



Captain R. Wilson School

HDSB SIPSA - 2017-2018

School Name	Captain R. Wilson	Principal	Kathy Fournier	Student Population	725
Panel	Elementary	Vice Principal(s)	Nancy Trainor	Number of Teachers	45

In Halton, we recognize the importance of monitoring the “Right Work”. The School Effectiveness Framework (p. 8) suggests ongoing monitoring methods such as:

- discussing the School Improvement Plan at staff, division, department and/or Professional Learning Community meetings,
- planning professional learning based on the specific actions/strategies in the School Improvement Plan,
- assessing progress according to established checkpoints and timelines,
- collaborative analysis of a wide range of student data, and
- reflecting on measures, targets and the results of instruction to determine the next steps.

Schools that align the professional learning plan and resources to address student learning need (SIPSA) and implement the professional learning plan with fidelity - deeply, consistently and over time - should expect to influence student learning. We are not losing sight of student learning; simply stepping back in the transfer process to ensure that the professional learning is taking root. Only when this occurs, can we be sure that there will an impact on student learning.

source: HDSB Research Department

SIPSA Process

<p>Leadership Team Members</p>	<p>Admin: Kathy Fournier (Principal), Nancy Trainer (Vice Principal) Division Leads: Gaye Blizzard & Elaine Hewus (FDK), Kathryn Nott (Primary), Sarah Kwai Pun (Junior), Lisa Kelly & Kirsteen McCormick (Intermediate) Literacy Lead Teachers: Lisa Dickie (Primary), Sarah Kwai Pun (Junior), Kirsteen McCormick (Intermediate) Math Lead Teachers: Krista Badiuk (Primary), Lacey Cavicchia (Junior), Nancy Ahrens (Intermediate & ESL) SERTs: Mel Klomp (FDK/Primary), Kristy Henders (Primary/Junior), Laura Paron (Junior/Intermediate)</p>
<p>Other people involved in creating this SIPSA</p>	<p>Research Department - Tim Sadai (Data Analysis) IPL - Kristin Marshall</p>
<p>How were urgent student learning needs identified?</p> <p>What data was used?</p>	<p>Literacy</p> <ul style="list-style-type: none"> ● Examined our EQAO Trends Over-time & Rolling Averages: <ul style="list-style-type: none"> ○ Our Primary Reading data supports this as an area for improvement ○ Flat trend in Primary Reading - slightly lower than Primary Writing - and lower than Junior Reading ○ Acknowledge downward trend and absolute value in Primary Writing (but still overall strong) ○ 5 years ago to now - 73% reading at levels 3/4 (63 grade 3s last year) <p>Math</p> <ul style="list-style-type: none"> ● Examined our EQAO Trends over-time and rolling averages: <ul style="list-style-type: none"> ● Both Primary & Junior support mathematics as an area of focus ● Math is lower than literacy scores in both Primary & Junior ● Flat-line achievement in math for Junior (minus outlier 2016-17 year) ● Primary math is down trending when looking at primary averages ● Fewer Special Education students achieving Levels 3/4 <p>Wellness</p> <ul style="list-style-type: none"> ● Examined our TTFM data - downward trend in sense belonging: <ul style="list-style-type: none"> ○ 2016-2017 Students with a positive sense of belonging. Students who feel accepted and valued by their peers and by others at their school. <ul style="list-style-type: none"> · 74% of students in this school had a high sense of belonging; the Canadian norm for these grades is 83%.

	<ul style="list-style-type: none"> · 75% of the girls and 77% of the boys in this school had a high sense of belonging • Examined Have Your Say data: <ul style="list-style-type: none"> ○ 70% of students always/often feel like they belong/fit in
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Engagement and Achievement Goals: Literacy

Goal	<p>Increase in Primary Reading EQAO scores by 5% (equals 4 students) 73% (Spring 2017) + 5% = 78% goal Spring 2018 - students achieving levels 3/4</p> <ul style="list-style-type: none"> • 5% increase in number of Kindergarten & Primary Grade students reading at grade level based on spring PM Benchmark scores <ul style="list-style-type: none"> ○ Senior Kindergarten - 5 year mean = 48% + 5% = 53% ○ Grade 1 - 5 year mean = 69% + 5% = 74% ○ Grade 2 - 5 year mean = 71% + 5% = 76% ○ Grade 3 - 5 year mean = 72% + 5% = 77%
Connections to SEF Identify indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.3).	4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve 4.5 - Instruction and assessment are differentiated in response to student strengths, needs and prior learning 4.7- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being
Measures/Targets What student work/evidence will help us monitor our progress?	EQAO scores PM Benchmark scores Running Records Emergent Literacy Wheel
Theory of Action If we do 'x' activity or approach, then we are likely to get 'y' outcome	If we focus on effective instructional reading strategies, then we will begin to close the gap of students not reading at grade level. -We will identify, monitor and support our not yet at grade level readers.
Actions and Strategies Where are we at this point? What are our next steps? Who has a role to play (e.g., school staff,	Where are we at: -We have focussed on implementing effective Guided Reading practices and acquiring the resources to do so: use of Prompting Guide, planning and tracking, running records, data folders, magnetic letters, white boards, mini-pocket charts, LLI, levelled classroom libraries, home reading carts, organized literacy resource room, RazKids accounts for grades 1-3

<p>students, parents, resource staff, community partners)?</p>	<p>What are our next-steps: -Continued implementation and capacity building for effective guided reading practices including use of LLI for targeted students -Many opportunities for students to read books at appropriate level: Leveled classroom libraries, Raz Kids, Home Reading Carts, Cross-curricular reading materials -Development of Readers/Writers Workshop model Who has a role to play: -Teachers, SERTs, Admin, IPL, LRT, students, parents</p>
<p>Professional Learning In what ways will our professional learning help us reach our goal? What is the professional learning and leading plan?</p>	<p>-LRT/SERT: Readers/Writers workshop strategies PD release and co-planning/teaching to kick-off the school year - ongoing capacity building (Primary Division) -Literacy Lead Teachers -Participation in Emergent Literacy Institute (in the New Year) -LRT returning in February (Capacity Building)</p>
<p>Resources What resources will be used to support this work?</p>	<p>-No More All Done book study (Primary Division) -Prompting Guide -Knd to Gr. 3 Home Reading Program (Home Reading Carts, Raz Kids) -Effective Guide to Literacy Instruction -Benchmark Assessment System (BAS) Junior/Intermediate</p>
<p>Monitoring Strategies and Timelines In what ways will we continue to monitor our progress? What will we monitor?Who will monitor and when?</p>	<p>**Tracking of students not yet reading at grade level -Literacy Monitoring tracker check-ins at staff meetings (e.g., January/May) -Class data folders -Primary Electronic PM/RR Data Wall (check in 5 times per school year) - discussion/check-in at grade/division/staff meetings -Emergent Literacy Wheel (discuss at FDK division meeting) -Admin walk-throughs and check-ins with targeted students -ESAT -PM scores (fall & spring) -Report card marks -Spring EQAO results</p>

Engagement and Achievement Goals: **Math**

<p style="text-align: center;">Goal</p>	<p>(Stop the downward trend - turn the curve)</p> <p>Increase in Primary and Junior EQAO Math scores by 5% (4 Primary Students - 3 Junior Students)</p> <p>(Primary 62% Spring 2017 + 5% = 67% goal Spring 2018 Junior 65% Spring 2017 + 5% = 70% goal Spring 2018) - students achieving levels 3/4</p> <ul style="list-style-type: none"> • Close the gap - Junior & Intermediate - 5% increase in the percentage of students with special needs/IEPs obtaining the provincial standard in Number Sense and Numeration on Term 2 report cards. <ul style="list-style-type: none"> ○ 5 year Junior mean = 63% increase to 68% ○ 5 year Intermediate mean = 81% increase to 86%
<p>Connections to SEF Identify indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.3).</p>	<p>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</p> <p>4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve</p> <p>4.5 - Instruction and assessment are differentiated in response to student strengths, needs and prior learning</p> <p>4.7- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being</p>
<p>Measures/Targets What student work/evidence will help us monitor our progress?</p>	<p>EQAO scores Report Card marks Leaps & Bounds assessments Dreambox dashboard Landscapes</p>
<p>Theory of Action If we do 'x' activity or approach, then we are likely to get 'y' outcome</p>	<p>If we focus on effective assessment & monitoring math practices, then we will begin to close the gap for our remedial and modified math learners (Universal Design - what's good for some will impact all)</p> <p>We will identify, monitor and support our remedial & modified math learners.</p>
<p>Actions and Strategies Where are we at this point? What are our next steps? Who has a role to play (e.g., school staff, students,</p>	<p>Where are we at this point?</p> <ul style="list-style-type: none"> -Last year PD was provided for Grades 1 to 8 teachers on Leaps & Bounds - some teachers used it for gap closing -Last year PD was provided for Grades 1 to 5 teachers for Dreambox - all teachers used it with their classes -Various stages of implementation of math expected practices (e.g., Number Talks, Math Congress, Guided Math Groups)

<p>parents, resource staff, community partners)?</p>	<p>What are our next-steps? -Long range math planning -Develop effective assessment & instructional practices for triangulating data beyond tests & quizzes -Continued capacity building for use of Leaps & Bounds, Dreambox that started last year Who has a role to play? -Teachers, SERTs, IPL, students</p>
<p>Professional Learning In what ways will our professional learning help us reach our goal? What is the professional learning and leading plan?</p>	<p>1. PD release for Long Range Planner in area of math with IPL (achievement charts, triangulating data) - Use of Long Range Planner for Math planning in grade teams 2. PD release for Math Monitoring with IPL / Program Implementation Wheel - Assessment & Evaluation - Formative Assessment</p> <ul style="list-style-type: none"> ● After Progress Reports (Nov. 13, 14, 16) bring 1 or 2 students of math concern (e.g., Special Ed, PWD, etc) ● Bring samples of student work (triangulated data) ● Monitoring Process: using landscapes and/or effective guides - look for strengths and misconceptions/errors - determine student's next-step (how to help them?) <p>3. After Term 1 Report Card, check back in on those students. What do they need next? (e.g., Making Math Meaningful, L&Bs, DreamBox, ect.) -Through PD with Kristin (IPL), other math practices are being addressed on a needs-be individualized basis -Lead Math Teachers -Supporting Students with Learning Disabilities in Mathematics project</p>
<p>Resources What resources will be used to support this work?</p>	<p>Achievement Chart Long Range Planner Leaps & Bounds Dreambox (dashboard) Edugains Making Math Meaningful Landscapes</p>
<p>Monitoring Strategies and Timelines In what ways will we continue to monitor our progress? What will we monitor?Who will monitor</p>	<p>-February Staff Meeting - Teachers bring their next overall math expectation to create the topic/unit assessment plan with grade team partners along with diagnostic using Leaps & Bounds - non-math teachers will use the planner template in a relation to their subject/topic</p>

and when?	<p>**Tracking of modified and struggling math learners:</p> <ul style="list-style-type: none"> -Math Monitoring template check-ins at staff meetings (e.g., December/April) -Dreambox dashboard & admin walk-throughs -Grade/Division Team meetings -Leaps & Bounds diagnostics -Landscapes -Report card marks -Spring EQAO results
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Additional SIPSA Goal for Well-Being (Positive Mental Health, Safe and Inclusive Schools, Student Health)

Goal	<p>5% increase in students' feeling of belonging (TFM and Have Your Say surveys) 70% Spring 2017 + 5% = 75% of students will report that they belong/fit in Spring 2018 Have Your Say survey</p>
Connections to SEF Identify indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.3).	2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.
Measures/Targets What student work/evidence will help us monitor our progress?	<p>Student focus group(s)</p> <p>Surveys</p> <p>Exit passes</p>
Theory of Action If we do 'x' activity or approach, then we are likely to get 'y' outcome	By modelling different methods of connectedness, and giving opportunities to participate in these activities (e.g., Shift), we will create an inclusive forum for students to feel welcome and a sense of belonging.
Actions and Strategies Where are we at this point? What are our next steps? Who has a role to play (e.g., school staff, students, parents, resource staff, community	<p>Where are we at this point?</p> <ul style="list-style-type: none"> -Big focus last year on self-regulation (mindfulness, chillaxation) -Alliance -Some use of Kelso's Choices, Restorative Practices/Circles, Community Circles

<p>partners)?</p>	<ul style="list-style-type: none"> -Developing awareness of ‘Shift’ practices during Sept. & Oct. PA days What are our next-steps? -Staff Meetings PD re: SHIFT & SOS - Dec. and beyond -Staff teach Shift strategies to teacher-identified student leaders - so that they become mentors to classes -S.O.S (template created and shared with staff - check-ins at Division Meetings) to support those students who are not connected -Me to We -P.A.L.S. -PIC Community event on topic of Wellbeing Who has a role to play? -Staff, students, parents, School Council
<p>Professional Learning In what ways will our professional learning help us reach our goal? What is the professional learning and leading plan?</p>	<p>Shift workshops to help promote community and to help people reset and decompress</p> <ul style="list-style-type: none"> Self-Regulation ASSIST (Suicide Prevention Training) BMS Training CPS Training
<p>Resources What resources will be used to support this work?</p>	<ul style="list-style-type: none"> Shift - Board Initiative Kelso’s Choices BMS Handbook “Lost at School” CPS Handbook Beyond Behaviour Management ASSIST Package Multitude of resources for Self-Regulation (Mehrit Centre)
<p>Monitoring Strategies and Timelines In what ways will we continue to monitor our progress? What will we monitor? Who will monitor and when?</p>	<ul style="list-style-type: none"> Check-ins with Students (e.g., CPS Conversations) Have Your Say survey S.O.S. tracking (Supporting our students) - PD Days, Staff Meetings