



ELEMENTARY School Improvement Plan 2015-2016

SCHOOL: Seneca Central

PRINCIPAL: Caitlin McVean

AREA OF FOCUS: 1. Improving Student Mathematics

SMART GOALS:

- **STUDENTS WILL SHOW POSITIVE GROWTH IN THE AREAS OF MATH ENGAGEMENT AND THE USE OF COGNITIVE (THINKING) STRATEGIES, AS IDENTIFIED THROUGH STUDENT SURVEYS AT THE BEGINNING AND END OF EACH MATH LEARNING CYCLE**

- PRIMARY STUDENTS (K-3) WILL MOVE FROM 74% IDENTIFYING THAT THEY ARE ABLE TO ANSWER DIFFICULT QUESTIONS SOMETIMES OR MOST OF THE TIME TO 84% **SUMMATIVE RESULTS 86% (GOAL SURPASSED)**
- PRIMARY STUDENTS (2-3) WILL MOVE FROM 32% IDENTIFYING THAT THEY CHECK THEIR WORK FOR MISTAKES 'MOST OF THE TIME' TO 48% **SUMMATIVE RESULTS 64% (GOAL SURPASSED)**
- JUNIOR STUDENTS (4-6) WILL MOVE FROM 33% IDENTIFYING THAT THEY ARE ABLE TO ANSWER DIFFICULT QUESTIONS MOST OF THE TIME TO 46% **SUMMATIVE RESULTS 36% (GOAL NOT MET)** Positive Growth
- JUNIOR STUDENTS (4-6) WILL MOVE FROM 40% IDENTIFYING THAT THEY CARRY OUT THEIR PLAN USING STRATEGIES AND MAKE CHANGES WHEN NEEDED MOST OF THE TIME TO 50% **SUMMATIVE RESULTS 49%**
- INTERMEDIATE STUDENTS (7-8) WILL MOVE FROM 31% IDENTIFYING THAT THEY LIKE MATH MOST OF THE TIME TO 42% **SUMMATIVE RESULT 24% (GOAL NOT MET – AREA OF NEED)**
- INTERMEDIATE STUDENTS (7-8) WILL MOVE FROM 19% IDENTIFYING THAT THEY CHECK THEIR WORK FOR MISTAKES MOST OF THE TIME TO 33% **SUMMATIVE RESULTS 24% (GOAL NOT MET)** Positive Growth

- **TEACHERS WILL TRACK AND ASSESS STUDENT USE OF COGNITIVE (THINKING) STRATEGIES THROUGH OBSERVATION AND STUDENT WORK DURING THE MATH LEARNING CYCLES. PROGRESS WILL BE ASSESSED BEFORE (DIAGNOSTIC) AND AFTER (SUMMATIVE) OUR FOCUSED INSTRUCTION (MLC) CYCLE.**

- THE PERCENTAGE OF PRIMARY STUDENTS ACHIEVING A LEVEL 3 OR 4 ON MATH PROBLEM-SOLVING WILL MOVE FROM 42% TO 56%. **SUMMATIVE RESULTS 51% (GOAL NOT MET)** POSITIVE GROWTH
- THE PERCENTAGE OF JUNIOR STUDENTS ACHIEVING A LEVEL 3 OR 4 ON MATH PROBLEM-SOLVING WILL MOVE FROM 33% TO 53%. **SUMMATIVE RESULTS 55% (GOAL SURPASSED)**
- THE PERCENTAGE OF INTERMEDIATE STUDENTS ACHIEVING A LEVEL 3 OR 4 ON MATH PROBLEM-SOLVING WILL MOVE FROM 14% TO 30%. **SUMMATIVE RESULTS 70% (GOAL SURPASSED)**

SUPPOSITION: If we model the problem-solving process and effective strategies, then our students will have the knowledge and tools necessary to be better problem solvers in math.

HIGH YIELD STRATEGIES	EVIDENCE OF PROGRESS (Monitoring)			TIMELINES	RESPONSIBILITY FOR MONITORING
<p>PROCESSES AND PRACTICES ARE DESIGNED TO DEEPEN CONTENT KNOWLEDGE AND REFINE INSTRUCTION TO SUPPORT STUDENT LEARNING AND ACHIEVEMENT (2.2)</p> <p>INSTRUCTION IS BASED ON IDENTIFIED AREA OF NEED AND TEACHING IS RESPONSIVE TO STUDENT PROGRESS AND/OR CHALLENGES</p>	<p>At the school:</p> <p>PROFESSIONAL LEARNING IS CONTINUOUS AND RESPONSIVE TO STUDENT LEARNING NEEDS, IDENTIFIED BY A WIDE RANGE OF DATA.</p>	<p>In the classroom:</p> <p>PROFESSIONAL LEARNING SUPPORTS THE GROWTH OF A REPERTOIRE OF EVIDENCE-BASED INSTRUCTIONAL STRATEGIES AND THEIR APPROPRIATE USE.</p>	<p>Expected Student Outcomes:</p> <p>ACCESS AND ENGAGE IN THE INTENDED LEARNING AS INDIVIDUALS, SMALL GROUPS, AND AS A WHOLE CLASS.</p>	<p>Jan-Mar 2016 Math Learning Cycle</p>	<p>C. McVean All teaching staff</p>

STUDENTS AND EDUCATORS BUILD A COMMON UNDERSTANDING OF WHAT STUDENTS ARE LEARNING BY IDENTIFYING, SHARING, AND CLARIFYING THE LEARNING GOALS AND SUCCESS CRITERIA (1.3)	COLLABORATIVE DEVELOPMENT OF COMMON ASSESSMENT TOOLS (E.G. SUCCESS CRITERIA TO INFORM RUBRICS) AND PRACTICES SUPPORT CONSISTENCY OF PRACTICE IN AND BETWEEN GRADES AND DIVISIONS.	LEARNING GOALS AND SUCCESS CRITERIA IDENTIFY THE INTENDED STUDENT LEARNING, BASED ON THE KNOWLEDGE, SKILLS, CONCEPTS AND PROCESSES FROM THE ONTARIO CURRICULUM, INCLUDING ACHIEVEMENT CHARTS.	DESCRIBE WHAT THEY ARE LEARNING, THE PURPOSE OF LEARNING, AND WHAT IT LOOKS LIKE.	Feb. 2016 Learning Cycle Release (PD) Jan-Mar 2016 Math Learning Cycle	C. McVean All Teaching Staff
STAFF DEVELOPMENT NEEDS: Common understanding of learning goals and success criteria in math. Assessment based on process expectations and/or achievement charts.			STAFF DEVELOPMENT PLANS: Professional development related to instructional focus (learning goals, success criteria, descriptive feedback). Moderated marking opportunities.		
RESOURCES (Human and Material): Instructional coach, tracking and assessment tools					

AREA OF FOCUS: 2. Student Engagement

SMART GOAL:

- To create meaningful program and extracurricular opportunities that reflect the diversity, needs and interests of students at Seneca Central. To increase the participation of boys (grades 4-8) in school clubs from 34% to 57%, based on student questionnaire. **Based on a follow-up survey in May, 97% of boys have participated in clubs this year, surpassing our goal of 57%.**

SUPPOSITION: If we seek ongoing input and involvement from students, then our program and extracurricular opportunities will better meet the needs and interests of our students.

HIGH YIELD STRATEGIES	EVIDENCE OF PROGRESS (Monitoring)			TIMELINES	RESPONSIBILITY FOR MONITORING
<p>Seek input from Student Council representatives and students at risk</p> <p>Be responsive to needs and interests throughout the year and be willing to reflect and adjust</p> <p>Encourage student involvement and leadership in extracurricular initiatives, based on strengths and interests</p>	<p>At the school:</p> <p>Student voice is actively sought to inform school climate, instruction and program <i>- attend student council meetings and invite input</i></p> <p>Opportunities are provided for students to give input and respond to school improvement goals and strategies <i>- meet with student council members before final approval of SIP</i></p>	<p>In the classroom:</p> <p>Students’ interests are reflected in their learning environment</p> <p>Educators and students collaborate to create a positive learning environment that maximizes engagement, achievement and well-being <i>- share student input with staff and seek staff input and involvement</i></p>	<p>Expected Student Outcomes:</p> <p>Students provide input related to stated priorities, school programs and opportunities <i>- provide opportunities for student input (individual, student council, student survey, leadership opportunities)</i></p> <p>Represent their own voice and the voice of others when advocating for conditions that support their learning <i>- questionnaire to survey students and determine interests</i></p>	<p>Nov. 2015 - initial meeting and dev. of survey</p> <p>Feb. 2015 - review of SIP goals and strategies</p> <p>May 2015 - post-survey and Tell Them From Me results - results re. goals</p>	<p>C. McVean</p> <p>Student Council members</p> <p>Staff</p>
STAFF DEVELOPMENT NEEDS:			STAFF DEVELOPMENT PLANS:		
RESOURCES (Human and Material): Student questionnaire					

AREA OF FOCUS: 3. Parent Engagement

SMART GOAL:

- For School Council to have a meaningful role in supporting learning, well-being and achievement for students through the development of parent-led initiatives that mirror the school instructional focus and initiatives that promote the well-being of students (e.g., Family Math Night, You're the Chef program).
 - 29 families (35% of students) participated in our Family Math Night, 100% of respondents found it valuable and 90% expressed interest in a math information night in the future.
 - 2 parent volunteers were trained to run the 'You're the Chef' program for 15 grade 7 and 8 students.

SUPPOSITION: If parent initiatives are focused on student well-being and learning, then families will become more invested in the school and the home/school connection will be strengthened.

HIGH YIELD STRATEGIES	EVIDENCE OF PROGRESS (Monitoring)			TIMELINES	RESPONSIBILITY FOR MONITORING
<p>Link parent initiatives with school instructional focus and/or programming.</p> <p>Identify strengths and interests of parent volunteers and assess student interest in these areas to predict success.</p>	<p>At the school:</p> <p>The School Council promotes increased parent involvement in supporting student learning and well-being (<i>focus on physical well-being and supporting math learning</i>).</p>	<p>In the classroom:</p> <p>The School Council promotes parent and community involvement in classroom activities (<i>working with staff to develop Family Math Night, in line with math learning cycle work</i>)</p>	<p>Expected Student Outcomes:</p> <p>Experience the link between home and school (<i>development of math activities for home and communication of learning goals and success criteria in math learning</i>).</p> <p>Value the contribution of parents and community members to learning and well-being (<i>parent-led extracurricular opportunities</i>)</p>	<p>Nov-Jan Explore possible initiatives and survey students.</p> <p>Dec-Jan GEPIC grant proposal for Math Night</p> <p>Jan-Feb Staff/parent planning of Family Math Night</p>	<p>SAC and Mrs.McVean</p> <p>SAC Executive</p> <p>SAC, Mrs.McVean, Mrs.Kelly</p>
<p>STAFF DEVELOPMENT NEEDS: Learning Goals and Success Criteria for math, math game ideas</p>			<p>PARENT DEVELOPMENT PLANS: Training for volunteers (You're the Chef)</p>		
<p>RESOURCES (Human and Material): GEPIC funding to purchase math resources for families, Health Dept. volunteer training (You're the Chef)</p>					