



BUTTONVILLE PUBLIC SCHOOL

**School Improvement Plan for Student Achievement and Well-Being
2014-2016**

Buttonville Public School

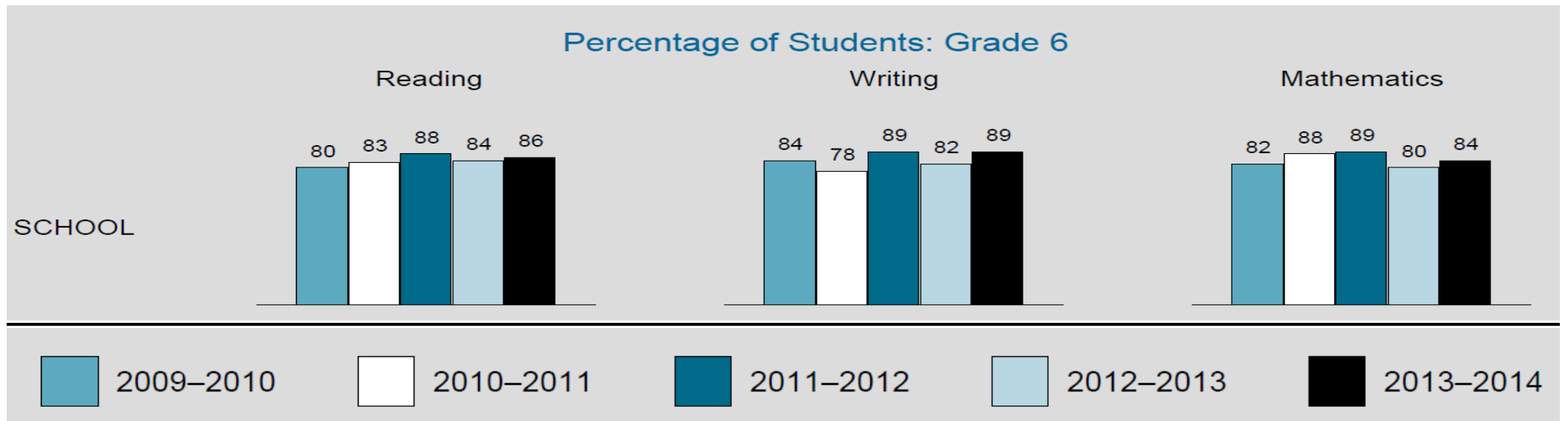
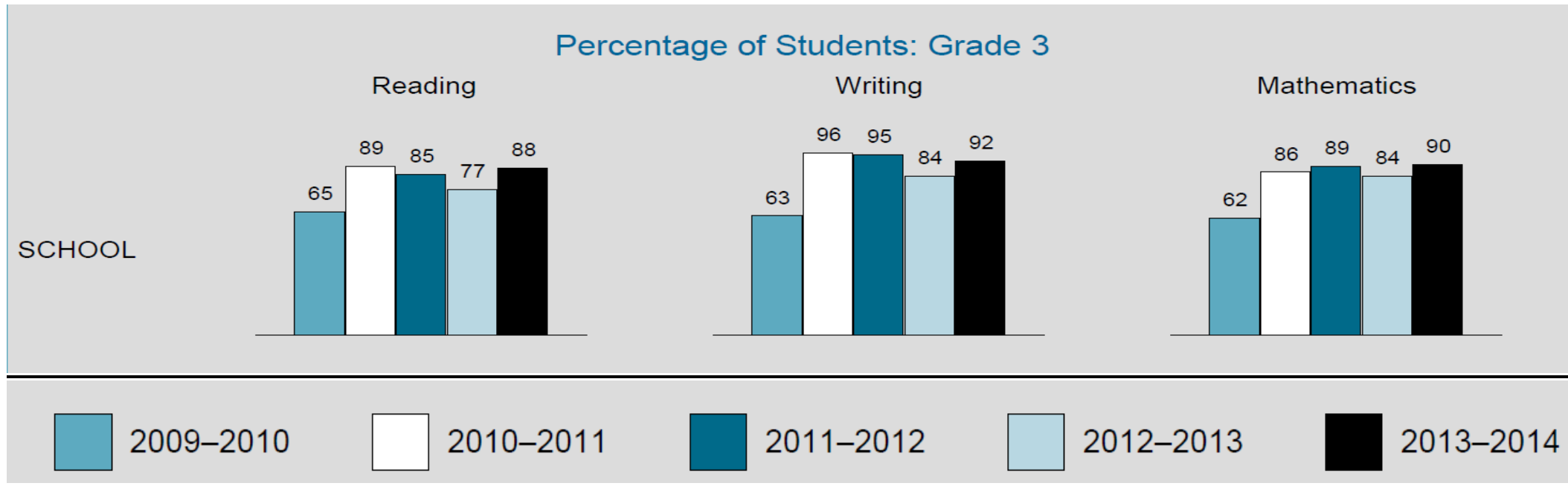
School Context and Needs Assessment

Buttonville Public School has students from Kindergarten to Grade 8 and is located in Markham, Ontario. We have 46 staff members and 492 students (234 males and 231 females). The demographics at Buttonville have changed considerably over the last few years, specific demographics are noted below. We have one Community Class for students with Developmental Disabilities and a Regional Complex Needs Class. We also have a partnership with Mackenzie Health which is located within our school implementing an IBI program for students with Autism. Attached to Buttonville is a Daycare Centre (Buttonville Child Care) that operates toddler rooms as well as before and after school programs. There is a strong partnership with the daycare workers and Buttonville staff.

Students/Socio-Demographic Data

- 35 % of our students speak either Mandarin or Cantonese as their first language at home
- 35 males and 22 females are identified with an exceptionality
- 18 % of our student population are stage 1 ELL and 12% are stage 2 ELL

EQAO DATA



Learning and Teaching

Theory of Action:

Kindergarten Team: If we use 3 part math lessons targeting real life models and open-ended questions **then** students will be able to make implicit responses

Primary Math: If on a regular basis students participate in mathematical investigations **then** students will be more strategic and open-minded in terms of solving problems, which will improve their critical thinking skills

Junior Math: If we learn and use multiple strategies to introduce, create and reinforce implicit answers **then** our students will be able to answer questions using critical thinking skills.

Primary Literacy: If we provide rich text in the form of age appropriate poetry and model while scaffolding explicit instruction on connecting ideas, questioning and supporting ideas with evidence from the text **then** students will demonstrate critical thinking as they communicate their ideas through oral and written expression.

Intermediate Literacy: If we teach strategies to identify increasingly complex texts **then** students will be able to self-select material within their instructional level.

Social Studies: If we create rich tasks in our units using an inquiry design process where students have to think critically **then** students will be able to make implicit responses through various forms of communication.

Challenge of Practice:

Our students are good at responding to text in the area of explicit responses. They struggle with making implicit responses through various forms of communication. We need a common understanding of what critical thinking skills are and how to teach them. We need to vertically align curriculum that explicitly teaches critical thinking and how it applies to all areas of the achievement chart.

Strategy, Plans and Actions:

Strategy/Plans:

1. Professional development in regards to Critical Thinking, constructing units/assessments using the Achievement chart
2. Learning about the Achievement Chart and having a common understanding of the language within the Achievement Chart

Actions:

1. Engaging in professional development in regards to Critical Thinking, constructing units/assessments using the Achievement chart
2. Engaging in Divisional and PLC meetings
3. Teachers use a gradual release of responsibility model (modeled, shared, guided and independent) in order to appropriately scaffold student instruction in reading and writing and oral language development.
4. Use assessment tasks to determine students' strengths, needs and interests to inform instruction and monitor progress over time.
5. Work collaboratively through a professional teaching and learning cycle such as the TLC or 4C's co-work or Moderated Marking.
6. Optimize digital literacy approaches to ensure students and staff use technology effectively, efficiently, and appropriately.
7. Engage students as partners in their learning; including the use of assistive technology and evolving technologies.

Resources:

- Elementary Planning Requirements Memo
- Achievement Chart
- TC2 Site
- (The Critical Thinking Consortium)
- Articles/Webcasts
- Literacy Numeracy Secretariat videos and monographs
- A Guide to Effective Instruction in Reading (K-3)
- A Guide to Effective Literacy Instruction (Grades 4-6)
- Think Literacy, Cross Curricular Approaches (Grades 7-10)
- Access links via the BWW – GAINS, Curriculum Services
- Reading For The Love of It Conference
- Reading Recovery
- School Effectiveness Framework Document

Professional Learning:

- Learning Network
- Rounds
- Professional Learning to develop a shared understanding of Critical Thinking and Inquiry-Based Learning
- Understanding of how Critical Thinking applies to all areas of the Achievement Chart
- TLC and Moderated Marking
- Introduce and implement 4C model
- Understanding of how Critical Thinking is embedded within each level of Bloom's/Anderson & Krathwohl's Taxonomy (Higher Order Thinking Skills)
- Alignment and understanding of the Curriculum across all grades

Learning and Teaching

Targets:

An analysis of EQAO achievement levels, contextual and attitudinal data was conducted. This has helped to guide the setting of targets and SMART goals.

1. By October 2015 student achievement in **primary reading** scores as indicated by EQAO and report card data will indicate an increase from 77% to 82% in the area of implicit responses.
2. By October 2015 student achievement in **junior reading** scores as indicated by EQAO and report card data will indicate an increase from 84% to 89% in the area of implicit responses.
3. By October 2015 student achievement in **primary writing** scores as indicated by EQAO and report card data will indicate an increase from 84% to 89%.
4. By October 2015 student achievement in **junior writing** scores as indicated by EQAO and report card data will indicate an increase from 82% to 87%.
5. By October 2015 100% of teachers will increase their use of technology in a purposeful way to promote student engagement and learning.

Monitoring:

1. ALPs
2. Rounds
3. Growth Plans are used and monitored every 6 – 8 weeks for students at-risk and IST meetings scheduled accordingly
4. Learning Expectations in IEPs are regularly updated to demonstrate progress
5. IEP goals/learning expectations across grades/subjects

Evaluation:

1. DRA/PM, At-Risk data
2. Report Card data
3. EQAO Data
4. Success of students reaching goals set within IEPs

Targets:

Students will demonstrate the use of critical thinking skills when solving multi- step problems.

1. By October 2015 student achievement in math will increase 5% (primary 84% - 89%, junior 80% - 85%) through explicitly teaching the process when students are responding to thinking and application questions.

Monitoring:

1. Junior Math EQAO Assessment
2. Grade 9 Math EQAO Assessment
3. Teacher Observation (Conversations, Observations and Products)

Evaluation:

1. Report Card data
2. EQAO

Environment, Engagement, and Well-Being

Students will be more engaged through appropriate programming and learning experiences that are precise, personalized, collaborative and differentiated as measured by perception data from the system survey.

Theory of Action:

If we create and sustain learning environments that promote healthy relationships and are:

- Committed to social, emotional and physical well-being
- Respectful of self and others
- Safe, Healthy and Environmentally responsible

Then students will become more actively engaged, resilient, self-regulatory, and caring citizens who positively impact our families, and communities (locally & globally)

Strategy, Plans and Actions:

Strategy/Plans:

1. PC4L Teams (that include students, teachers and community partners) develop a Plan that addresses Buttonville's positive climate. This team integrates the work of Safe Schools, Healthy Schools, Character Education and School-Based Equity teams. System survey of students, staff and parents will be collected
2. Engage students in PC4L activities such as Healthy Schools, Eco Schools, Equity work and Social Justice
3. Create conditions to ensure safe, supportive, inclusive and equitable learning environments
4. Engage parents as partners in their children's learning by hosting information sessions during the day and evening and in both English (60% of our population's First Language) and Chinese (35% of our population's First Language)

Actions:

1. Create a plan and implement a variety of activities for Bullying Prevention Week
2. Staff and students collectively organize and facilitate Good News Assemblies each month
3. Create and complete a staff and student survey for input into school activities
4. Organize presenters to attend Buttonville with a focus on Character Trait Building and Bully Prevention Strategies
5. Facilitate student led spirit days that promote inclusiveness each month
6. Engage students in healthy living activities (physical, emotional and mental well-being through Kids O Course)
7. Engage students in Student Leadership opportunities (i.e., Student Council, Library Leaders, Reading/Technology Buddies, Me To We)

Resources:

- Student Interest Surveys
- Speak-Up Grants (2)
- PRO- Grant
- Healthy Schools Grant
- BWW - PC4 & Healthy Schools page
- CPI Training
- Community Partners
- VIP Program – Community Officer
- Settlement Worker
- Together We're Better Conference
- Student Council/ School Council
- Community Health Nurse
- Kids O Course Website & Leaders
- TEA Sessions
- Me to We Involvement

Professional Learning:

- Tribes Training for non-trained staff
- NTIP Training
- Harmony Training
- IPP (Individual Pathways Plan)
- PLCs

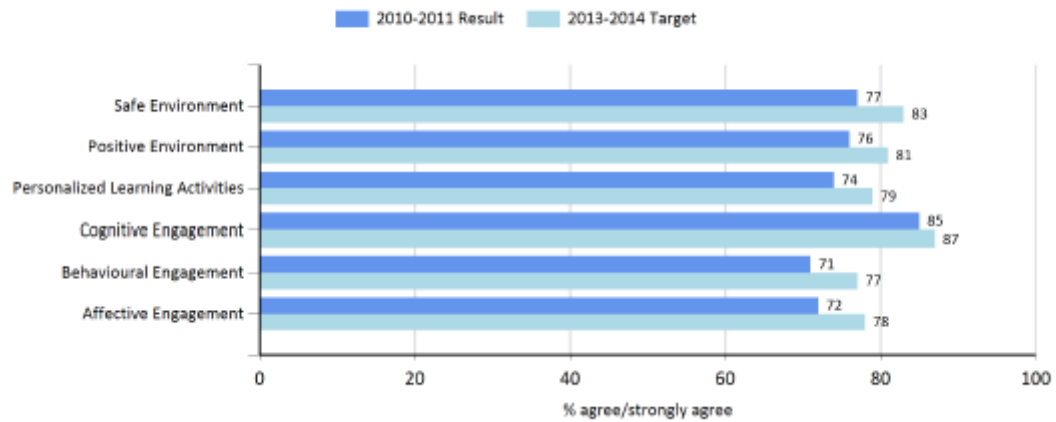
Environment, Engagement, and Well-Being

Targets and Monitoring:

School Climate Survey (2010-2011) indicated a need for stronger engagement of students in their learning and in personalized learning activities as they progress through school.

1. By October 2015 an increase from 53% to 85% of students will find school work interesting and engaging as noted in the 2010 - 2011 student climate survey results.
2. By October 2015, an increase from 61% to 85% of students will feel comfortable speaking up in class to give their opinion , as noted in the 2010 - 2011 student climate survey results

System Survey Results by Construct: Buttonville Public School



Equity and Inclusivity

Theory of Action:

If we identify and develop practices that:

- Meet individual needs
- Create a sense of belonging
- Eliminate Barriers and meet specific environmental needs
- Include the learning community
- Provide leadership, training and resources to support the implementation of equitable and inclusive practices

Then we will have a safe, welcoming inclusive school where all learning partners come together.

Strategy, Plans and Actions:

Strategy/Plans:

The Equity Lead/Designate will work in partnership with staff that are interested in being part of an Equity Committee to help implement the following:

1. Develop and Administer an Equity Continuum with staff
2. Engage in an Equity Scan
3. Develop a Student Survey
4. Ensure equitable access to differentiated, culturally responsive, relevant and challenging learning opportunities, resources and programs.

Actions:

1. Equity Designate attend the “Addressing Poverty in the classroom” workshop and three part Equity Training
2. PC4L Lead and grade 7/8 students attend the “Together We’re Better Conference”
3. Equity Designate attend the Peace Tree/Spirit Conference with grade 5/6 students
4. School Wide Autism Awareness Month organized by the Equity Team

Resources:

- Equity Continuum: Action for Critical Transformation in Schools and Classrooms: Written By: Centre for Urban Schooling, OISE
- Engaged in Equity Scan, YRDSB
- BWW Pages – Equity, ELL, FNMI
- Selection Procedures for Learning Resources “A Guide to Equity” YRDSB, 2003
- Equity Strategy Guidelines for Implementation
- Equity and Inclusive Education in Ontario Schools; Guidelines for Policy Development and Implementation

Professional Learning:

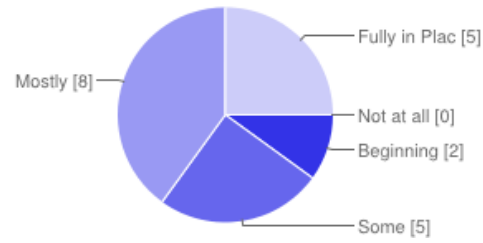
- Read, Develop and Understand the Equity Continuum and Equity Scan
- Members from the Equity Committee attend the Equity Symposium
- Workshop for staff in regards to understanding students with complex needs
- PLC Presentations to support staff

Equity and Inclusivity

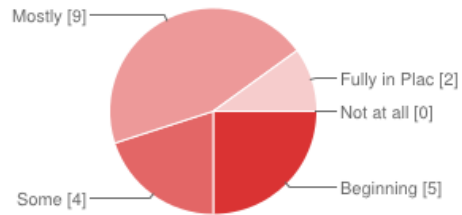
Targets and Monitoring:

1. Analyze our results from the equity scan – choosing two key areas to focus on:

The school demonstrates a climate of respect and collaboration regarding school, family, community and global issues, regardless of cultural, socio-economic backgrounds, etc.



The school is a safe space and also creates additional secure spaces where students can affirm all aspects of their social identities, and build a foundation of confidence, self-esteem and self-awareness



Building Leadership Capacity and Succession Planning

Theory of Action:

If we inspire all staff members to see themselves as leaders through:

- Providing ongoing opportunities for professional learning, collaboration and sharing effective practices
- Encouraging and developing leadership for individuals and teams

Then we will build capacity and promote a professional culture that will sustain the school community and the YRDSB

System Strategy, Plans and Actions:

Strategy/Plans/Actions:

The Principal/Vice-Principal alongside the Leadership Team, will work in partnership with staff interested in being part of committees and leading PLCs to help implement the following:

1. Promote the inclusion of all interested staff in being part of the Leadership Team
2. Encourage all staff to take on leadership roles within and outside of the school, and support them through coaching and mentoring
3. Invite staff to attend the Learning Network as a representative of BPS to begin to see the broader context of professional growth and change
4. Make staff aware of opportunities for growth in Leadership within the system
5. Invite staff to lead PLCs each month

Resources:

- Principal/Vice-Principal
- Lead Teachers
- Committee members
- System staff – consultants
- Board Weekly Summary – opportunities through Leadership and Development
- Support leadership through release time (Quest, Network)

Professional Learning:

- Opportunities presented by Leadership and Development
- Create Learning Plans based on COP and Theory of Action within specific teams
- Create professional learning opportunities that are differentiated
- Learning Network/Rounds

Targets and Monitoring:

- Increase participation in Leadership Team meetings
- Increase amount of staff willing to lead PD at staff meetings/PA Days/PLCs/ Learning Plan Teams