

Draft Summary of The School Improvement Plan

Julliard P.S. 2016-17

What is the *School Improvement Plan* for student achievement and well-being?

- school needs & priorities and our board priorities (Math, Modern Learning & Mental Health and Well-Being) drive the plan
- School Improvement happens through the weaving of equity, leadership and innovation into what we do
- The School Improvement Plan (SIP) is a fluid plan; the process is an ongoing and collaborative process with no end date
- The SIP is always in draft form and modified based on new information related to learning, analysis of evidence and the new actions that need to be taken
- It takes being creative, dynamic and diligent to build a sustained effort that produces results

What kind of data do we explore?



Trailing Data:

What was done already?
(EQAQ, past surveys, past marks)



Current Data:

What is happening now?
(Observations, conversations,
products; program data)

Theory of Action: Math

If we:

- continue to embed fundamental skill practice along with an emphasis on critical thinking through the *Comprehensive Math Program*;
- practise sound and varied assessment;
- use innovative tools, resources & strategies within a Comprehensive Math Program;
- model, brainstorm and use the language of growth mindset;
- debrief with students the challenges and strategies used during the consolidation stage;
- engage families and communities as partners in mathematics education;

Then students will be resilient problem solvers who use mathematical knowledge, skills and processes to be engaged in math learning.

Action Plan:

A. Build Teacher Capacity such as exploring the board improvement plan and go deeper into the practices of the comprehensive math program; providing math teachers with more opportunities to work with math coaches

B. Implementing High-Yield Teaching/Learning Strategies

- explicitly teach and review mental math strategies, fundamentals; reasonableness of answers;
- provide more authentic experiences and problems (requiring thinking and application) and chunk where necessary;
- use guided math as a strategy for learning multi-step problem solving along with more diverse math tools & strats

C. Parent Engagement in math

- involve parents in learning process through online class websites, math corner on the monthly newsletter, Family Math Night; finding math learning opportunities outside of school;
- students engage parents in math learning (sharing new learning at home, doing math problems together)

Theory of Action: Modern Learning & Literacy

If we:

- foster deep learning, innovative teaching and sound assessment;
- create sustainable and flexible learning environments conducive to differentiated learning in literacy;
- create collaborative learning communities;
- build our own knowledge and use a more differentiated approach to instruction, learning experiences & assessment;
- use more technology-based activities as a tool for moving students forward;
- foster a global perspective in terms of using a wide variety of resources, exposing students to the wider community (how people learn, live, work outside of their own communities- online forums, penpals);
- provide more authentic experiences and problems (requiring thinking and application) and chunk where necessary

then students will be more engaged in authentic, relevant and deep learning that enables the use language with purpose in different contexts.

Action Plan:

- encourage use of different resources for instruction and student practices;
- staff shares best practices, assessment tools & strategies;
- engage in moderated marking within grade teams/subject area;
- focus on inferencing skills in reading, supporting ideas in reading and writing, and teaching students to write with purpose;
- embed critical thinking opportunities in rich tasks, discussions, projects, reading pieces (i.e. inferencing skills);
- provide more authentic experiences and use authentic resources through an equity lens;
- use more diverse learning tools (google read and write, explain it, ipads, google apps);
- integrate vocabulary review and vocabulary-building into all literacy-based subjects;
- frequent check-ins during projects/activities/homework assignments;
- emphasize formative process as part of overall mark (contributes to final successes);
- review and update the writing continuum;
- monitor teaching strategies and student growth using triangulation of data

Theory of Action: Mental Health & Well-Being

If we:

- build awareness, knowledge and capacity among all stakeholders {students, teachers, parents} , of what wellness and mental health means in our daily lives;
- develop mentally healthy environments through new teaching and learning resources;
- reduce stigma related to mental illness;
- create or share collaborative care supports available to students, families and staff;
- embed learning about optimism, growth mindset and mindfulness in routines and lessons;
- engage all learning partners in the process of understanding the components and importance of wellness in our lives;
- build confidence in students with regards to body image (J/I);

...then we will foster optimal mental health and well-being for all students.

Action Plan:

- staff to revisit the ministry and board mental health strategy and wellness strategy; staff explores the board improvement plan to understand the mental health continuum;
- ongoing learning and discussion about self-regulation and self-advocacy for students (i.e. Zones of Regulation, Mind-Up Program);
- continue to use *Restorative Practices* in dealing with student conflict resolution;
- teachers and administrators engage students in community circles about various topics related to relationships & problem-solving;
- VIP program for grades 6 & 7;
- embed topics related to safe and supportive schools into health or Language programs;
- daily quotes over the PA, presentations & workshops for students;
- school Initiatives related to celebrating healthy living (i.e. healthy lunch challenge, Kids Fit Club, “See it Stop it”, “You’ve Been Pinned”, celebrations);
- engage parents at school events (i.e. Movie Night, Family Skate Night, Wellness Evening for students & parents) through School Council initiatives;
- learning for parents: information and resources shared through newsletters; workshops for parents (Sarah Westbrook - U Power, Wellness Evening - Spring)

Theory of Action: Equity & Inclusive Education

If we:

- foster a growing culture of mutual respect and belonging amongst students, staff and community through active listening, caring dialogue, and differentiated learning (Equity goal);
- approach school initiatives, decision-making, unit planning (resources, assessment, learning styles, social goals, content) through an equity lens;
- further build capacity in staff of differentiated instruction and assessment;
- use a growth mindset with respect to own learning;
- foster a mutual understanding and dialogue of concerns and accommodations processes (related to health education and learning accommodations for any subject which is provided in the classroom) amongst parents and teachers;

Then:

we will develop classroom environments and a school culture which is equitable and inclusive of all stakeholders in the learning, social and cultural domains.

Action Plan:

Please view the next four slides of our action plan for equity and inclusivity.

Three Areas of Equity Focus

1. Recognizing & Planning for all Learners
2. Recognizing, learning about & celebrating our diversity as a school community
3. Fostering a clearer understanding of curriculum & school priorities amongst parents, students & staff

Recognizing & Planning for all Learners:

- Share and implement strategies for differentiated instruction & assessment
- Build understanding of students with differing academic and social needs and how differentiate instruction and assessment through focused PD
- Facilitate meetings to identify struggling students early on
- Continue to encourage staff to adopt a growth mindset and flexibility with respect to implementing accommodations for struggling students (through dialogue, IST meetings and staff meetings)
- Include a Special Ed. Byte with pertinent information in the weekly memo
- Continue to build partnerships and awareness amongst parents and about growth mindset
- Continue to communicate with parents about children's strengths & needs

Recognizing, learning about & celebrating our diverse community:

- Complete a self-assessment and identify areas of growth**
- Examine, as a whole staff, the ministry's Equity and Inclusive Education Strategy**
- Work with our board's equity team to help us with understanding our needs, how to recognize our biases; how to engage our parents in dialogue about children's needs (culturally, socially, academically)**
- build into our unit plans purposeful equity practices (i.e. student voice, resources which are reflective of our students); What are we already doing? Is an equity lens apparent? What is equity education?**
- Social Justice Club for grades 7 & 8 – fundraisers, exploring documentaries about social justice issues**
- recognizing and offering more opportunities to learn about different cultures (dragon dance, mandarin classes, cultural dress day, fashion show of cultures, learning centres, African Art Club, Persian New Year club, Black History Tours, South Asian & Indonesian month, flag-making workshop)**
- Build awareness of FNMI (First Nations, Metis & Inuit) cultures through whole-school initiative and by embedding learning into classrooms (content, resources, equity teaching, partnerships; putting equity into action plan: First nations fundraiser for the Pikangikum working group; water walk)**
- find avenues which promote questions and respectful dialogue around understanding curriculum**

Fostering a clearer understanding of curriculum & school priorities through the equity lens amongst all stakeholders:

- Communicate information about math strategy, growth mindset, health and wellness, environmental issues, etc. through school council, newsletter, teacher blogs, etc.
- Familiarize parents and review with staff, the religious accommodations process
- Engage our community in learning with us about our priorities- equity, math wellness, modern learning, eco-awareness - through information/fun evenings such as having speakers for parents (i.e. Sarah Westbrook), family math night, eco-expo, Wellness Evening, etc.)
- Invite parents and community members to see student learning in action (i.e. Black History Museum Tours, Social Justice presentations, Slam Poetry)

We are all
contributors
to student
achievement
& well-being

