

Windermere Elementary School Success Plan 2022-23 – DRAFT

10 Teachers
4 Educational Assistants
1 Indigenous Education Support Worker
1 Admin Assistant
1 Custodian
153 students in class, 5 homeschool students

Priority 1 - Equity and Inclusion

Goal – *To what extent will the Implementation of school wide check in/community circles, that take place weekly in each classroom, increase students' feelings of belonging and social/emotional development.*

"Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement (Wang & Degol, 2016). Children who feel a sense of connection and belonging to school are also less likely to engage in high-risk behaviours (Eccles & Roeser, 2011).

"Social and emotional competence is integral to children's...development and includes the ability to understand and manage emotions, develop caring and empathy for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Weissberg et al., 2015).

Action– Create a school wide classroom check-in structure where all students are checked in with by an adult each Monday and Friday through Community Circle.

Targeted Outcome

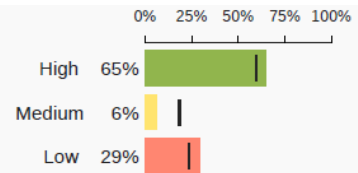
1. 100% of students will survey that they feel high school belonging.
2. Survey results will show an increase in students who report a high level of optimism, prosocial behaviour, self-esteem and absence of sadness.

Measures – Student Learning Survey, MDI survey (Spring 2023)

Evidence of Need

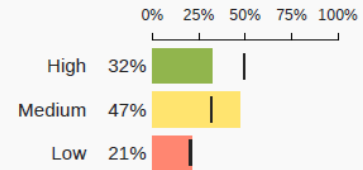
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



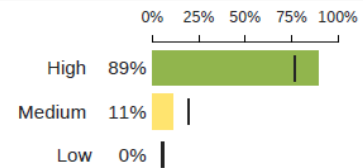
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



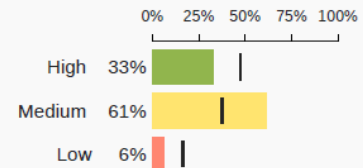
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



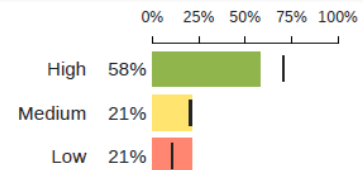
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



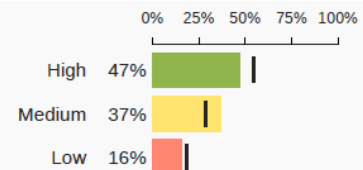
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



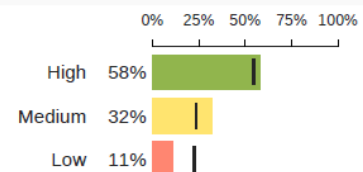
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



Priority 2 - Success for All Learners

Goal – *To what extent will creating visual learning targets with specific criteria for students in writing (literacy) and open-ended math tasks (numeracy) increase their ability to move to the next level of achievement.*

“No matter what we decide students need to learn, not much will happen until students understand what they are supposed to learn during a lesson and set their sights on learning it. Regardless of how important the content, how engaging the activity, how formative the assessment, or how differentiated the instruction, unless *all students* see, recognize, and understand the learning target from the very beginning of the lesson, one factor will remain constant: The teacher will always be the only one providing the direction, focusing on getting students to meet the instructional objectives. The students, on the other hand, will focus on doing what the teacher says, rather than on learning. This flies in the face of what we know about nurturing motivated, self-regulated, and intentional learners” (Zimmerman, 2001).

*Action One (Literacy) – Staff will co-create a proficient writing continuum visual (K-7) to give students clear targets and criteria to reach proficient and extending in their writing assessments.

~Modelling for students what their end product should look like supports them in their writing journey. In order to reach their goals, students need to view and analyze good examples and bad examples, and then use this knowledge to reflect on their own writing before making improvements.

Strategies

- proficient writing continuum visual used by each class,
- writing theme of the month using Six Traits (common language/alignment across school),
- writing buddies (primary partnered with intermediate students),
- whole school free write each month (to create more exemplars).
- Author’s Chair – celebrate student success in writing

Targeted Outcome – Spring 2023 District Wide Write will show an increase in students who reach level 3 and 4 across grades 1-7

Measures – District Wide Write

Six Traits:



Trait of Ideas

Develop a single topic to convey a clear message.



Trait of Organization

Reveal ideas in a logical order, including a beginning, middle, and end.



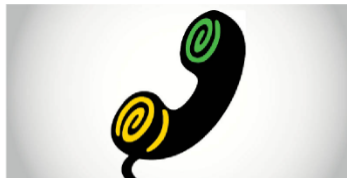
Trait of Voice

Increase reader engagement with intentional writer feeling, attitude, and emotion.



Trait of Word Choice

Use the right word in the right place to convey just the right meaning.



Trait of Sentence Fluency

Improve the readability of a piece with complete thoughts and sentence variety.



Trait of Conventions

Make writing more correct by following the rules of spelling, punctuation, capitalization, and grammar.

***Action Two (Numeracy)** – Staff will co-create a numeracy continuum with a focus on equations (How Many Ways) to give students clear targets and visual criteria to reach a 3 on the SNAP assessment.

Strategies

- numeracy continuum co-created by teachers on How Many Ways
- Open ended math task of the month
- Math buddies (primary partnered with intermediate students)
- Celebrate student success (How Many Ways exemplars)

Targeted Outcome – On the spring SNAP assessment, school data will show an increase in students who receive a 3 compared to spring 2022.

Measures – SNAP assessment (Fall and Spring)

Priority 3 - Excellence in Teaching and Leadership

Goal – *To what extent will a consistent, collaborative approach to designing and delivering open ended math tasks to students increase staff efficacy and capacity in teaching numeracy.*

There are 2 ways to engage students in learning mathematics: Show students methods and they repeat them. This approach is used in most schools, but the methods often lack meaning, and students reasonably ask: when are we going to use this? Additionally, students only ever get to use what they were shown, not select a method themselves, one of the most important mathematical acts. OR - Engage students in rich, open, visual and creative tasks. They use their intuition and thinking and choose methods that can be useful in the task. When they need to learn new methods, teachers teach them inside the task. Students immediately see how important they are and learn them more deeply. They engage in the important acts of choosing and making connections between ideas (youcubed.org)

Researchers concluded that the difference between high and low achieving students was not that the low achieving students knew less mathematics, but that they were interacting with mathematics differently. Instead of approaching numbers with flexibility and using 'number sense' they seemed to cling to formal procedures they had learned, using them very precisely, not abandoning them even when it made sense to do so. The low achievers did not know less but they did not use numbers flexibly – probably because they had been set on the wrong path, from an early age, of trying to memorize methods and number facts instead of interacting with numbers flexibly (Boaler, 2009).

Actions

1. Intentional scheduling throughout school year for professional development in collaboratively creating open ended math tasks.
2. Adherence to a schedule of instructional rounds and learning walks with a focus on professional learning in numeracy.

Strategies – Instructional Rounds (monthly), 'How Many Ways' numeracy continuum, staff book study (Mindset Mathematics and Building Thinking Classrooms)

Targeted Outcome – Staff will report on school-based survey In May that they feel confident in delivering numeracy lessons by using open ended math tasks.

Measures – pre and post staff survey (Sept/May), SNAP assessment growth from student data in the equation domain.

