

2023-2024

October 2023

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## School Improvement Plan for Achievement and Well-Being

### FOSTER MENTAL HEALTH AND WELL-BEING

*Build safe, healthy, inclusive learning and working environments where students and staff feel they matter and belong*

#### SCHOOL FOCUS

*Promote the feeling of mattering and belonging  
Teach conflict resolution strategies including phrasing for students to use when navigating conflicts*

*Use respectful, responsive communication focused on shared solutions. Ensure students see representation of themselves, their identities and communities in positive ways*

#### ACTIONS

- Use the school resource “This Book is Anti-Racist” as a vehicle to self-Develop positive relationships and connections with students
- Use the school resource “This Book is Anti-Racist” as a vehicle to self-reflect, and support student’s understanding of identity; monthly activities shared at staff meetings
- Participation in YRDSB’s Youth SPACE
- Integrating mental health teaching within all curriculum areas
- In- and cross-class Community Circles to support student self-advocacy and elevate student voice
- Use inclusive language when communicating and addressing students and families (i.e. reports free of subjective descriptors/gender pronouns)
- Provide extra-curricular activities across the 3 A’s - Arts, Athletics and Academics
- Create All About Me portfolios that include goal-setting

### CHAMPION EQUITY AND INCLUSIVITY

*Build understanding of anti-racism, anti-oppression, culturally relevant/responsive pedagogy and the ongoing impact of colonialism*

#### SCHOOL FOCUS

*Understand and interrupt racial micro-aggressions  
Ensure identity-affirming texts are reflective of the community/students and student voice*

### BUILD COLLABORATIVE RELATIONSHIPS

#### ACTIONS

- Use the school resource “This Book is Anti-Racist” as a vehicle to self-reflect and support students’ understanding of identity; monthly activities shared at staff meetings
- Use Text Selection Tool to ensure identity-affirming texts are reflective of community/student voice
- Integrate Indigenous Education throughout curriculum
- Grade Partners/Classes to support/celebrate and/or acknowledge significant months/events through bulletin boards, display cases, announcements
- Staff explicitly teach the “why” behind these significant days/months through daily lessons
- Address all micro-aggressions within the DABRS - Notice, Respond, Name it, Disrupt
- Staff using the tools in the Miss, Dismiss and Avoid framework as it applies to oppression and discrimination

### PROVIDING EFFECTIVE INSTRUCTION AND ASSESSMENT

*Provide effective instruction and assessment that reflect students’ identities, lived experiences needs and interests.*

#### SCHOOL FOCUS

*Differentiate and diversify instruction and assessment based on students’ identities, strengths, cultures, experiences and interests*

#### ACTIONS

- Incorporate Achievement Chart into all assessment practices
- Use of “Minds On”, “Work on It” and “Consolidation” as a guide to planning lessons
- Use Heggerty Phonemic Awareness in the early years
- Use Empower to support primary/junior students
- Introduce real life applications that are culturally relevant and responsive; provide authentic hands-on learning experiences
- Improve communication of, and engagement in math and use of effective math/number talk
- Use rubrics, exemplars, learning goals/ co-created success criteria, self and peer assessment to support student learning
- Use effective questioning, accountable/equitable talk, prompting, and feedback as instructional strategies.
- Use weekly embedded PLC time to support planning, instruction and assessment

### Data/Monitoring

School Data Profile  
Report Card Data  
School Climate Survey  
Discipline Tracking

Monitoring Student Success Data  
Moderated Marking  
Variety of Assessment Tools  
Student Portfolios

IST Meetings  
EDI Data  
Pedagogical Documentation  
Observations/Conversations/Products

IEPs  
Safety Plan  
IAPs  
Every Child Counts Survey