and EQAO).

Overall Goal: Students and Parents will indicate through Survey Data, they feel safe and cared for at school, resulting in a positive, respectful learning climate.

Needs Assessment / Where Are We Now?

Complete this section with data that is driving your decision-making to establish your goal above and If/Then statement below for the first Cycle of Inquiry.

Success Criteria:

- I am gathering multiple sources of data to determine where we are now.
- I am analyzing demographic data.
- I am analyzing contextual data.
- I am analyzing EQAO attitudinal data.
- I am analyzing data I have collected through surveys (e.g. Tell Them From Me)
- I am analyzing report card data.
- I am analyzing qualitative data (e.g. anecdotal comments and observations) from educators.
- I am analyzing qualitative data (e.g. anecdotal comments and observations) from students.
- I am analyzing other sources of data relevant to my school (e.g. tracking data such as ABC charts).
- I reflect on all the analysis to determine the challenge of practice.

Student Wellness Survey June 2018

Question	Survey 1 - % of Yes Responses	Survey 2 - % of Yes Responses
Are you happy at school?	85	
Do you feel safe in your classroom?	91	
Do you feel safe in the hallways?	69	74
Do you feel safe in the bathroom?	77	74
Do you feel safe in the lunchroom?	90	
Do you feel safe on the school yard?	71	88
Do you have an adult at school you can talk to about a problem?	70	
Do you think your teacher cares about you?	90	
Do you think all students are treated fairly?	53	
Do you feel accepted in your classroom?	86	
Do you think it is alright to make a mistake in class?	90	
Are you encouraged to show your learning in different ways?	86	
Do you know when you are becoming frustrated?	87	
Do you have ways to calm yourself?	82	

PLAN	ACT	ASSESS	REFLECT
<p>PLAN: Needs Assessment Where are we now?</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • I apply the needs assessment in determining my IF/THEN statement. • My plan includes targeted assessment/instructional move(s) that intend(s) to address my challenge of practice. • My plan includes a mechanism to determine instructional/assessment next moves to improve student learning. • My plan identifies my intended student learning as a result of the educator instructional move(s). 	<p>ACT: Evidenced-Based Strategies/Action What are we going to do?</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • I can determine all the steps in implementing my plan. • I have a monitoring plan to track student achievement through triangulation of data • I know the steps I am responsible for in implementing the plan. • I establish clear responsibilities for all stakeholders. • I celebrate successes in carrying out the plan. 	<p>ASSESS: Monitor/Gather Data How are we doing? What evidence do you have?</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • I can gather documentation aligned to the theory of action including both educator and student learning. • I can gather documentation from a variety of sources and triangulate the data using observations, conversations and products. • I can use a consistent assessment tool for the exploratory task and the assessment of learning task (pre and post). • I can use different tasks for the exploratory task and the assessment of learning task which align with the learning goal(s) and success criteria. 	<p>REFLECT: Analyze/Reflect How did we do? Where to next?</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • I can determine trends and patterns in both educator and student learning. • I can analyze the documentation to determine what we learned. • I can identify gaps in learning for both students and educators. • I can generalize the insights gained by looking at focus students to a whole class/whole school profile. • I can align reflections with the If and Then statements. • I can use a variety of sources to support the analysis of the documentation (e.g. reflections from both educators and students).

- My plan includes tracking of what students know, are able to do and communicate.
- My plan includes steps for documenting the educator instructional/assessment next moves.
- I can align the learning experiences with the assess/reflect component of the SIPsa.
- I can align the learning experiences with the intended monitoring plan of the the SIPsa.
- I can align resources with the SIPsa.
- I can co-construct success criteria for the plan.
- I include flexible timelines in the plan.
- I communicate the plan and success criteria to all stakeholders.
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- I can use success criteria to assess student exploratory task and the assessment of learning task.
- I can examine student learning and reflect on my educators' teaching practices to intentionally plan our next educator move(s) to increase student achievement, learning and autonomy.
- I can sort and summarize documentation and organize it in a meaningful way.
- I can align documentation against the success criteria in order to analyze, interpret and justify the documentation as evidence of learning.
- I can use technology to help me organize my documentation.
- I can use parent friendly language and avoid the use of acronyms.
- I can use both qualitative and quantitative data as needed.

- I can identify intentional moves for both educators and students.
- I can support educators identifying a personal and team next step.

1st CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018

Success Criteria:

- I develop a theory of action and an if/then statement that is a response to the challenge of practice.
- I use open pre and post classroom assessments to inform my cycle of inquiry and if/then statement.
- My "if" statement identifies a targeted, research-based assessment/instructional move(s) that intends to address my challenge of practice.
- My "then" statement identifies my intended student learning resulting from the learning need revealed from the needs assessment.
- There is a direct relationship between the instructional move and the desired student outcome.
- My if/then statement represents a significant evidence-based 'thin slice' or focused learning for both my educators and students.
- My if/then statement focuses on improved student achievement and gap closing for all learners.
- My if/then statement considers monitoring of the "if" (educator moves) and the "then" (student outcomes).
- I review my if/then statement for alignment and clarity.

If/then statement: If we implement Mindfulness Minutes twice/day, then students will feel calmer and more grounded before starting their learning.

DATA:

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback)

Monitoring the THEN:

Based on the **co-constructed success criteria** for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)



PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

No data available yet... survey data being compiled

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

QUALITATIVE ANECDOTES – DUE: November 16, 2018

QUALITATIVE ANECDOTES – DUE: October 12, 2018

Students report to staff the Mindfulness Minutes help them feel calm and focused.

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019

QUALITATIVE ANECDOTES – DUE: February 8, 2019

<p>PLAN – DUE: October 12, 2018</p> <p>Conduct follow up student survey Create Parent Survey</p>	<p>ACT – DUE: October 12, 2018</p> <p>Distribute Student Survey and analyze data</p>	<p>ASSESS – DUE: November 16, 2018 & February 8, 2019</p>	<p>REFLECT – DUE: November 16, 2018 & February 8, 2019</p>
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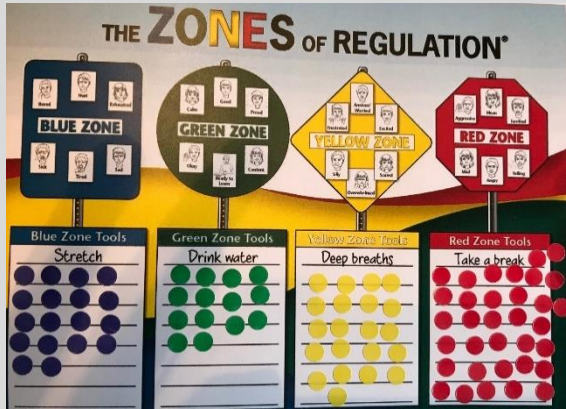
2nd CYCLE OF INQUIRY

Theory of Action:

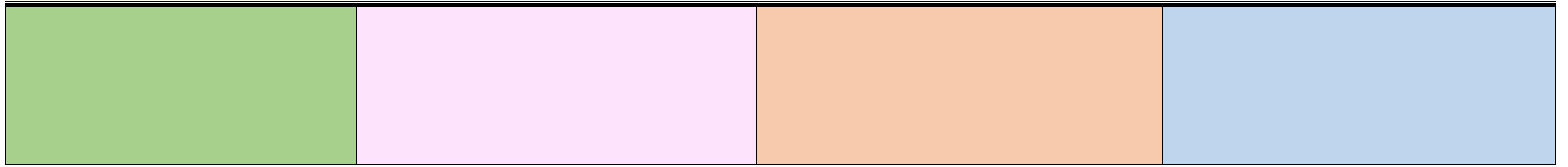
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If/then statement:

<p>DATA: Monitoring the IF: Based on the <i>co-constructed success criteria</i> for educator learning. (e.g. criteria for providing effective descriptive feedback)</p> <p>Monitoring the THEN: Based on the <i>co-constructed success criteria</i> for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</p> 	<p>PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019</p>	<p>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</p>	<p>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</p>
	<p>QUALITATIVE ANECDOTES – DUE: February 15, 2019</p>	<p>QUALITATIVE ANECDOTES – DUE: April 12, 2019</p>	<p>QUALITATIVE ANECDOTES – DUE: May 31, 2019</p>

<p>PLAN – DUE: February 15, 2019</p>	<p>ACT – DUE: February 15, 2019</p>	<p>ASSESS – DUE: April 12, 2019 & May 31, 2019</p>	<p>REFLECT – DUE: April 12, 2019 & May 31, 2019</p>
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Engaging Learning Experiences Foci:

1. Creating meaning and integrating curriculum

Schools working in this area will be focused on how to create meaningful learning experiences for students that are relevant, important and challenging, while also seamlessly integrating and assessing the curriculum. They will work on how to incorporate real-world ideas and purposeful work, while using the curriculum as a tool to accomplish this work.

2. Integrating global competencies

Schools working in this area will be focused on ensuring that all students develop the knowledge, skills and characteristics to become personally successful, economically productive and actively engaged citizens. These competencies include:

- 1) Critical Thinking and Problem Solving
- 2) Creativity, Innovation and Entrepreneurship
- 3) Self-Directed Learning
- 4) Collaboration
- 5) Communication
- 6) Citizenship

3. Purposeful planning

Schools working in this area will use organizational concepts such as Backwards Design, Universal Design, Differentiated Instruction and Problem or Project-Based Learning to create purposeful learning experiences for students.

4. Building community partnerships

Schools working in this area will be focused on building and maintaining symbiotic partnerships with a variety of community stakeholders. These relationships are authentic and provide benefits for the students and stakeholders. In this work, students will benefit from authentic learning environments that provide them real-life learning opportunities.

5. Student voice and work

Schools working in this area will be focused on students as active participants in the classroom, where teachers build plans based on student interest and with students. In these classrooms, students are driving learning through their own inquiries and passions.

6. Publishing

Schools working in this area will find ways to engage students in purposeful work, and increase accountability and pride through sharing this work with the school, community, and wider world.

Assessment Loop Foci:

1. Identifying and using learning goals and success criteria

Schools working in this area will be focused on building educator efficacy in determining learning goals using big ideas and the curriculum and then noticing and naming the learning with students to co-construct success criteria.

2. Eliciting student thinking and learning through triangulation

Schools working in this area will be focused on building educator efficacy in gathering documentation from a variety of sources and triangulating the data using observations, conversations and products.

3. Generating descriptive feedback

Schools working in this area will be focused on building educator efficacy in examining student learning and reflecting on their teaching practices to intentionally plan next steps for students and educators to increase student achievement, learning and autonomy.

4. Engaging in peer and self-assessment

Schools working in this area will be focused on building educator efficacy in supporting students' engagement with the learning goal, success criteria and descriptive feedback to self-assess their and their peers' learning and act on the identified gaps.

5. Monitoring learning and setting goals

Schools working in this area will be focused on building educator efficacy in supporting students monitoring their learning to identify next steps and set personal goals for learning. In addition, educators will monitor their own and their students' learnings to identify and apply their intentional next best instructional moves.