DDSB Ignite Learning

DA VINCI SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING
ELEMENTARY: Continuous Learning and Improvement

February 1, 2019

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
Classroom Profile, Report Cards, BAS, LLI, PRIME, Leaps and Bounds, EQAO Anchors, M of Ed Curriculum Documents, School Climate Survey	Growing Success Data, Report Cards, Parent Survey, SCC Feedback, School Climate Survey,	School Climate Survey, EQAO, Report Cards, SSA, Faces on the Data, Safe Schools data

GOALS

- Students will develop their ability to communicate their thinking using justification. 100% of identified students should meet provincial standard on report cards

LITERACY				NUMERACY			
STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS	**STUDENT LEARNING OUTCOMES**	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING – EQAO RESULTS	84	86		**PRIMARY MATH – EQAO RESULTS** will increase	79	81	
PRIMARY WRITING – EQAO RESULTS	85	87		**JUNIOR MATH – EQAO RESULTS** will increase	49	60	
JUNIOR READING – EQAO RESULTS	84	86		**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** students achieving above 70%	80	80	
JUNIOR WRITING – EQAO RESULTS	92	92					
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	78	80		**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	75	80	
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	84	84					
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	72	74					
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	79	80					
ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	FROM %	TO %	# OF STUDENTS THIS REPRESENTS	**ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS**	FROM	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING for students with special education supports	29	100		**PRIMARY MATH** for students with special education supports	14	100	
PRIMARY WRITING for students with special education supports	43	100		**JUNIOR MATH** for students with special education supports	0	100	
JUNIOR READING for students with special education supports	25	100		**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** with special education supports	83	100	
JUNIOR WRITING for students with special education supports	12	100					
INTERMEDIATE READING for students with special education supports – **GR 7**	100	100		**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** with special education supports	38	100	
INTERMEDIATE READING for students with special education supports – **GR 8**	25	100					
INTERMEDIATE WRITING for students with special education supports – **GR 7**	67	100					
INTERMEDIATE WRITING for students with special education supports – **GR 8**	25	100					

STUDENT LEARNING NEED

Literacy:
Assessment of Report Card, LLI, BAS, EQAO and curriculum-based data in the Gr. 3 & Gr. 6 cohort as well as Grades K-8 indicates that a continued emphasis is still required in:
- Expression of student voice
- Communication of student thinking

Numeracy:
Student Learning Needs – Assessment based on Report Card, EQAO, and Curriculum-based assessment data in the Gr. 3 & 6 cohort as well as Grades K-8 indicates that a continued emphasis is still required in:
- Communication of student thinking, specifically focusing on the justification of the answer
- Creation/utilization of a math vocabulary

EDUCATOR LEARNING NEED

Literacy:
- Implementation of comprehensive approach to instruction (modelled, shared, guided and independent (to support student understanding of Inferencing and extending understanding (making connections) with fiction and non-fiction texts
- Co-construction of Learning Goals, Success Criteria and Descriptive Feedback connected to the communication of student thinking

Numeracy:
- Strategies to implement guided math and small group lessons for 50% of the math block
- Development of a continuum related to the justification of student answers on open ended questions
- Understanding of assessment of the four categories of achievement with a focus on communication supported through teacher moderation of tasks

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy **Student Engagement** 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. **Curriculum, Teaching and Learning** 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.	- Comprehensive Literacy programming (Modeled, Shared, Guided and Independent approaches) - Inquiry based, cross-curricular learning. 3. Instruction is designed to support students in developing capacity for metacognition and understanding how questioning shapes thinking and learning.	- The physical environment is laid out in a manner that facilitates peer-to-peer collaboration. Students have the opportunity to work independently, in partners, small groups or f large groups. - Teachers create opportunities for students to create new knowledge, accessing multiple relevant sources through technology and using technology, when appropriate, to create and communicate new and imaginative solutions. - Students use technology to seek feedback that informs and improves their practice, ie: using Google Classroom as a tool to assess and to provide feedback to students.	- Scaffold learning through a balanced approach - Use prompts, questions and talk moves to build higher level thinking skills - Co-construct interactive learning walls (learning goals, success criteria, anchor charts and exemplars) - Engage in Faces on the Data conferences, implement targeted strategies and monitor impact - Engage in professional learning related to school improvement plan and personal learning needs	- Demonstrate critical thinking skills (inferring and extended understanding) when reading and writing texts - Engage in Inquiry learning approaches and consider school, community and global issues with a focus on equity - Select the most appropriate mode to demonstrate their understanding of key concepts - Form, articulate and defend thoughts/opinions/conclusions based on what they have read
SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Numeracy **Student Engagement** 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. **Curriculum, Teaching and Learning** 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.	- Comprehensive numeracy programming (modelled, shared, guided and independent approaches) - Teaching problem solving using cross-strand multi-step and open tasks. - Co-construction of interactive learning walls with clearly articulated learning goals, success criteria, exemplars and anchor charts used to inform timely and ongoing descriptive feedback to students. - Active engagement of/partnership with volunteers, parents and guardians in the mathematical learning of students.	- The physical environment is laid out in a manner that facilitates peer-to-peer collaboration. Students have the opportunity to work I partners, small groups or independent large groups. - Students use technology to seek feedback that informs and improves their practice, ie: using Google Docs as a tool to assess and to provide feedback to students. - Provide multiple opportunities for demonstration of student learning with a focus on differentiated output (oral language and differentiated output). - Increased opportunities for student voice/choice represented in learning opportunities.	- Scaffold learning through a balanced approach - Use prompts, questions and talk moves to facilitate higher level thinking skills - Structure learning opportunities taking into account student voice/choice - Engage in Faces on the Data conferences, implement targeted strategies and monitor impact - Explicitly teach the various ways to effectively justify their thinking in open ended questions	- Apply Thinking and Application skills when solving multi-step and open tasks - Use a variety of tools and strategies to demonstrate reasoning and proving - Use appropriate math vocabulary when answering questions - Be able to answer: How did you justify your answer or show your answer is reasonable? What is the difference between an answer that retells the steps or one that justifies your thinking? - **Be able to answer two questions:** How did you justify your answer or show your answer is reasonable? What is the difference between an answer that retells the steps or one that justifies your thinking?

LITERACY/**EQUITABLE OUTCOMES** for Identified Student Groups

- Proportional learning outcomes for Identified in-risk student groups
- Accurate identification of barriers that exist for student learning
- 100% of identified students should meet provincial standard on report cards
- IEP's will be adjusted regularly to ensure student success
- Use of "Classroom Profile" and Faces on the Data meetings to accurately identify barriers that exist for student learning and the development of intervention plans
- Use of technology to allow student access to tasks and information, deepen student learning and consolidation of concepts

Progress Reports IEP Students Meeting Expectations
7 of 63 students with IEP are progressing with difficulty (11%)   56 of 63 students are progressing well. (89%)

Report Card 1
86% of students achieved level 3 or 4

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Progress Reports IEP Students Meeting Expectations
10 of 63 students with IEP are progressing with difficulty (16%)   53 of 63 students are progressing well. (84%)

Report Card 1
78% of students achieved level 3 or 4

Aligning Principal Leadership and Monitoring
MAPPING OUT THE YEAR – DA VINCI

DDSB Ignite Learning

Literacy **Numeracy** **Well-Being** **Equity and Inclusion** **Leveraging Digital**

LITERACY GOAL: 100% of identified students should meet provincial standard on report cards

NUMERACY GOAL: Students will develop their ability to communicate their thinking using justification.

	August	September	October	November	December	January	February	March	April	May	June
Directors Meeting	28th		16th	13th	11th	15th	12th	26th	16th	7th BIP/SIP	11th
Family of Schools				SSA			SSA			SSA	SIP Moderation last week of June
Staff Meetings • Division & Department	Introduce New Numeracy Profile (Focus on Scope & Sequence)	Weekly Check In	22nd Numeracy profile and Faces on the data	Weekly Check In	Weekly Check In	Weekly Check In	Weekly Check In	Weekly Check In	5th Health and Safety and Faces on the Data	Weekly Check In	Weekly Check In
School Improvement Team		11th	30th	20th		29th	19th	1st SSA (am)	30th	14th SSA (am)	4th
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations		Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey	Ongoing with math instruction survey
Faces on the Data				Weekly on Wednesdays (am)	Weekly on Wednesdays (am)	Weekly on Wednesdays (am)	Weekly on Wednesdays (am)	Weekly on Wednesdays (am)	Weekly on Wednesdays (am)	Weekly on Wednesdays (am)	
School Self-Assessment (SSA)				SSA Nov. 27th am Due Nov. 30th				SSA Mar. 1st am Due Mar 7th		SSA May 14th Due May 21st	
School-Wide Consolidation (EQAO, OSSLT Plan)						Grade 3 and 6 Planning for EQAO		EQAO Mocks and Moderation			
Professional Learning • BCI			11th Kindy Hub	6th Primary am Jr. pm 8th Numeracy 30th Int. Literacy	7th Jr am Primary pm 5th Kindy hub 14th Numeracy	14th kindy hub 30th Int. Literacy	14th Kindy hub 26th Primary am Jr. pm 7th Numeracy	25th Jr am Primary pm 6th Int. Literacy 28th Numeracy			
Professional Learning • Workshops/Training								Writing Strategies Book Club with Tracy Rea			
Budget/Expenditures		$5000 per division for SIPSAW related purchases		Home reading resources	Additional LLI and BAS kits		Pearson Pre-Assesment Kits for all grades				