



YORK REGION DISTRICT SCHOOL BOARD

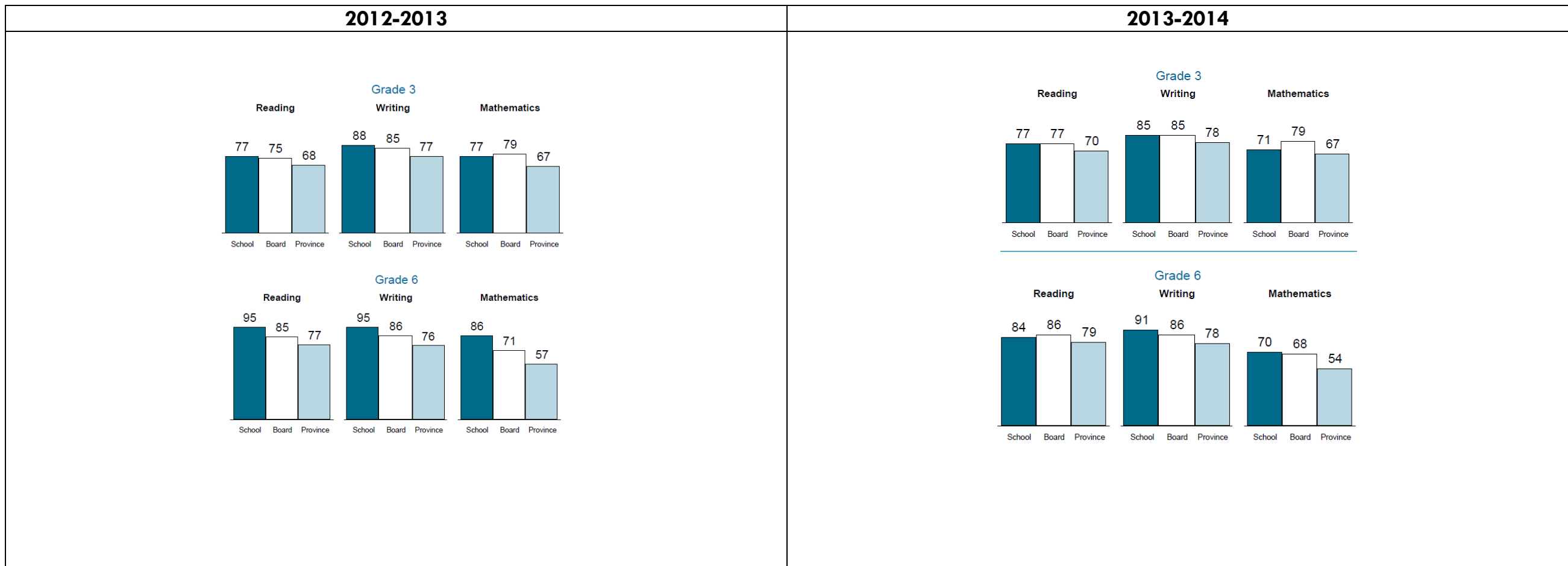
Moraine Hills Public School

School Improvement Plan for Student Achievement and Well-Being

School Context and Needs Assessment

- Moraine Hills Elementary current enrolment is 670 students
- 144 students are English Language Learners (22%)
- 81 students are identified with Special Needs (12%)
- Close to half of our student population speaks a different language at home other than English. Languages other than English spoken at home are Mandarin, Cantonese, Farsi, Russian.
- 1 Community Classes (Developmentally Delayed)
- 5 portables

Our EQAO results indicate the following information in the area of Literacy and Numeracy



Achievement Data ~ EQAO 2013-14

Strengths (IIR Scores)

- Writing
 - conventions of writing
- Reading
 - explicit comprehension
- Math
 - Knowledge & Understanding
 - Multiple Choice Questions

Areas of Need (IIR Scores)

- Writing
 - topic development
- Reading
 - making connections
 - implicit questions
 - poetry
 - short-narrative text
 - graphic text
- Math
 - Application and Thinking

Attitudinal Data ~ EQAO 2013-14

Engagement Behaviour	Skill	Gr. 3 % Never and Sometimes L1 & L2	Gr. 3 % Most of the time All Students	Gr. 6 % Never and Sometimes L1 & L2	Gr. 6 % Most of the time All Students
Student	I am able to understand difficult reading passages	92	19	90	35
Student	I am able to communicate my ideas in writing	58	38	70	59
Student	I am able to answer difficult math questions	67	46	70	51
Behaviour	I think about the steps to use to solve math problems	50	44	70	54
Behaviour	Math - I check my work for mistakes	50	49	70	52
Behaviour	Math - I check my answer to see if it makes sense	42	57	40	66
Behaviour	I slow down my reading if it is difficult	58	46	70	59
Behaviour	When I come to a word I don't understand I look for clues (word parts, use other words in the sentence)	67	30	80	46
Student	I do my best when I do math activities in class	58	70	50	78
Parent	We talk about reading and writing work I do at school	42	52	50	53
Parent	We talk about the math work I do in school	50	59	30	75
Parent	We read together	42	35	60	21
Parent	We look at my school agenda	17	70	40	54

February 2016 Math Report Card Data (%)

Grade	N & N		M		G		P & A		DM	
Grade Level	Level 1 & 2	Level 3 & 4	Level 1 & 2	Level 3 & 4	Level 1 & 2	Level 3 & 4	Level 1 & 2	Level 3 & 4	Level 1 & 2	Level 3 & 4
1	8	92	12	88	0	100	7	93	12	88
2	18	82	16	84	0	100	12	88	24	76
3	16	84	12	88	7	93	9	91	13	87
4	16	84	16	84	7	93	2	98	7	93
5	16	84	17	83	8	92	5	95	0	100
6	11	89	19	81	7	93	6	94	0	100
7	11	89	13	87	18	82	0	100	8	92
8	5	95	0	100	4	96	0	100	4	96

February 2016 Literacy Report Card Data (%)

Grade	Reading		Writing	
Grade Level	Level 1 & 2	Level 3 & 4	Level 1 & 2	Level 3 & 4
1	32	68	31	69
2	12	88	41	59
3	27	73	27	73
4	20	80	22	78
5	5	95	22	78
6	8	92	17	83
7	17	83	15	85
8	4	96	2	98

Learning and Teaching

Theory of Action:

If we give students a solid foundation in Number Sense and Numeration through the comprehensive math program (mini-lessons, games and puzzles, and opportunities for meaningful problem solving) then students will have a foundation to apply their knowledge and explain their thinking.

If teachers develop success criteria and learning goals based on the achievement chart that support thinking and application then students will be able to more confidently explain their thinking and apply their knowledge.

Challenge of Practice:

Our students are good at demonstrating knowledge and understanding (surface level) across curriculum areas. Students are struggling to independently use critical thinking tools to apply and transfer their knowledge to new contexts in all subject areas. Teachers need to know how to use questions to promote thinking daily (model, shared, guided, and independent). We need to know how to create success criteria based on the achievement chart that supports thinking and application.

Strategy, Plans and Actions:

3 Part Lessons (Inquiry Process)	Thinking Processes	Using Effective Questioning
Developing a Growth Mindset	Grade Team Planning	4C's
Literacy at Schools Classroom Visits (FDK)	Using Math Manipulatives	PLTs
Modern Learning – Math Course through Stanford University		

Resources:

- Edu GAINS <http://www.edugains.ca/newsite/plc/index.html>
- Curriculum Documents
- Making Thinking Visible
- Essential Questions
- Fosnot Kits (Mini-lesson books in particular)
- Dr. Small – Big Ideas
- Mathematical Mindsets – Jo Boaler
- Numeracy Nets
- Math Manipulative kits for Grades 1 – 8 from Spectrum
- Math Page on the BWW

Professional Learning:

- Teacher Learning Groups
- 4C's <https://bww.yrdsb.ca/services/cis/CollaborativeTeacherInquiry/Pages/4Cs.aspx>
- Modern Learning/Math initiative – Stanford University Course
- Rounds Visit May 1, 2015 – Reviewing data and tweaking CoP at staff meetings

Targets and Monitoring:

EQAO

Grade 3 EQAO Math - 25% to 12% of students at level 1 & 2 (with particular attention to English Language Learners and students with learning disabilities)

Grade 6 EQAO Math – 26% to 12% of students at level 1 & 2 (with particular attention to English Language Learners and students with learning disabilities)

Grade 3 EQAO Reading – 17% to 8% of all students at level 1 & 2 (with particular attention to English Language Learners and students with learning disabilities)

Grade 6 EQAO Reading – 12% to 6% of all students at level 1 & 2 ((with particular attention to English Language Learners and students with learning disabilities)

Class Profile Meetings – Numeracy Nets & ONAP

SDT: Primary Reading: 77 – 81%

SDT: Primary ELL: 75 – 82%

SDT: Junior Math: 70 – 75%

Environment, Engagement, and Well-Being**Theory of Action:**

If we create and sustain learning and workplace environments that promote healthy relationships that are committed to social, emotional and physical well-being, then students and staff will feel safe and supported in their learning in order to take risks.

If all staff consistently use common language and a restorative approach to respond to student concerns and behaviour, then students will feel that school rules have been applied fairly in a positive and safe learning environment.

Strategy, Plans and Actions:

Tribes	Restorative Approach	ECO Schools Team
Social Worker Support students in need	Positive Climates for Learning Team (Leadership and Equity teams)	
Hawks Talk Professional Learning Resource Weekly	Developing a Growth Mindset for staff & students	
Staff Meetings – Embedding professional learning	Monthly Positive Learning Assemblies connected to Character Traits	

Resources:

- Children’s Mental Health Ontario – Resources for Teachers
- Positive Climates 4 Learning and Workplaces on BWW
- Ontario ECO – Schools (BWW & Ministry)
- Safe & Supportive Schools Webcasts
- Growth Mindset Research by Carol Dweck
- Caring and Safe schools in Ontario
- Ministry of Child and Youth Services
- Ministry of Education- Positive Climates for Learning

Professional Learning:

- Mental Health Awareness
- Safe & Supportive Schools Webcasts
- Applied Suicide Intervention Training (Connect2Learn)
- Restorative Training
- CPI Refresher sessions from IDT

Targets and Monitoring:

Maintaining Gold Certification with Ontario ECO Schools

SDT: School and Workplace Climate Survey: Fair Application of School Rules 64% (2010 – 2011) to 74% (2014- 2015)

SDT: Positive Environment 91% (2010- 2011) to 92% (2014- 2015)

SDT: Safe Environment 83% (2010 – 2011) to 87% (2014-2015)

Equity and Inclusivity**Theory of Action:**

If we engage a greater cross section of the parent population (including parents of our ELL and Special Education students) to become involved in School Council and volunteering then we will have an inclusive school environment where students, staff, parents and community partners come together as active participants.

If we develop deeper understanding of the processes for identification and how best to support our special needs students (e.g. reviewing psyc reports, IEP content, waterfall document) and build a greater sense of team commitment to supporting all of our students through personalized and precise programming, then we will build capacity to better serve our special education students and increase their achievement and well-being.

If staff demonstrate and use Tribes within classrooms and throughout the school, then we will have greater success in moving towards inclusion on our Tribes trail.

Strategy, Plans and Actions:

Equity Team Student & Staff	Parent Information Evenings (Math, Special Education , EQAO)	Teachers using Google Classroom, Blogs, Twitter to inform and engage parents and students
Moraine Hills Twitter Account	School Website Providing Resources to Parents	Volunteering Opportunities
Newsletters	Using Dual Language Resources/ Validating Native Language (Providing translator)	Cultural Displays by a Variety of Parents in the Community
OFIP Program for our FDK Students		

Resources:

- BWWEquity Page <https://bww.yrdsb.ca/services/focus/equity/Pages/default.aspx>
- AODA Policy & Procedures
- Tribes a New Way of Learning & Being Together
- Resources for Equity and Inclusivity - <https://bww.yrdsb.ca/services/focus/equity/pages/default.aspx>
- Equity and Inclusivity - <http://www.yrdsb.ca/Programs/equity/Pages/default.aspx>
- Equity Strategy (Ministry) - <http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Professional Learning:

- Equity Symposium
- Religious Accommodations PD for Staff
- Equity Designate Training

Targets and Monitoring:

SDT: School and Workplace Climate Survey: Fair Application of School Rules 64% (2010 – 2011) to 74% (2014- 2015)

SDT: Positive Environment 91% (2010- 2011) – 92% (2014- 2015)

SDT: Safe Environment 83% (2010 – 2011) to 87% (2014-2015)

Building Leadership Capacity and Succession Planning

Theory of Action:

If we provide monthly job-embedded professional learning and time for collaboration and sharing of best practices, then we will promote a positive professional culture aligned with our Challenge of Practice, SIP, Board Mission, Vision & Values and the Board Improvement Plan.

If administration consciously recognizes the strengths and expertise of staff and provides opportunities to staff to develop their capacity as leaders, then there will be sustainability and organization within the school.

If administration hires and retains highly skilled staff that have strength within Tribes, Mathematics, Growth Mindset and are aspiring to be leaders then there will be sustainability within the school and in the organization.

System Strategy, Plans and Actions:

Selecting appropriate questions from the Bank of Interview Questions that meet our school needs	Meetings with administration and staff for ALP's (TPA year only)	PLTs
4Cs release days for teams	Coaching Conversations (Formal & Informal)	Modern Learning Team Release days for math

Resources:

BWW
Performance Appraisals
Annual Learning Plans
Connect2Learn
Classroom Discussions in Math – Guide for Facilitators

Professional Learning:

Online Modules
Workshops
Coaching

Targets and Monitoring:

Increased staff willingness to learn - Observations
Exit Cards to gage staff interest and openness to learning – used at our Professional Learning Sessions
Pause Stop Start Continue – Feedback Forms at end of the school year
4C session check ins using Google Forms