

# 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
<b>Context</b> 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).	<b>Challenge(s) of Practice</b> What are our urgent student learning needs? What educator learning is needed to address the urgent needs?		<b>Theory(ies) of Action</b> 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?

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

<b>Intended Outcomes and Actions</b> What will your intended outcomes look like and sound like? What actions will get you there?  <a href="#">Modern Learning (ML)</a> <a href="#">Mathematics (M)</a> <a href="#">Mental Health (MH)</a> <a href="#">Ongoing Work (OW)</a>		<b>Professional Learning</b> What professional learning is needed for successful implementation of the planned actions?  Who is involved? Timelines?  <a href="#">Modern Learning</a> <a href="#">Mathematics</a> <a href="#">Mental Health</a>		<b>Resources/Supports</b> 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?  <a href="#">Modern Learning</a> <a href="#">Mathematics</a> <a href="#">Mental Health</a>		<b>Planning for Gathering Leading Evidence</b> What evidence (conversations, observations, products) do we need to collect to show where:> <ul style="list-style-type: none"> <li>students are in relation to the intended outcomes?</li> <li>educators are in relation to the intended outcomes?</li> </ul> What processes and tools could help us capture the evidence of adult/student learning in relation to outcomes?	
<b>Intended Outcomes</b> What changes do we expect to see and hear within the Instructional Core for the following? <ul style="list-style-type: none"> <li>Student learning</li> <li>Student learning behaviours</li> <li>Educator practice</li> </ul> 	<b>Action(s)</b> 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?	1. Workshops for parents and staff (e.g. Sarah Westbrook)  2. PD on how to implement Wellness Breaks  3. School visits to learn about to build and implement a sensory/calming room		<ul style="list-style-type: none"> <li><a href="#">School Mental Health Decision Support Tool</a></li> <li>Connect with Regional staff (e.g., psych, mental health consultant)</li> <li><a href="#">YRDSB Mental Health Poster Campaign</a></li> <li>Zones of Regulation resources (e.g. posters)</li> <li>Sensory/calming room for students</li> </ul>			
<b>Building Knowledge and Capacity</b> <ol style="list-style-type: none"> <li>Have parents understand their role in supporting their child's mental health</li> <li>Students develop strategies to cope with anxiety and dealing with challenges they face in learning.</li> </ol>		Utilize the <a href="#">School Mental Health Decision Support Tool</a> to support effective decision making on school-based mental health and addiction-related activities					

<b>Developing Mentally Healthy Environments</b> 1. Students demonstrate greater resilience.	Use <a href="#">Fostering Inclusive, Mentally Healthy Learning Environments</a> resource to examine school spaces for their impact on student well-being to enable safer and more inclusive spaces.	<ul style="list-style-type: none"> <li>Presenters to address resilience ( My Life Online, Sarah Westbrook, Youth Speak , Yellow Brick House)</li> <li>York Public Health modeling stress lessons.</li> <li>Continued understanding and implementation of Zones of Regulation.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Fostering Inclusive, Mentally Healthy Learning Environments</a> resource</li> </ul>	
<b>Reducing Stigma</b> Broaden collective awareness of ability and mental health, and challenge existing attitudes, values, beliefs and behaviours	Collaborate with students, families, staff members and community partners to plan, implement, and model strategies that increase awareness and reduce the stigma of ability and mental health.	<ul style="list-style-type: none"> <li>Regular presentations by Equity Team during staff meetings and/or PA days</li> <li>Plans to share information on special education and the experience of being a special ed student.</li> </ul>	<ul style="list-style-type: none"> <li>Best Buddies</li> <li>Academic integration of students in Community Classes</li> <li>Integration of gifted and mainstream students in at least one subject area (e.g. French)</li> <li>Guest speakers for students, staff and parents (e.g. Sarah Westbrook, <i>My Life Online</i> program)</li> </ul>	List and/or link ideas and opportunities of where you will gather evidence during your work and learning.
<b>Creating Collaborative Care Pathways</b> <ul style="list-style-type: none"> <li>Share strategies to support all school staff's own mental health and well-being.</li> <li>Students develop and use self-advocacy cards to support learning.</li> </ul>	Use <a href="#">Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Wellbeing</a> and School Mental Health Decision Support Tool - Evidence-Based Mental Health Promotion Programming to guide the implementation of evidence-informed mental health promotion and prevention programming  Model and teach the use of self-advocacy cards	<ul style="list-style-type: none"> <li>Highlight key points in Supporting Minds at staff meetings</li> <li>Develop a better understanding of self-advocacy cards</li> </ul>	<ul style="list-style-type: none"> <li>Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Wellbeing)</li> <li>Student self-advocacy cards</li> </ul>	

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

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

<b>Elementary: School Improvement Plan Targets</b> School targets represent a commitment to the achievement of the BIPSA targets and improvement over time. Achievement targets are found in your <a href="#">School Data Profile</a> 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. <a href="#">Ongoing work targets</a> , <a href="#">Math Targets</a> , <a href="#">Modern Learning Targets</a> , <a href="#">Mental Health Targets</a>		
Achievement Targets	Mid-Cycle Check-In (2019)	SIPSA Target (2021)
EQAO Primary Mathematics Targets		
1.1 All Students		

1.2 Students with Learning Disabilities		
<b>EQAO Junior Mathematics</b>		
2.1 All Students		
2.2 Students with Learning Disabilities		
<b>EQAO Primary Reading</b>		
3.1 All Students		
3.2 Students with Learning Disabilities		
<b>EQAO Junior Reading</b>		
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)
<b>Mathematics</b>		
1.1 Grade 9 EQAO Applied Mathematics		
Students with Learning Disabilities		
1.2 Grade 9 EQAO Academic Mathematics		
Students with Learning Disabilities		
<b>2.1 OSSLT</b>		
OSSLT, Participating, First-time Eligible		
Students win Applied English		
Students with Learning Disabilities		
<b>3.1 Credit Accumulation</b>		
Grade 9: Students with 8+ credits (%)		
Females		
Males		
Grade 10: Students with 16+ credits (%)		
Females		
Males		
Grade 11: Students with 23+ credits (%)		
Females		
Males		
<b>3.2 Graduation</b>		
Students with 30+ credits		