Upper Grand District School Board

School Improvement Plan for Student Achievement 2018/19 ERAMOSA P.S.

Promoting Well-Being

Goal: To develop students to have strong relationships and a positive sense of self and to consistently support the whole child – (cognitive, emotional, social and physical well being).

SEF Indicator

- 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. (2.5)
- Provide opportunities for authentic learning experiences and experiential learning in classrooms, schools and community programs. (5.2)
- The school and community build partnerships to enhance learning opportunities and well - being for students. (6.3)

Actions:

- Support and encourage students and staff to develop the knowledge, skills and perspectives needed to engage in sustainable environmental practice and to become empowered environmentally-responsible citizens (ie. Eco Club, Grade 5 Earthkeepers Program, Gr. 6 Trip to Mansfield). This year our goal is to remain a gold-certified Eco school.
- Engage in creating a culture of student inclusion and well-being which focuses on character ed traits including growth mindset, kindness and perseverance through programs and activities like Eramosa Eagles C.A.R.E. assemblies and activities, Transformative Learning Communities, Character Ed activities, Zones of Regulation, Gr 6 Leadership Team, Big Brothers/Big Sisters Girls Group, Reaching In, Reaching Out, OPP Kids.
- Promoting Social Justice and Global Digital Citizenship Opportunities, to support our students to be active and socially responsible citizens through opportunities like Empowerment Day, Grade 6 Leadership, MakerSpace Club, Skills Canada competitions.
- Encourage community partnerships (Terry Fox Walk; East Wellington Community Services food drive and Heart and Stroke Jump Rope for Heart)

Monitoring:

- Continue to integrate environmental education into the classrooms and gain Eco school certification by including all students and staff in the achievement of each goal
- Students will continue to be engaged in understanding global issues and developing responsibility for effecting change in the world by participating in activities like Empowerment Day for Gr 5&6s
- Utilizing the school's social media options (website, twitter, UGDSB app) to highlight our school improvement goals by demonstrating students' successes

Ensuring Equity

Goal: To ensure all students will be inspired to reach their full potential, through access to rich learning experiences.

SEF Indicators

- 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. (3.1)

Actions:

- Implement equity and inclusive education policies and practices, and bullying prevention and intervention strategies to support the creation of a safe and inclusive school. The Eramosa PS 2018-19 Bullying Prevention Plan was created ensuring that student, parent and staff voices were heard with a focus on appropriate bully prevention strategies being directed to the corresponding ages/grades.
- Students with an Individualized Education Plan (IEP) will have individualized plans that reflect the support required for them to be successful in the school and classroom environment.
- Implementing effective in-school Student Success initiatives in the areas of Literacy, Numeracy and Wellbeing through initiatives like the Eramosa Eagles C.A.R.E. assemblies and activities, the Grade 6 Leadership team, the Student-Centred Intervention Conversations pilot program that has continued for kindergarten students in the school
- Make a concentrated effort to include information and recognition of various cultures and ethnic backgrounds to help students understand the world around them
- Arts and Physical Education: Musical clubs such as choir and guitar club and various sports teams (eg. Basketball & soccer) help to promote a feeling of school wide inclusiveness

Monitoring:

If we promote social justice and global citizenship opportunities, then our students will be active, socially responsible citizens.

- conduct an Equity Walk to reassess our progress since last year
- use Unlearn posters and the interactive student board to solicit student views/voice and to encourage themes of equity and inclusion

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Achieving Excellence

Goal: Students in all grades will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in understanding and gaining knowledge on how to support students' achievement and well-being

SEF Indicators

- A culture of high expectations supports the belief that all students can learn, progress and achieve. (4.1)
- A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. (4.2)
- 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. (1.2)
- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. (2.1)
- Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs. (5.2)

Actions:

- Use diagnostic, formative and summative assessments in all subject areas to identify student achievement of the learning goals, and we identify the learning gaps, then we can plan targeted instruction using success criteria as a guide to target the misconceptions and ensure that students achieve the learning goal(s).
  - Creating Learning Goals and Success Criteria with students to clearly identify what is being taught and why
- **Math:** If we spiral strands in math focusing on core numeracy learning our students will develop long term retention and understanding of concepts. If we designate 10-15 minutes each day for math fluency (money, time, operations, fractions, number talks, counting) then students will become more confident and automatic with their learning. Also, using the math curriculum as the foundation to identify the knowledge, skills and strategies that students will need to be reflective problem solvers and critical thinkers.
- **Literacy:** If we use our evidence based, assessment results on the achievement of students' ability to read, write and comprehend (taught through differentiated small group instruction and guided reading and writing practice), then we will see an increase in the number of students who are able to read, write and comprehend at grade level.
- **Kindergarten**: If we focus on social emotional skills (sharing, listening, resolving conflict, etc.) we will better prepare our kindergarten students for success in future grades (socially and academically).

Monitoring:

- Teachers will use their understanding of the book "Mathematical Mindsets" to support new learning opportunities in their classes
- Curriculum leaders and other support staff will be invited in to help staff develop effective formative learning opportunities for students so that our actions are realized (to have students take ownership for their learning with increased initiative, independence and success.)
- Number Talks, Spiraled Math Curriculum and the foundations of Sticky Learning will be used in grades K-6 to improve fluency with number sense and numeration concepts and continue to use this in the framework of a balanced mathematics programs that includes basic skills, problem solving and targeted instruction
- Technology will continue to be used to help special needs students access the curriculum and to demonstrate their learning
- Kindergarten team will use their knowledge of SCIC (Student Centred Intervention Conversations) to track and support kindergarten students as they develop socially through Transformative Learning Communities, Zones of Regulation, CYC support, Social Stories and Role Playing
- Librarian will use library time to introduce Maker spaces in the Library Commons as well as promote a love of literacy