

## STUDENT INCLUSION, WELL-BEING, & ENGAGEMENT

### School Effectiveness Framework 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. (SEF 3.1)
- ★ Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs. (SEF 5.2)
- ★ The school and community build partnerships to enhance learning opportunities and well-being for students. (SEF 6.3)
- ★ 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 (SEF 2.5)

### Smart Goals If we ... then

**Environmental** ~ If we focus as a school on conscientious environmental awareness, then we will engage and empower environmentally-responsible citizens.

**Extra-Curricular** ~ If we offer a diverse range of clubs, activities, and teams then we will promote a sense of school community, school spirit, and will reinforce a safe and inclusive school.

**Growth Mindset** ~ If we model and promote a growth mindset then our students will become creative problem solvers and persevere when given a challenge.

**Healthy Schools** ~ If we model and promote Healthy School Initiatives then our students will increase their energy, well-being and health and we will become an OPEHA healthy school.

**Equity** ~ If we build and continue to foster an equitable and inclusive school community then we will create a safer and more inclusive environment for all.

**Parent Involvement**- If we engage parents as partners in implementing and supporting the initiatives in the SIP, then we will increase parental involvement in school based learning initiatives

# SIPSA 2018 / 2019

## School Improvement Plan for Student Achievement

### Mission and Vision

The mission of Kortright Hills Public School, in partnership with our families and community is to nurture and respect our students, empowering them to become responsible, confident and enthusiastic, lifelong learners by providing meaningful learning opportunities in a safe and caring environment.

### Data / Needs Assessment

- Gap Analysis
- \* EQAO
  - \* Other
  - \* Diagnostics (CASI, PM, Prime, Leaps & Bounds)
  - \* Conferencing
  - \* Observations
  - \* Formative
  - \* Summative

## STUDENT ACHIEVEMENT & SCHOOL IMPROVEMENT

### School Effectiveness Framework Indicators

- ★ A culture of high expectations supports the belief that all students can learn, progress and achieve. (SEF 4.1)
- ★ A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. (SEF 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. (SEF 1.2)
- ★ Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. (SEF 2.1)

### Smart Goals If we ... then

**Collaborative Inquiry** ~ If we use collaborative inquiry to focus our learning on promoting thinking then students will increase their use of critical and creative thinking skills and/or processes.

**Small Group Instruction** ~ If we provide small group instruction students will use planning and processing skills effectively.

**Number Talks** ~ If we use number talks three times per week in math then students will increase their creative thinking skills.

**Assessment Practices** ~ If we align our assessment practices with the achievement charts then students will understand their learning and where they need to improve.

**Learning Goals** ~ If we create learning goals and success criteria with our students then we will clearly identify what is being taught and why.

**Opportunities to Learn** ~ If we provide a wide variety of opportunities for our students to learn about and participate in various career pathways, then we should see students confidently selecting programs and pathways that support their interests, strengths and aspirations.

### Targeted Instructional Strategies / Action Visible in Schools

- Develop leadership opportunities through enhanced student voice. Focus placed on student centered ideologies (e.g., student driven and lead recess intramurals, leadership buddies, etc.)
- Work to integrate a GROWTH MINDSET across the school (behavior, academic, feedback)
- Explore ways to have community members see themselves as valued individuals in our school community (Equity and Inclusion)
- Addressing student behavior with Collaborative Problem Solving Solutions (CPS)
- Develop a school wide approach to emotional regulation (Zones of regulation)
- Ensure School Council is aware of and actively engaging in, monthly discussions about student learning and school based initiatives.
- Develop an environmental team to assess areas of the school that could be enhanced to reduce KHPS community footprint. Use this assessment to guide school wide initiatives.
- Complete school climate surveys and equity walks to identify needs to inform professional development.
- Encourage teachers and equity leads to attend professional development on equity and inclusion.
- Use the expertise of the Indigenous community to increase our understanding of Indigenous cultures and strengthen community ties (Guest speakers, class material).
- Provide learning resources that reflect diversity in our programming and library materials
- monitor and update our Bully Prevention and Safe, Equitable and Inclusive School Strategy

### Targeted Instructional Strategies / Action Visible in Schools

- Actively planning opportunities for students to explore various pathways and options for future interests (Career Pathways, We Day, Skills Canada, sports teams, leadership training (intramurals), visits/tours of local high schools etc.)
- use of diagnostic and informative assessment tools to identify focus for growth
- set learning goals and co-construct success criteria with students to create an understanding of what success looks like
- provide descriptive, timely feedback to identify next steps for instruction based on growth
- staff will meet monthly to monitor student achievement, define urgent student learning need and refine practices/strategies to target these areas (data monitoring)
- moderate assessment
- Alignment of human resources (resource/HUB/etc) to support targeted focus
- Focus on creating a safe space for students to take risks and provide a differentiated supports for a variety of learners
- provide opportunities for problem solving and student inquiry, supported by guided, balanced and explicit instruction, across the curriculum
- Use number talks and small group instruction in all math classrooms

Why?

What?

How?

18/19  
SIPSA