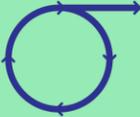


School Improvement Plan for Student Achievement and Well-Being 2016-2021

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?		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?

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 and/or link professional learning as it emerges (e.g. projects, slide decks from staff meetings, etc.). <ol style="list-style-type: none"> Continue growth and PD around "the teacher as a facilitator" (i.e. students have a role in planning/designing tasks) Build on collaborative culture and risk-taking by continuing to ask students for input on their learning environment 		List and/or link resources/supports as it is accessed (e.g. research papers, Ministry videos, monographs, etc.). <ol style="list-style-type: none"> Modern learning frame in the BWW Continue collaborative planning among staff Modern Learning Lead Teacher coordinates available resources through fundraising. Previous Modern Learning Leads - Milette and Speers as a resource Modern learning sites ie. FlagHouse and SchoolHouse Furniture Modern Learning Consultants at the board level for "3rd Teacher" implementation (e.g. Jennifer Giffen) 		List and/or link ideas and opportunities of where you will gather evidence during your work and learning. <ol style="list-style-type: none"> Photographs of classroom environment Photographs of students utilizing environment. Collecting feedback from students concerning their learning environment. 	
List intended outcomes here. Building Knowledge and Capacity Honoring student voice in the development of their learning environment.	List actions here. Review modern learning research and resources, through the BWW Modern Learning Page.	List and/or link professional learning as it emerges (e.g. projects, slide decks from staff meetings, etc.). <ol style="list-style-type: none"> PD on new strategies and importance of them - ie. Vertical Non Permanent surfaces (students and teachers) Gather student feedback on flexible classrooms 		List and/or link resources/supports as it is accessed (e.g. research papers, Ministry videos, monographs, etc.). <ol style="list-style-type: none"> Carousel learning - "lead teachers" showcase technology and other resources that they are utilizing. PD around assessment (e.g. PLC 2018-2019) 		List and/or link ideas and opportunities of where you will gather evidence during your work and learning. <ol style="list-style-type: none"> Gr. 6 Math results have remained consistent despite Provincial levels decreasing Cranny Cares- documenting/collecting 	
Learning, Teaching and Assessment Foster skills to enable students to succeed both outside and inside the	Implement modern learning approaches with staff which reflect the interconnectedness of	List and/or link professional learning as it emerges (e.g. projects, slide decks from staff meetings, etc.). <ol style="list-style-type: none"> PD on new strategies and importance of them - ie. Vertical Non Permanent surfaces (students and teachers) Gather student feedback on flexible classrooms 		List and/or link resources/supports as it is accessed (e.g. research papers, Ministry videos, monographs, etc.). <ol style="list-style-type: none"> Carousel learning - "lead teachers" showcase technology and other resources that they are utilizing. PD around assessment (e.g. PLC 2018-2019) 		List and/or link ideas and opportunities of where you will gather evidence during your work and learning. <ol style="list-style-type: none"> Gr. 6 Math results have remained consistent despite Provincial levels decreasing Cranny Cares- documenting/collecting 	

school environment.	mindsets, deep learning and skills		3. Co-designing learning with students 4. TRT - consult on creating online assessment tools, student portfolios etc. (e.g. Kindergarten) 5. BWW - https://bww.yrdsb.ca/services/cis/ModernLearning/MLFrame/Pages/Mindsets.aspx	evidence 3. Collecting feedback from students concerning their mindset
Environmental Design 1. students have more access to technology 2. students are supported in the appropriate and fair use of technology	1. Teach Digital Citizenship and responsibility to support the appropriate use of digital media and tools. 2. Explore the use of educational social networks to connect staff with other professionals, resources and innovative practices.	1. Staff PD around the use of technology as it relates to student learning and communication with parents (e.x. EquatIO and Edsby) 2. Teacher learning opportunities for technology fair use policies (e.g. Human Resources departments, VIP Police Officer visits, TelusWise Cyber-Bullying program)	1. Fundraising money dedicated to technology upgrades. 2. Student learning opportunities for technology fair use policies (e.g. Human Resources departments, VIP Police Officer visits, TelusWise Cyber-Bullying program, My Life Online) 3. Parent/Community information around parental controls and effective technology use. (e.g. <i>My Life Online</i> resources)	1. Sharing at staff meetings (e.g. EquatIO in 2018) 2. Anecdotal evidence of appropriate use of technology from parents, classroom teachers, and administration. 3. Student feedback around the co-designing process (via Google Form, FlipGrid, KeepStopStart activities)
Collaborative Learning Communities Encourage staff to collaborate and participate on a variety of tasks (e.g. both in and out of the classroom)	1. Support staff collaborative learning across classrooms and/or disciplines within a school 2. Foster and enhance family and community engagement in support of student learning and well-being	1. Promoting Collaborative Learning Cultures , Continue with 4-C's, Principals as Co-Learners: Supporting the Promise of Collaborative Inquiry 2. PD for staff around Assessment FOR and AS learning 2b) PD for staff around mental health understanding (modelling empathy) 2c) Hands on/engaging opportunities for students to collaborate in the community (e.g. Cranny Cares, Math Night)	1., Continue collaborative culture among staff using PLC (e.g. planning using 4C model) 2. Invite speakers in for students, staff and parents (e.g. Dr. Kiru 2018)	1. Sharing at staff meetings. 2. Continuation of PLC.

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 Conversational evidence? Observational evidence? Product-based evidence?		"Here's What" Analyzing Evidence 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 evidence? Is anything missing?	"So What" Interpreting Evidence 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? What do we know, understand and do now that we didn't before?	"Now What" Responding to Evidence 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? What should we keep doing? Stop doing? Start doing? What is our
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			What structures/conditions contributed to, were missing or were barriers to the success of our actions? What new wonderings/questions does this evidence prompt?	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.

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		