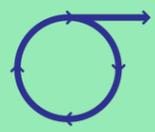


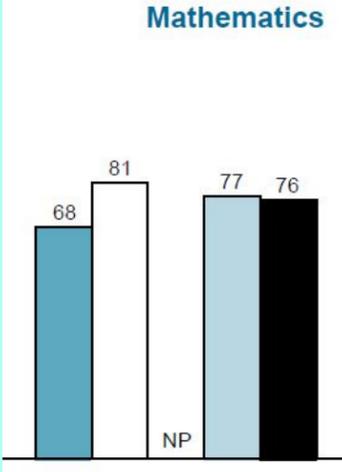
School Improvement Plan for Student Achievement and Well-Being 2016-2021

School improvement is an ongoing cycle of learning that is directly linked to the Board Improvement Plan for Student Achievement (BIPSA). This SIPSA organizer is used to document a school's learning. Sharing it creates an opportunity for connection, reflection and collaboration across the system.

School	Michael Cranny Elementary School	CEC Area	West
Context Please include summary of context, strengths and needs of your school. Consider and analyse multiple sources of data (achievement, contextual/demographic, perception, school programs & processes).	Challenge(s) of Practice What are our urgent student learning needs? What educator learning is needed to address the urgent needs? Students are good at solving procedures and operations with regards to knowledge and understanding. Students struggle with solving problems that require them to apply mathematical knowledge. We need to have a common understanding of application in mathematics, and provide opportunities for students to apply mathematical skills, concepts, and processes when solving problems.	Theory(ies) of Action The "if" articulates your actions and the "then" articulates your goals. What actions do we believe, if fully implemented, will achieve the goals we have articulated and address our challenge(s) of practice? If we... <ul style="list-style-type: none"> - have a common understanding of application in mathematics - provide opportunities for students to apply mathematical skills, concepts, and processes (e.g. through strings and mini-lessons) - Make application problems to all learners - use the Five Practices (e.g., selecting, sequencing, connecting) to support planning, instruction and assessment - use the opportunities provided and Five Practices (points 2 and three) when problem solving Then... <ul style="list-style-type: none"> - Students will be able to apply mathematical skills, concepts, and processes when problem solving 	

Planning for Implementation and Monitoring (click here for [School Improvement Learning Cycle \(SILC\)](#))

Intended Outcomes and Actions What will your intended outcomes look like and sound like? What actions will get you there? Modern Learning (ML) Mathematics (M) Mental Health (MH) Ongoing Work (OW)		Professional Learning What professional learning is needed for successful implementation of the planned actions? Who is involved? Timelines? Modern Learning Mathematics Mental Health	Resources/Supports What YRDSB and Ministry of Education resources can we access to support learning? What other resources will be needed? How do we need to allocate resources (human, financial and technological) in order to support/enable the actions we have identified? What structures/conditions (e.g., intentional timetabling, planned collaboration time/space, classroom materials, provision of technology, etc.) are needed to ensure that the actions can be fully implemented? Modern Learning Mathematics Mental Health	Planning for Gathering Leading Evidence What evidence (conversations, observations, products) do we need to collect to show where:> <ul style="list-style-type: none"> • students are in relation to the intended outcomes? • educators are in relation to the intended outcomes? What processes and tools could help us capture the evidence of adult/student learning in relation to outcomes?
Intended Outcomes What changes do we expect to see and hear within the Instructional Core for the following? <ul style="list-style-type: none"> • Student learning • Student learning behaviours • Educator practice 	Action(s) As you work through this process, you will either revise an action or add an action. Which BIPSA actions might help us achieve our goals? What other research-informed actions might help us achieve our goals?			
List intended outcomes here.	List actions here.	List and/or link professional learning as it emerges (e.g. projects, slide decks from staff meetings, etc.).	List and/or link resources/supports as it is accessed (e.g. research papers, Ministry videos, monographs, etc.).	List and/or link ideas and opportunities of where you will gather evidence during your work and learning.

<p>Educator Practice: Build our Knowledge and Capacity of math Knowledge for teaching</p> <p>Student Learning: students will apply their knowledge when solving application problems</p> <p>Student Learning Behaviours: Students will engage in math talk during partner work, congress and number talks. Students will demonstrate a growth mindset in math by using "mistakes" as learning opportunities</p>	<p>Building Knowledge and Capacity: School: Investigate diverse and emerging resources about learning and teaching mathematics and communicate this learning using the BWW math page Research and Learning</p> <ul style="list-style-type: none"> Engage in co-learning regarding the developmental nature of mathematics <p>Learning Teaching and Assessment: Classroom Learning - Use a variety of learning experiences to support problem solving: • Design opportunities where problem solving is central to learning mathematics</p>	<ul style="list-style-type: none"> Identify, learn about and implement research based instructional and assessment strategies <p>Math Network (Jr Division) Meaningful Problems Working with Math Partners Creating a Mathematical Mindset EPCI-primary</p> <p>Intermediate Math Google Community PLC Schedule Unit Plan Example-Gr. 6 4C example-Gr. 4</p> <p>Book Talks (Boaler- <i>Mathematical Mindsets</i>; Smith & Stein-5 Practices) Math Consultants (unit planning) Jo Boaler online course</p> <p>Math Games (shared at staff meetings) (new games to add to repertoire, how to implement, for purchase, where to find) Shared learning from staff (e.g., during staff meetings).</p>	<p>Ministry Documents : Proportional Reasoning, Algebraic reasoning, Fractions, Spatial Sense Read aloud texts - Math (found in bins in the book room) Teacher resource section (located in the library office) (e.g., ONAP, Marian Small) BWW -math portal Work with math consultants</p>	<p>Congress, consolidations, conversations, Assessments, EQAO results, Math Unit Planning</p>  <p>Gr. 6 Math results have remained consistent despite Provincial levels decreasing</p>
<p>Educator Practice: Engage in deep learning, innovative teaching and sound assessment within a Comprehensive Math Program;</p>	<p>Learning, Teaching and Assessment: Engage as a collaborative school team in professional math learning</p>	<p>Junior Math Network Session 1 Junior Math Network Proportional Reasoning & The 5 Practices Junior Math Network Session 3 Junior Math Session - Unit Planning Professional Learning Teams - Case Management, Long Term Planning</p>	<p>West Network of Schools - Herbert Carnegie, Michael Cranny, Nellie McClung supported by Andrew Vallecorsa, through "Choose Your Own Adventure</p>	
<p>Student learning behaviours: Provide early and ongoing interventions</p>	<p>Learning, Teaching and Assessment School: Analyze student learning to develop lessons that address student interests as well as strengths and needs while developing a deeper understanding of curriculum and mathematical continuums</p> <p>Learners - Build on learners' interests and strengths to personalize learning experiences and respond to needs: • Ensure equitable access to learning • Use fair, transparent and equitable assessment practices in mathematics</p>	<p>EQAO Analysis-whole school Math Waterfall PD-whole staff</p>		
	<p>Classroom/School: Learn strategies and accommodations to support student learning needs</p>	<p>Building Thinking Classrooms by Peter Liljedahl</p>		

	using the LD Waterfall			
Educator Practice: Engage families and communities as partners in mathematics education,	Family /Community Engagement School: Provide opportunities for families to engage in mathematics together to develop a growth mindset and positive disposition towards mathematics learning Classroom: Increase awareness of multiple pathways in mathematics education	Family Math Night Math Night PPT-Intermediate <ul style="list-style-type: none"> • Include a mathematics foci in school communication • Promote experiential mathematics learning opportunities through community partnerships (e.g., Junior Achievement, The Learning Partnership, etc.) 	CODE resource: <i>Inspire Your Child to Learn and Love Math</i>	

Monitoring is an ongoing process of gathering, reviewing and assessing of information to track and document progress towards goals.. [School Improvement Learning Cycle \(SILC\)](#)

Timeframe	Evidence Gathered	“Here’s What” Analyzing Evidence	“So What” Interpreting Evidence	“Now What” Responding to Evidence Determining Next Steps
	Conversational evidence? Observational evidence? Product-based evidence? 	<p>What patterns/items of interest do we notice from the evidence? Do multiple sources of evidence tell the same story? Why might this be?</p> <p>To what depth and consistency have the actions been implemented across the school? What are the limitations of this evidence? Is anything missing?</p>	<p>Which actions have had the intended impact, unintended impact, or no impact? Why might this be?</p> <p>What do students know, understand and do now that they didn't before?</p> <p>What do we know, understand and do now that we didn't before?</p> <p>What structures/conditions contributed to, were missing or were barriers to the success of our actions?</p> <p>What new wonderings/questions does this evidence prompt?</p>	<p>What further evidence might we need to gather?</p> <p>What might we need to know, understand, learn more about?</p> <p>What do we need to revise, respond to or adapt in our actions?</p> <p>What should we keep doing? Stop doing? Start doing? What is our best next step?</p> <p>Loop back to revise or add actions based on what your evidence is telling you.</p> 
	Enter key evidence you have gathered and/or include direct links to your evidence here.	Enter highlights/key ideas from your analysis of the evidence here.	Enter highlights/key ideas from your interpretation of the evidence here.	Enter your next steps here.

Elementary: School Improvement Plan Targets

School targets represent a commitment to the achievement of the BIPSA targets and improvement over time.

Achievement targets are found in your [School Data Profile](#) and are mathematically derived based on EQAO data. They have been created to focus and guide your school planning activities.

Perception targets will be included in your School Data Profile 2017-2018 following the School Climate Survey 2016-2017 and will be available for inclusion in your SIPSA in 2017-2018.

Please refer to BIPSA for implementation targets as you chose your school actions. [Ongoing work targets](#), [Math Targets](#), [Modern Learning Targets](#), [Mental Health Targets](#)

Achievement Targets	Mid-Cycle Check-In (2019)	SIPSA Target (2021)
EQAO Primary Mathematics Targets		
1.1 All Students		
1.2 Students with Learning Disabilities		
EQAO Junior Mathematics		
2.1 All Students		
2.2 Students with Learning Disabilities		
EQAO Primary Reading		
3.1 All Students		
3.2 Students with Learning Disabilities		
EQAO Junior Reading		
4.1 All Students		
4.2 Students with Learning Disabilities		

Secondary: School Improvement Plan Targets

School targets represent a commitment to the achievement of the BIPSA targets and improvement over time.

Achievement targets are found in your [School Data Profile](#) and are mathematically derived based on EQAO and credit accumulation data. They have been created to focus your school planning activities.

Perception targets will be included in your School Data Profile 2017-2018 following the School Climate Survey 2016-2017 and will be available for inclusion in your SIPSA in 2017-2018.

Please refer to BIPSA for implementation targets as you chose your school actions. [Ongoing work targets](#), [Math Targets](#), [Modern Learning Targets](#), [Mental Health Targets](#)

Achievement Targets	Mid-Cycle Check-In (2019)	SIPSA Target (2021)
Mathematics		
1.1 Grade 9 EQAO Applied Mathematics		
Students with Learning Disabilities		
1.2 Grade 9 EQAO Academic Mathematics		
Students with Learning Disabilities		
2.1 OSSLT		
OSSLT, Participating, First-time Eligible		
Students win Applied English		
Students with Learning Disabilities		
3.1 Credit Accumulation		
Grade 9: Students with 8+ credits (%)		
Females		
Males		
Grade 10: Students with 16+ credits (%)		
Females		
Males		
Grade 11: Students with 23+ credits (%)		
Females		
Males		
3.2 Graduation		
Students with 30+ credits		