**­Roden/Equinox Public School School Improvement Plan: Initial Data Analysis and Direction 2017-2018**

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|  | Achievement | Equity | Well-Being |
| **How are our students doing?**  **What does our current data tell us?** | ***RODEN***  **EQAO MATH**: results show a lag of *36%* behind overall Board performance in **Grade 3** and *a 14% lag* for **Grade 6**.  **EQAO READING:** results show a lag of *35%* behind overall Board performance in **Grade 3**  **EQAO WRITING:** results show a lag of *40%* behind overall Board performance in **Grade 3**  **Attitudinal Data for Grade 3 shows** that 35% of the students like to read, 40% like to write and only 44% of the students like to do math.  **Attitudinal Data for Grade 6 shows** that 68% of the students like to read, 50% like to write and only 58% of the students like to do math.  **Gender Equality Grade 3**: The data shows 11% difference in math achievement between males and females in favour of the males but 7% difference in reading and a 6% difference in writing in favour of the females.  **Gender Equality Grade 6:** The data shows a 1% difference in math between males and females achievement in favour of males an 8% difference in reading in favour of the females and a 22% difference in writing in favour of the females.  **EQUINOX**  **EQAO MATH**: results show a lag of *5%* above overall Board performance in **Grade 3** and *a 28% lag* for **Grade 6**.  **EQAO READING:** results show a lag of *5%* behind overall Board performance in **Grade 3** and *a 7% lag* for **Grade 6**.  **EQAO WRITING:** results show a lag of *10%* behind overall Board performance in **Grade 3** and *a 34% lag* for **Grade 6**.  **Attitudinal Data for Grade 3 shows** that 68% of the students like to read, 47% like to write and only 47% of the students like to do math.  **Attitudinal Data for Grade 6 shows** that 50% of the students like to read, 56% like to write and only 50% of the students like to do math.  **Gender Equality Grade 3**: The data shows1% difference in math achievement between males and females in favour of the males but 8% difference in reading and a 10% difference in writing in favour of the females.  **Gender Equality Grade 6:** The data shows a 0% difference in math between males and females achievement in favour of males a 9% difference in reading in favour of the females and a 2% difference in writing in favour of the females.  **Primary Reading Data**  **Grade 1**  **1-4** = R – 11; E – 18  **4-8 =**  R – 5; E – 2  **8-16+** = R – 10; E- 1 | **Identified Biases, Stereotypes and Fixed Mindsets**  How do we meet the needs of our students struggling academically/social-emotionally? Is this affecting our program delivery? To what degree does our biases play into where are students come from? (Social capital)  Defining students by their labels and their levels. How do we use CRRP to support our learners?  Need for a growth  Ability stereotypes – deficit mindset  The “Quiet” Student/Introverted Learner –how can we ensure they have a voice? | We have many students identifying with anxiety and other mental health concerns.  Resiliency is an area of concern identified by teachers  Consistent students have attendance issues  Many students arriving at school tired and hungry  Some in the parent community have difficulties expressing their concerns about school issues |
| **What is the area of greatest concern?** | The greatest concern according to the data:   1. The literacy gap between grade 3 and 6 2. About one third of our students are not meeting the Provincial math standard 3. What is impacting students’ attitudes about math? 4. What is impacting students’ attitudes about writing? | As teachers, how do we acknowledge, understand mitigate, and remove our personal prejudices and biases aside.  What is our understanding of those who have been identified with a learning challenge? | Where are we in the process of identifying students with mental health-related issues? We are waiting on the data from a survey conducted last year by the Safe School and Mental Health Committee.  How are we supporting our students and their families?  How do we deal with a demanding a parent community that never seems to be satisfied?  What impact does socio/economics have on wellness? |
| **What is our goal?** | **OVERALL GOAL: Students will be engaged as confident, self-regulated problem-solvers in reading, writing and math.**  **Specific:**  To improve students’ attitudes and capacity in the area of numeracy in particular the Application of Learning in math and in responding to open response questions. These two areas were identified as particular areas of weakness in a closer analysis of EQAO data.  To accelerate the reading level of all grade one students who are currently reading below a DRA level 8. | **OVERALL GOAL: We will break down barriers and challenge personal biases with staff in order for all students to feel a stronger sense of belonging in terms of content, pedagogy, climate and access.**  **Specific:**  Adults in the building will work with the Equity Continuum to choose a specific tenant to focus on their own growth as an educator to question their own biases and look at specific practises to adjust or align to the students in front of them to achieve greater equity.  We will infuse an equity stance (knowing, I see it, I hear it, I feel it) in all of our inquiries this year to support our students who are underachieving. | **OVERALL GOAL: Students and their families will have increased resiliency and greater connection to school in order to better handle academic, social and emotional challenges.**  **Specific:**  To deeply understand our students’ needs generate an ongoing list of students (i.e. through class profile meetings; IST/SST meetings; case Conferences, etc.) and respond effectively to the needs.  Provide measures (i.e. One caring adult, wellness-infused classrooms, parent workshops, mental heath professional learning and curriculum) to support student and family needs while continuously reviewing and developing student status and our best practice. |
| **What actions will we take?** | * **Culture of high expectations for students** * **Critical consciousness –as teachers, but also empowering students; comes from good inquiry.** * **Perseverance and resiliency** * **Rigor**   POR’s met with Administration and Coach to determine a PD focus, based on the data. Coach is supporting our teachers during our collaborative inquiry during the day. POR’s and math leads led our first session where each teacher choice their CI. Next session in December, teams meet to discuss their growth and next steps before our Lesson study.  A PD committee will be organized to examine various data sets to develop a more holistic school picture (EQAO, School Climate and parent surveys, attendance and census data) – waiting on census data  The use of open and parallel tasks, inquiry-based (problem-solving) approach to lesson design OR providing experiences in the problem-solving/inquiry process by solving many kinds of appropriate and complex problems focused around ‘Big Ideas” and cross-curricular connections and inter-strand approaches that include investigations and technologies that are culturally relevant  The use of learning goals, success criteria co-constructed with students and descriptive feedback to improve learning and design next steps for instructions  Small group direct instruction based on the needs identified through observation of students during the 3-part lesson  The use of effective questioning techniques to support higher order and critical thinking – modeled during co-teaching with P and grade 3 teachers  The use of purposeful oral language and talk in mathematics  The use of resources such as manipulatives, assistive technology, and appropriate modifications/accommodations by teachers and students at all levels  Students in grade 1-3 are assessed (variety: DRA level 1-4; letter ID). Intense burst of support could help bring grade 1’s up to level 8. Informal support letter sent to parents. When they reach level 8, they are released.   * Resource teacher could offer intense reading program for a period of time –8-10 weeks? Grade 3 session is up and running.   Intense burst of support could help bring grade 3’s up to level 36. Data collect from DRA and EQAO diagnostic (Use of 2017 Book A) Informal support letter sent to parents. When they reach level 20, they are released – Tiffany and Chris have moved several up to level 30 – Nov. 20th  Intense burst of support could help bring grade 2’s up to level 20. Informal support letter sent to parents. When they reach level 20, they are released.   * 2 Stars and a Wish * More frequent check ins * Attitude survey (Steve) * Math games (Nancy) * Math game day (Nancy) * Push your pedagogy (Critical friends) * Cross divisional meetings – co teaching and co planning   Theory of Action:  ***“If we co-create authentic, meaningful inquiries, and we honour student voice through collaboration and the sharing of a range of solutions, then students will be engaged as confident, self-regulated problem-solvers.”***  ***An Inquiry Question:***  ***“If we co-create authentic, meaningful inquiries, and we honour student voice through collaboration and the sharing of a range of solutions, will students feel engaged as confident, self-regulated problem-solvers? How will we know this? What indicators will be used as evidence to support our theory of action?”***  ***How will we know if they’re engaged?***  ***If those things aren’t happening, then what do we tweak?***  ***What will we see if students are engaged? Do they persist?***  -discussion around this emphasized how it pertains to all students in our school, and all subjects. Discussion about how inquiry applies to writing: using strategies, posing thoughtful questions during descriptive feedback. Giving students choice during writing so that they write from personal experiences –addresses equity  Discussion around Q-chart –simplistic overview that can be limiting 🡪 mindful questioning | Professional Learning will include:   1. Self-assess using James Banks Continuum 2. Creating Success Criteria for an inclusive and equitable classroom 3. Deconstruct the tenants of the Equity Continuum 4. Choose a tenant to focus on – self assess based on the criteria 5. Time to plan, share, execute, share 6. Equity Classroom walks to assess growth   **CRRP**   * *Equity walk* * *Critical examination of language and practices –how do we share these practices? How do we get students to call us out when we do that?*   *Are we embedding high expectations for all and* the development of critical consciousness for all?   1. Self-assess using the James Banks Continuum   The staff will promote equity through initiatives such as the recognition of Orange Shirt Day, Pink Day  Student leadership in many capacities / extend student leadership to all students, especially those who have previously not been included   * Girls Club * Boys Club * Student office helpers/announcers * Wellness week * Student lunchroom helpers –rainy day game leaders   Theory of Action:  ***“If we deconstruct our own biases based on our privilege in society, will that impact how we enter the classroom and interact with students, content and teaching?”***  ***An Inquiry Question:***  ***“If we use the Equity Continuum to analyse our classroom practices, will I look at my practice and change what I do in the classroom to create a bias free environment. How will we know this? What indicators will be used as evidence to support our theory of action?”*** | Class Profile meetings, particular attention will be placed on social/emotional factors that may be impeding student progress. This will help to identify marker students and those at risk.  - For our students to be in class, learning  - Continue with ‘One caring adult’ for targeted students  - To provide ongoing and targeted PD to staff (Zones of Regulation)  - To increase our parent and community outreach   * Build rapport with students * Build partnerships with parents * Build trust * Be a listener * Express care for a child * Wellness week/Stress Busters Culmination event   Ask the following questions with the intent and goal to reflect on and generated responses to each of them:   * Are students aware of their own mental health and where they are on the mental health continuum? * Are students, K-8, aware of their emotional state (i.e., how they are feeling), able to label it accurately, and regulate themselves in accordance to that state? * Do students know how to self-advocate?   Classroom:   * Integrating into classroom programming: Zones of Regulation meeting or TRIBES * One Caring Adult –initiative (Chris)   Parent Wellness and Families   * Call to action – we need to support parents in a non-threatening, non-judgmental way. Anxiety of parents is reflected in students. How do we support those parents? * What is our piece around supporting families who are struggling? TDSB Central –Mental Health * Parents’ night to organize; separate from School Council. * How do we embed CRRP in our work with the parent/caregiver community? * How do we support and develop resilient students and families?   We will also:   * Investigate the “Zones of Regulation” resource as a book club * Meet regularly as a committee * Create a shared focus to decrease the stigma associated with mental health * Grade 7-8 girl book club to support some of our students challenged with attendance. |
| **What data will we need to track?**   * **Before we start** * **Ongoing** * **End of year** | Initial Data: Report cards, EQAO, Staff, School Climate and parent surveys, attendance and census data  On-going: Initial data will be collected on identified marker students over a 6-week period to determine the effectiveness of the strategy (data wall, running records, anecdotal) | Initial Data: Office referrals, student engagement during assemblies, extra-curricular, attendance, lates | Initial Data: Report cards, EQAO, Staff, School Climate and parent surveys, attendance and census data |
| **How will we know we are having success?** | Success will be indicated by the number of marker students we are able to move to level 3 from Level 2. |  | * Tracking of social work referrals for mental health related issues * Marker students moving along the continuum * A decrease in our students deemed at risk * Positive engagement will increase * Student voice will eliminate the stigma associated with mental health-related issues |