

Why?

### STUDENT INCLUSION, WELLBEING AND ENGAGEMENT

#### School Effectiveness Framework Indicators

- 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)
- 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)
- 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)

What?

#### Smart Goals IF/THEN :

If we implement a clear and actionable School Motto, continue implementation of a consistent self-regulation program (Zones for Regulation) use Collaborative Problem Solving strategies when appropriate, start a Mindfulness /Yoga club for intermediate students, clarify and increase consistency around school behaviour expectations, **then** our students will have increased ability to engage in the learning at school.

As measured by: Teacher Anecdotal Reports, Compass Data, Teacher Assessments (Stop, Start, Continue), three year combined EQAO results ( increasing in all subject areas) and cohort data (all students increasing or staying at level in cohort year) and EQAO attitudinal survey results.

If we implement Equity and Inclusion strategies, including School Culture focus, Bullying prevention strategies, and intervention processes for students with ELL, Behavioural and Special Education concerns, **then** we will see a decrease in safety and inclusion concerns in our annual parent, staff and student survey and bi-annual School Climate Survey .

As measured by: decreased concerns relating to safety and inclusion on annual parent, staff and student survey (comparing Fall 2016 to Fall 2018) and on the bi-annual School Climate Survey (comparing June 2018 to June 2020), Exit Survey (Grade 8) , Grade Nine marks and Grade 8 Motto Award numbers.

If we maintain our Gold Eco-School status following-up on the strategies outlined on our 17/18 Waste Audit, **then** students will have increased awareness of their ability to positively impact the environment and understand the relationship between environmental stewardship and our school motto.

How?

### Targeted Instructional Strategies / Action Visible in Schools

Implementation of Phase Three of the School Culture Program " At Mitchell Woods we are: BEING respectful, resilient and positive members of our school community—BELONGING—everyone is accepted and welcome—CONTRIBUTING— our best to make our school community awesome! " Related assemblies, parent informational sharing, posters, announcements and recognition of living the motto will take place over the year and Grade 6 and 8 awards relating to the motto handed out end of year..

A School Climate Team will plan and implement strategies that support our motto and aligning our work concerning Equity, Safe Schools, Student Success and Environmental Goals:

- Land Acknowledgement will be made at each monthly assembly. Students will be trained to make the acknowledgement.
- Administration will conduct a personal interview with a cross-section of students from Grades 4-8 about Mental Health supports
- An Intermediate Mindfulness/Yoga club will be started this year.
- Principal will participate in Balanced Tech Community Committee with Homewood, Public Health etc, to learn more about screen addition and impact on student wellness.
- Equity Blast will be shared with staff monthly.
- Settlement Workers in the School Program will begin this year at MWPS.
- Increased intermediate involvement in school activities

Significant effort will be made concerning consistent implementation of best practice when writing, implementing and reporting on IEPs. Staff will be given specific training, specific feedback, workshops and support documents. A success criteria will be created for IEPs and the checklist will be work-shopped with SERTs and staff. Parents will be surveyed concerning the content of the IEP. Students with significant transitional needs will have transitional plans written into their IEPs.

Transitional planning for our grade 8 to 9 students will be more formalized including a parent information night to be held at MWPS with both high schools, in December, conducting IPRC meetings before course selection is finalized and having administration plan (with teacher input) and attend transition meeting for our At Risk students. Guidance Counsellor will meet with our students regularly and work on their understanding and implementation of My Blue Print for pathway planning.

School Bullying Prevention Plan and Safe, Equitable and Inclusive School Strategy plan will be posted to school website, reviewed with staff, parents and School Council and implemented over the school year.





### Mission and Vision

At Mitchell Woods we are:

**BEING** respectful, resilient and positive members of the school community.

**BELONGING**—all people are welcome and accepted.

**CONTRIBUTING** our best to make our community awesome!

### Data / Needs Assessment

Resulting from SEF Feedback:/ EQAO, In-school assessment we plan to continue/ implement the following intervention:

**The development of Collaborative Inquiry Groups for all teaching staff to allow for an ongoing assessment of student learning gaps, and implementation of best practice teaching strategies to fill these gaps— then reassessment of the effectiveness of these strategies and a continuation of the cycle.**

### STUDENT ACHIEVEMENT AND 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/THEN

If we implement a cycle of assessment to outline our students' learning gaps, and determine as a Collaborative Inquiry the best way to address these gaps, followed by reassessment, and continuous cycling through of the process, **we** will see an improvement in the Numeracy and Literacy skills of our students.

If we follow best practice around the planning and implementation of IEPs for our special education students **then**, we will see an improvement in the Numeracy and Literacy skills of these students. We will also see increased engagement and work output in other subjects such as French and Music.

If our students have fewer issues with self-regulation and are therefore more engaged in learning **then**, we will see an improvement in the Numeracy and Literacy skills of our students.

If we teach math conceptually through problem-solving, move from concrete, to visual to abstract learning when teaching new concepts and address the students' fluency in mathematical facts and flexibility in understanding number, **then** we will see an improvement in the Numeracy skills of our students.

As measured by: Compass Data, Prime data, Teacher assessment, three year EQAO combined results (increasing in all subject areas) , cohort data (all students increasing or staying at level in cohort year), staff observation, student self reports, Math Diagnostics, F+P and PM Reading Assessments and SEF data.

### Targeted Instructional Strategies / Action Visible in Schools

As we walk through each other's classrooms and share our learning as professionals there will be evidence of:

- ♦ Research evidenced strategies put in place as a result of the determination of , using student work data, the Important Student Learning Needs (ISLN). (For example, Number Talks, Consistent Math Vocab, Guided Instruction, and Modified Instruction)
- ♦ As evidenced by:
  - ♦ Staff using Number Talks and students generalizing the learned strategies into their written work.
  - ♦ An increase in guided instruction in both mathematics and literacy.
  - ♦ Evidence of modified instruction for students on modified IEPs—in all relevant subjects.
  - ♦ Students will use manipulatives in all grades as they learn new concepts—moving from concrete, to visual to abstract understanding.
  - ♦ Continuous assessment of the effectiveness of these strategies through analysis of the impact on ISLNs by our Collaborative Inquiry Groups (including Math Diagnostics from TLLP group, PRIME, staff made Pretest/Post test, teacher/administration observation, teacher assessment.)

Reading Tutor intervention will be implemented with a focus on building reading fluency.  
 Intensive Guided Reading and Mathematics support will be implemented from Grade 1 to Grade 4/5  
 Staff will align CI efforts and ALPs (as per staff choice) to Mitchell Woods School Improvement Plan which in turn will be based on Board Improvement Goals.  
 Increase student understanding of their personalized learning goals, whether ELL or IEP modified goals and accommodations.  
 Staff implementing IEP checklist to improve IEP writing and implementation.

