DDSB Ignite Learning

DATA

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

ELEMENTARY: Continuous Learning and Improvement

JACK MINER PS

SCHOOL NAME

UPDATED AS OF …

Nov. 18, 2019

STUDENT ACHIEVEMENT

EQAO Data Trends – Jack Miner

Division	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Reading						
Primary	88	No data	80	68	78	94
Junior	94	No data	95	85	85	90
Writing						
Primary	88	No data	83	66	78	84
Junior	88	No data	92	78	91	88
Math						
Primary	85	No data	71	68	67	77
Junior	75	No data	73	56	69	75

REPORT CARD DATA – 2018/19

Grade	Reading %		Writing %		Math NSN%		# of Students		
	Male	Female	Male	Female	Male	Female	Male	Female	IEP
1	79	89	28	95	93	95	14	19	3
2	88	88	88	94	94	94	17	17	7
3	71	94	64	78	71	78	14	18	3
4	86	93	75	90	91	87	44	31	29
5	89	90	81	95	96	76	27	21	27
6	86	79	91	95	89	95	22	19	19
7	89	96	78	96	86	89	37	27	29
8	97	95	94	100	84	87	32	19	14

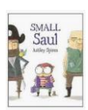
CONTEXTUAL/EQUITY OF OUTCOMES

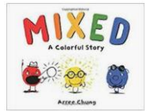
Parent Engagement

- highly engaged SCC and active in fundraising initiatives to support student achievement
- moving forward, our goal is to increase the diversity among SCC members

Identified / In-Risk Students

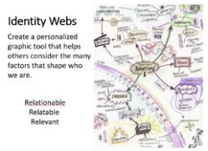
- differentiation of instruction and assessment is evident in some classes – current Data indicates several families in need of wrap-around support
- moving forward, our goal is to see increased evidence of differentiation in all classes (reduction of worksheets)
- Implementation of "Text of the Month" to support differentiation





Instructional Practice (CRRP)

- using School Climate Data to understand **who our learners are**
- increase relevant and responsive pedagogy in Language and Math through practices evident in the resource *Being the Change*



- increase achievement in Writing for male students (engagement, GRIT, stamina) – based on Data that indicates male students in Grade 1 are achieving at 28% in Writing

ATTITUDINAL

School Climate and Student Well-Being Survey 2018-19

Category	Students % (232)	Staff % (8)	Parents % (75)
Student Attitude	79		
Belonging and Connected	74	100	85
Supportive Relationships	73	95	75
Feel Like They Matter	63	100	76
Feel They Would be Missed	54	100	61
Meaningful/Engaged Learning	60	91	52
Feel They Have a Say	55	86	50
Feel They Have Input	56	88	51
Feeling Safe at School	88	97	88
Being Bullied	87	82	90
Have Seen Others Bullied	97	88	98

- student survey to identify what students feel they need to increase engagement in; including how they see themselves represented in the curriculum/content
- further analyze the Data to determine % of in-risk, identified, and marginalized students who feel engaged in the learning, safe at school, like they matter, that they belong, and that they have a say
- increase parent engagement
- increase student sense of self-worth (will be missed) – students reflect on a student in class who they feel is marginalized and need to build a relationship with
- Safe Schools Committee to co-plan initiatives to increase well-being (i.e. Interesting way to greet each student in the morning)
- Walk-through look fors: engagement, instruction

SUCCESS AND EQUITY

LITERACY

STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING – EQAO RESULTS	94	95	39/41
PRIMARY WRITING – EQAO RESULTS	84	85	35/41
JUNIOR READING – EQAO RESULTS	90	90	43/48
JUNIOR WRITING – EQAO RESULTS	88	88	42/48
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	67	83	1/6
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	61	72	2/18
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	67	83	1/6
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	78	83	1/18
ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	**FROM %**	**TO %**	**# OF STUDENTS THIS REPRESENTS**
PRIMARY READING for students with special education supports –	25	25	2/8
PRIMARY WRITING for students with special education supports –	25	25	2/8
JUNIOR READING for students with special education supports –	33	50	4/8
JUNIOR WRITING for students with special education supports –	0	50	4/8
INTERMEDIATE READING for students with special education supports **– GR 7**	67	83	1/6
INTERMEDIATE READING for students with special education supports **– GR 8**	61	72	2/18
INTERMEDIATE WRITING for students with special education supports **– GR 7**	67	83	1/6
INTERMEDIATE WRITING for students with special education supports **– GR 8**	78	83	1/18

NUMERACY

STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY MATH – EQAO RESULTS will increase	78	78	32/41
JUNIOR MATH – EQAO RESULTS will increase	75	77	37/48
INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: students achieving above 70%	67	83	1/6
INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: students achieving above 70%	61	72	2/18
ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	**FROM %**	**TO %**	**# OF STUDENTS THIS REPRESENTS**
PRIMARY MATH for students with special education supports	50	50	4/8
JUNIOR MATH for students with special education supports	33	50	4/8
INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: with special education supports	67	83	1/6
INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: with special education supports	61	72	2/18

	GOALS	STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS	EVIDENCE-INFORMED STRATEGIES	EVIDENCE OF IMPACT FOR STUDENTS
LITERACY SEF # 4.5, 4.6, 1.4 PROPORTIONAL OUTCOME	• Proportional learning outcomes for identified in-risk student groups, with a focus on male students	Whole School - Writing 1. Developing and organizing the main idea and supporting details within fiction and non-fiction writing tasks 2. Use co-constructed learning goals, success criteria, descriptive feedback, anchor charts, and exemplars to extend and consolidate learning Primary - proper, structured paragraphs (including opening sentence) with a clear indication of main idea Junior – proper, structured paragraphs containing fluency of thoughts and appropriate punctuation; increase GRIT Intermediate – fully detailed paragraphs, including fluency, appropriate conventions, and organization of ideas; increase GRIT Using background knowledge, experiences, and interests to extend written ideas and to write for a variety of purposes (e.g. to persuade, inform, synthesize, or initiate social change) *Text of the Month, student engagement/ interest/stamina – CRRP authentic opportunities*	Deepen understanding of who our learners are (i.e. culturally, socially, academically, emotionally) and the learning needs Implement Reading and Writing activities relevant to who our learners are (i.e. 45% marginalized student population) to increase engagement / interest Instructional approaches to accommodate varying needs and styles, with guided writing as an integrated component of a balanced literacy program Pre-writing strategies to support student development of main ideas (including oral language structures, graphic and digital tools prior to writing) Differentiation of instruction focused on choice and voice in writing tasks and lesson structures to reflect student identify and background experiences Structures to track and monitor student use of teacher-provided descriptive feedback	**Educators will:** Implement a balanced approach to writing instruction (modeled, shared, guided, and independent), with a focus on brainstorming, developing and organizing ideas Expose students to a wide range of high-quality literary and informational text (mentor texts through teacher read alouds) Provide authentic and relevant reading and writing tasks within the literacy block and across curriculum content areas, considering school, community, global issues and audiences Provide timely and specific descriptive feedback and support students in their application of this feedback	**Students will:** Produce written responses with well-developed main ideas and supporting details across a variety of purposes and forms Consider personal background knowledge, as well as school, community and global issues and audiences when producing writing responses Co-construct/create learning resources (learning goals, success criteria, exemplars, anchor charts) to support their learning and the learning of others Set goals for their own learning and act upon descriptive feedback received from their teachers
NUMERACY SEF # 4.1, 4.4, 4.5, 1.4 PROPORTIONAL OUTCOME	• Proportional learning outcomes for identified in-risk student groups, based on understanding who our learners are, and implementing relevant and responsive content to meet all learning needs	Thinking / Application skills to effectively solve and demonstrate understanding of multi-step problem solving tasks Selecting tools and strategies (including concrete and virtual manipulatives) to strengthen thinking skills, with a focus on justifying, proving, and convincing the reasonableness of their thinking / solutions Acting upon descriptive feedback based on co-constructed learning goals and success criteria and use anchor charts to extend or consolidate learning	Deepen understanding of who our learners are (i.e. culturally, socially, academically, emotionally) and the learning needs Implement Math activities relevant to who our learners are (i.e. 45% marginalized student population) to increase engagement / interest Using the mathematical think-aloud strategy to model/make visible the processes of problem solving (planning, processing, and critical thinking skills) Supporting students in developing their ability to select tools (including concrete and virtual manipulatives), strategies and representations to solve problem-solving tasks Deepening content knowledge of number and operations development within and across grades Co-constructing learning goals, success criteria and descriptive feedback, with a focus on using anchor charts/student work highlighting mental math, operational strategies, thinking and application processes	**Educators will:** Scaffold student learning through a balanced approach to programming, including: 3-part lessons, guided instruction, and independent activities Embed multi-step problem solving tasks into ongoing instruction and assessment Explicitly highlight student use of tools and representations to notice and name student mathematical thinking during problem solving consolidation Co-construct learning goals, success criteria, anchor charts, and exemplars	**Students will:** Use critical thinking skills to solve multi-step problems including: Planning skills (understanding the problem and creating a plan to solve the problem) Processing skills (carrying out the plan and reflecting on the reasonableness of the solution) Selecting Tools & Strategies (including concrete and virtual manipulatives) to strengthen thinking and application skills Use provided Math tools/samples to consolidate key concepts and skills, reflect on and identify their strengths, areas for improvement and the strategies they find most helpful when solving multi-step problem solving tasks

EQUITY FOCUS AND INITIATIVES:

Deep knowledge of our students

Key Characteristic: Embracing, Understanding, Accepting, and Celebrating Who We Are

Building strong relationships with community, parents, and families to truly understand who our students are.

School-wide focus on student voice and identity through social comprehension learning tasks including the following from Being the Change, CRRP Toolkit resource, Text of the Month and school created surveys.

- Identity webs
- Story of Our Names
- Who I am and Who I am Not
- Text of Month message and character analysis – *Small Saul, What I Am, Mixed*
- Family representation /background activities

EVIDENCE OF IMPACT FOR STUDENTS:

Students will:

- Learn about their own identity and the identity of others
- See themselves reflected in the classroom and school environment
- Respect the values and learn from the lived experiences of their peers and community
- Demonstrate empathy and understanding when communicating with others
- Feel confident and secure in how they view themselves within the school, community and global society

INNOVATION FOCUS AND INITIATIVES:

Innovating Learning Environments (Virtual and Physical Spaces)

- Physical environment in the classroom is flexible to foster varying learning opportunities and supports the use of technology at the point of instruction and learning
- The physical environment is laid out in such a way to facilitate peer-to-peer collaboration
- Students have opportunity to work in partners, small groups, or inter-dependent large groups
- Teachers provide opportunities for students to create new knowledge accessing multiple relevant resources through use of digital learning tools and resources

EVIDENCE OF IMPACT FOR STUDENTS:

Students will:

- Use the flexible learning environment to support the development of their collaboration and creativity skills
- Use technology as part of the feedback cycle to improve and reflect upon their work
- Create and communicate new and imaginative solutions using digital tools and resources

WELL-BEING FOCUS AND INITIATIVES: *Based on data informed school need using (School Mental Health Ontario)*

Establish school-based practices that promote a positive tone, safety and belonging, acceptance, inclusion, and respect.

- Identify students at risk socially, emotionally, academically (i.e. marginalized, trauma)
- Maintain class practices that promote safety, acceptance, inclusion, and respectful behaviour (e.g. individualized student greetings, monthly community circles to build inclusion and community, and student, staff, and family highlight of the month)
- Use of inclusive and respectful language, examples of diverse families, and a variety of resources to help students see themselves reflected in their learning

EVIDENCE OF IMPACT FOR STUDENTS:

Students will:

- Demonstrate a sense of pride in who they are through classroom activities
- Feel a strong sense of belonging, acceptance, inclusion, and respect
- Reflect positively on their increased sense of belonging on the student climate survey, school-created pre- and post-survey

ENGAGEMENT: *ENGAGE VOICE OF STUDENTS, PARENTS, STAFF AND COMMUNITY TO ENSURE ALL STUDENTS REACH THEIR FULL POTENTIAL*

- Student voice (morning announcements, school council, video news, Wall of Fame, Text of the Month, SOS, TAMI)
- Parents/Community (SCC, Equity & Diversity support, Fundraising, Movie Night)
- Staff (Extra Curricular Activities, School Clubs, Recess Support)