



SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2019/2020 (ELEMENTARY)

School Name: Select School from Drop-downPrincipal Name Select SchoolSOI: Select School

The Story of Our Data

Achievement Data

EQAO	16/17*	17/18*	18/19*
Primary Math			
Junior Math			

*percentage of students at level 3/4

Student Perceptual Data

Primary	16/17*	17/18*	18/19*
I like math			
I am good at math			
I am able to answer difficult math questions			

Select School

Junior	16/17*	17/18*	18/19*
I like math			
I am good at math			
I am able to answer difficult math questions			

% of students responding "most of the time" on perceptual data will be defined as level 3

SETTING TARGETS: Increasing Student Achievement

Achievement Data

EQAO	n*	# of students who will achieve level 3/4	Target %
Primary Math			#DIV/0!
Junior Math			#DIV/0!

n* reps. the total number of students in that grade cohort

Student Perceptual / Attitudinal Data

PRIMARY	*From %	*To %	# of Ss this reps
I like math			
I am good at math			
I am able to answer difficult math questions			

JUNIOR

*From %	*To %	# of students this represents

% of students responding "most of the time" on perceptual data

SETTING TARGETS (Achievement Data): Ensuring Equitables Outcomes- How will we ensure all students will be successful?

STUDENTS W/ SPECIAL EDUCATION NEEDS (Excl.gifted)

EQAO	n**	# of students who will achieve level 3/4	Target %
Primary Math			#DIV/0!
Junior Math			#DIV/0!

18/19-PR % level3/418/19-JUN % level3/4

n**represents the number of students identified with SEN

ENGLISH LANGUAGE LEARNERS

EQAO	n***	# of students who will achieve level 3/4	Target %
Primary Math			#DIV/0!
Junior Math			#DIV/0!

18/19-PR % level3/418/19-JU % level3/4

n***represents the number of ELLs

THEORY OF ACTION AND DISTRICT WIDE STRATEGIES: How will we get there?

IF we (1) implement targeted guided math groups to personalise instruction and interventions in all math classrooms, and (2) implement diagnostic and gap closing intervention tools (eg. Leaps and Bounds in grades 1 to 8, Gap Closing in grades 7 to 9) in all mathematics classrooms,THEN we will increase capacity of staff to support personalization of learning and increase student achievement in mathematics.

IF we (3) implement learning conditions that intentionally foster welcoming, safe and inclusive classrooms,THEN we will improve student well-being and improve equity of access, opportunity and outcomes for all students.

IF we (4) increase the involvement of parents, students, staff and communities in supporting student learning and well-being, THEN we will increase engagement with and among our communities and improve inclusive and collaborative decision making.

The School Improvement Plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. School Improvement plans are selective: they help principals, teachers, and school councils answer the questions: "What will we focus on now?" and "What will we leave until later?" adapted from "A School Improvement Planning- A Handbook for Principals, Teachers and School Council", 2000.

Where are we now?

Where are we going?

How will we ensure equity of outcomes?

How will we get there?

MONITORING IMPLEMENTATION (HOW WILL WE CHECK FOR PROGRESS?)

TARGETED GUIDED GROUPS				
Grade 3 Math	A	BI	PI	FI
Sep				
Feb				
May				
Grade 6 Math	A	BI	PI	FI
Sep				
Feb				
May				

MONITORING IMPACT				
Grade 3/6 cohort	A	BI	PI	FI
Sep				
Feb				
May				

Links for Implementation Charts and Continuums

*use implementation continuums for tracking of gap closing interventions, targeted guided groups and monitoring

A- Awareness BI-Beginning implementation PI-Partial Implementation FI-Full Implementation

GAP CLOSING INTERVENTION (Leaps & Bounds)				
Grade 3 Math	A	BI	PI	FI
Sep				
Feb				
May				
Grade 6 Math	A	BI	PI	FI
Sep				
Feb				
May				

LEARNING CONDITIONS				
	A	BI	PI	FI
Sep				
Feb				
May				

KEY ACHIEVEMENT CHECK POINTS	n	PWD	PW	PVW
Progress Report Grade 3				
For your Gr.3 cohort, enter the # of students in each range for the Progress Report. Based on your data, what will be your next moves?				

KEY ACHIEVEMENT CHECK POINTS	Level 4	Level 3	Level 2	Level 1
Term 1 RC Gr3 Math NSN				
Term 1 RC Gr3 Math ()				
For your Gr.3 cohort, enter the # of students in each range for the T1 Report. Based on your data, what will be your next moves?				

TRACKING OF PARENTAL ENGAGEMENT				
	A	BI	PI	FI
Sep				
Feb				
May				

KEY ACHIEVEMENT CHECK POINTS	n	PWD	PW	PVW
Progress Report Grade 6				
For your Gr.6 cohort, enter the # of students in each range for the Progress Report. Based on your data, what will be your next moves?				

KEY ACHIEVEMENT CHECK POINTS	Level 4	Level 3	Level 2	Level 1
Term 1 RC Grade 6 Math NSN				
Term 1 RC Gr6 Math ()				
For your Gr.6 cohort, enter the # of students in each range for the T1 Report. Based on your data, what will be your next moves?				

TRACKING OF STUDENT VOICE				
	A	BI	PI	FI
Sep				
Feb				
May				

MAKING OUR LEARNING VISIBLE- WHAT ARE OUR MOVES?

	LEADERSHIP MOVE IN SUPPORT OF ACHIEVEMENT (IN SUPPORT OF GRADE 3/6 MATH CLASSROOMS)	LEADERSHIP MOVE IN SUPPORT OF WELL-BEING (SETTING THE CONDITIONS IN GRADE 3/6 MATH CLASSROOMS)	EVIDENCE OF IMPACT OF LEADERSHIP MOVES (ACH/WB) on Educators Practice? Students (Ach/WB)? What are your questions? What is your problem of practice?
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			