



Promoting Well-Being

Goal: To develop children and students who have strong relationships and a positive sense of self and to 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. \(2.5\)](#)

Actions:

1. Developing staff understanding of the clear relationship between student well-being, mental health and achievement
 - safety plans
 - Conestoga Nursing Student Program – (Guided reading articles, nutrition info for breakfast program)
 - Diversity Day (Entire school participating in social justice workshops)
2. Incorporating [Healthy School Initiatives](#) and strategies for mentally healthy schools, into classrooms to improve student engagement, well-being, energy and health with our community.
 - Food and Friends snack program
 - anti-bullying week
 - wellness day
 - P/J and Life Skills students buddy program
 - Tool for life
 - Run and Read
 - Intramurals (Pr, Jr, Int)
 - ESL & CYC space open every break morning for social integration activities
 - Willow Squad leadership group (Incorporating Social Justice education)
3. Providing access to healthy living programs, mental health resources and fostering positive collaborative relationships.
 - CYC – Support with intensive and purposeful support for students
 - Give Back Initiative – Staff and students giving back to their community
 - SWIS Worker – Social Worker In Schools to support immigrant families
 - Terry Fox run
 - Wellness day
 - Mentoring program – In partnership with Sheldale community support including peer mentoring program
 - UGShare-lessons, pd opportunities, adult networks
4. Incorporate environmental issues in cross curricular units of study to staff and students (regular communication, updates and support to staff) to educate environmentally responsible citizens.
 - recycling club
 - eco club (Eco Stars for grade 5's)
 - Incorporating outdoor education in curriculum delivery including tree and bulb planting in the community
 - Earth Day (give up something and write about it)
 - food bank

Monitoring:

- Superintendents and Principals will ensure that the actions from the BIPSA are reflected in [School Improvement Plans](#)
- Superintendents will ensure that every school has an environmental goal in their [SIPSA](#)

Ensuring Equity

Goal: To ensure all students will be inspired to reach their full potential, with 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:

Implementing Equity and Inclusive Education policies, practices and Bullying Prevention and Intervention strategies to create safer and more inclusive schools..

Rationale:

Included students are successful students and it will make the environment of the school happy, healthy and successful

Actions:

- Making school equity initiative and social justice issues visible in the school through social media (Twitter), school websites, school displays and school activities and events visible all day through on-line display of announcements on all T.V's in school
- assemblies and events - Diversity Day, Anti Bullying Week, Wellness Day for all 3 divisions, Character Crew/Willow Squad, , language survey, transition meeting and documentation for every student in the coming to and leaving Willow
- Develop further school initiatives to enhance these existing (e.g. include P/J in Wellness day)
- Embedding First Nation, Metis and Inuit resources across the curriculum and using the expertise of the local Indigenous community, to see an increase in understanding of Indigenous cultures and strengthen community ties. Indigenous Guests are visible in the school often and help us with drumming circles.
- Encouraging and empowering student voice and reflection through the use of career and life planning tools "All About Me" and the "Individual Pathway Plan" in [MyBlueprint](#) as identified in [Creating Pathways to Success](#) (school-wide MyBlueprint)
- Safe Spaces created with and for students (Gender neutral washroom, Hub, ESL room, CYC room)
- Providing equitable access to technology for students to increase learning opportunities for students (BYOD, SEA, Read and Write, chromebooks -each division purchases
- Implementing the 2017-2018 [Special Education Plan](#) by having transition goals on 100% of term/semester 2 IEPs and increasing student use of SEA technology

Monitoring:

- Principals will ensure that teachers will develop and implement effective IEPs for student success
- Principals and Superintendents will ensure the implementation of the [Special Education Plan](#)
- Principals and Superintendents will track 4 and 5-year graduation rates and achievement in applied courses including data for Indigenous students and Youth in Care
- Principals and Superintendents will ensure that each school has a [Bully Prevention Plan and Safe Equitable and Inclusive School Strategy](#) and that every SIPSA includes an Equity goal



Achieving Excellence

Goal: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously 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:

Implementing effective literacy practices from the [Literacy Action Plan](#) to increase students' ability to read, comprehend, write and problem solve in a critically literate and self-reflective way (*guided reading, response to intervention, oral language (USLN in Primary), scaffolding writing skills, evidence in IEP's, F&P, Reading Development Instructional Guide, using Reading Tutor Support, and assistive technology such as Read & Write*)

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 (*Renewed Math Strategy, looking at the continuum of math knowledge, skills and strategies across grades, use of sample problems in italics, using Number Talks, Dreambox to support number skills, using manipulatives to build number sense and solve problems, integrating strands of math when creating problems, many ways to solve a problem, scaffolding and identifying most efficient strategies*)

Using diagnostic, formative and summative assessments in all subjects to identify student learning needs and plan targeted instruction, to inform instruction and increase student achievement (*Fountas & Pinnell, Leaps & Bounds, PRIME, Woodcock-Johnson 4, informal running records, conferencing, photo/video documentation, ESL portfolios*)

Supporting teacher professional learning that facilitates capacity building, collaborative inquiry/planning and teaching in all subject areas (*capacity days, collaborative planning with grade partners and SERT, PLC times, Tools for Life training, mental health and wellness focused PD, professional reading purchases, online training, Dreambox training, equity-based training, shared PD at staff meetings, team teaching, teacher-teacher observation*)

Differentiating supports for a variety of learners (*guided reading cycle planning, response to intervention, differentiated centres, differentiated partners/groupings, ELL support, including SWIS Worker, IEPs, behaviour and safety plans, visual schedules, EA support, bin systems, SEA equipment and training*)

Providing opportunities for **problem solving and student inquiry**, supported by guided, balanced and explicit instruction in literacy and numeracy (*coding, explicit teaching in how to "wonder" by asking higher order questions, student driven inquiry projects, problem solving based math*)

Creating Learning Goals and **Success Criteria** with students to clearly identify what is being taught and why (*self-evaluations, developing a common understanding of what success looks like, highlighting the steps to success for a project or learning activity, posting chart visibly in classroom, using a ladder to display exemplars*)

Providing timely and **descriptive feedback** to support student reflection and identify next steps for instruction (*conferencing, running records, supporting metacognition and self-reflection, goal setting*)

Implementing, reviewing & revising **the Early Years Strategy** to align with Ministry direction (participating in kindergarten in-services to learn about documentation of learning which includes the 4 frames (*belonging and contributing, problem solving, self-regulation, literacy and math behaviors*)) (*incorporating inquiry learning into daily practice – student driven teaching through play*)

Aligning teaching practices and **Information Technology** resources to improve student achievement and support the 21st century global competencies of critical thinking, innovation, self-awareness, collaboration, communication and global citizenship using online programs including Dreambox, all about me, homework helpline, blueprint, encouraging use google classrooms, environmental focus at school – ecoschool and environment club, more inquiry based teaching across divisions, tech programming in intermediate and in junior (*robotics, 3D printing, construction tech, video, language programs based on social justice, more home to school communication through school twitter, websites, newsletters, Willow Squad, Me to We, Social Justice club, Wellness Day for every division, Anti-Bullying, seeking out support from itinerant tech teachers*)

Focusing on **engagement and re-engagement** of students through career life planning programs (*Co-op, OYAP, Dual Credits, SHSM, SAL and Continuing Education*) as well as educating guardians, students and teachers about these options (*My Blueprint, All About Me, transitions to high school – high school visits, transition meetings, career workshops, career trips, we need to do more in educating students with what alternatives they have in high school*)

Monitoring:

- Teachers will conduct assessment For, As and Of Learning in order to inform instructional practices
- Teachers will collect and analyze diagnostic assessments and other student data (e.g., Student Profiles, At Risk surveys) to target needs, plan instruction, monitor progress and input into Compass for Success
- Principals will submit School Improvement Plans to Superintendents in January, 2017
- Principals will conduct Learning Walks to monitor instructional strategies, student engagement and evidence of the SIPSAs
- Superintendents will review, discuss and monitor classroom implementation of the SIPSAs, 5 Year Professional Learning Plan and school specific work in math and language at fall, mid-year and spring visits
- Superintendent will review, discuss and monitor the Memorandums of Withdrawal from French Immersion schools
- Superintendents will review student engagement and Student Achievement Data and monitor Action Plans with Principals throughout the year
- Superintendents will monitor Principal Performance Appraisal goals and ensure alignment with the Ontario Leadership Framework and the BIPSA
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