

Telling Our School Improvement Story

We'll use this tool in a pre and post intervention format to help us tell the story of our culture of continuous improvement.

All in This Together	
How do we build shared understanding and commitment to the processes of continuous improvement?	
Clarity (I can articulate well)	Fuzzy (This part is harder to tell)
<ul style="list-style-type: none"> ● Grade team and cross grade level collaboration <ul style="list-style-type: none"> ○ Co-creation of new & shared knowledge ○ We are generating something together ○ Thursdays - are made a priority ○ Collaborative days - are made essential and given to teams ● Communicating with team constantly <ul style="list-style-type: none"> ○ build through time, trust, and shared knowledge and understanding, commitment ● Using assessments (formative & summative) to drive collaborative conversations and next-steps - leads to solid learning cycles with a intentional plan ● really understanding what matters most at the deepest level ● Encouraging others to learn new techniques and skills that better the learning of students and themselves <ul style="list-style-type: none"> ○ Feeling safe enough to be vulnerable and say "I need help to learn how to do this." ○ Example - training and supporting teachers new to phonics & empower ● Lots of staff members in leadership roles who are willing to share their expertise 	<ul style="list-style-type: none"> ● how can we celebrate the diversity of students to celebrate academic / athletic / artistic / citizenship ● building shared understanding and commitment with design ● Intentional writing, growing our whole-school approach to Intentional writing ● Reading screener <ul style="list-style-type: none"> ○ How to grow student performance ● Learning cycle <ul style="list-style-type: none"> ○ We know what it is, what the elements are ○ What is the commitment & buy-in? ○ In practice - How are we implementing them? How can we put into practice? What does it look like?

<p>-FIVE (Five pillars of reading, Intentional writing / Intervention ?????, Vocabulary, Essential foundations) -CLEAR vision - if there isn't a clear vision backed in evidence that it supports growth, people won't buy in -Utilizing staff expertise -restructuring of classes to best hit student needs</p>	
<p>Next Steps Our School Will Take: based of the fuzzy section</p>	

<p align="center">Getting Better at Getting Better</p>	
<p>How do we build a culture of continuous improvement in our school?</p>	
<p>Clarity (I can articulate well)</p>	<p>Fuzzy (This part is harder to tell)</p>
<ul style="list-style-type: none"> ● Data analysis <ul style="list-style-type: none"> ○ Spending time looking at all the data ○ Using it to inform changes ○ Using data to celebrate what works well ● Intervention is a cornerstone and sacred to our practice <ul style="list-style-type: none"> ○ Essential to student success ● Teacher commitment and admin commitment to anti-racism learning and reconciliation actions ● Talking about essential foundations with students <ul style="list-style-type: none"> ○ Showing exemplars ○ Teacher modeling ○ Using essential foundations as a common phrase in classrooms ○ Timely feedback of formatives ● essential foundations and vertical alignment ● reading screeners data review drive 	<ul style="list-style-type: none"> ● maybe vertically align again with new curriculum ● HLAT - 3 times per year necessary in Div 3? ● Are all 3 reading screeners necessary? ● Writing focus for PD ● doing full justice with anti racism - ongoing conversations, questions <ul style="list-style-type: none"> ○ How do we keep going with this and have it become a continual area of growth

instruction	
<p>Next Steps Our School Will Take:</p> <ul style="list-style-type: none"> • 	

Clarity and Commitment on What Matters Most	
Describe the process that our school uses to create and implement a guaranteed and viable curriculum.	
Clarity (we can articulate well)	Fuzzy (This part is harder to tell)
<ul style="list-style-type: none"> • Vertical alignment • Agreed upon ELOs, learning cycles • Using the templates to record ELOs year to year <ul style="list-style-type: none"> ○ Critical vocabulary 	<ul style="list-style-type: none"> • How do we build upon what we have started teaching about empathy? • creating opportunities to learn and grow independence for div 3 (not just an extension of elementary) - need more opportunity for controlled / safe choice (choice for recess, opening canteen for money management) • Science (for Div 1 next year)- new science material tubs • LA/Math for Div 2 next year <ul style="list-style-type: none"> ○ Resources ○ Grade level of programming ○ Communication with parents - understanding the jumps • Phonics in Div 2 <ul style="list-style-type: none"> ○ Getting more proficient all the time ○ Fuzzy on words to pick, resources to use ○ Assessing phonemic skills prior to reading screeners • Jolly resources - Div 2 <ul style="list-style-type: none"> ○ Time to explore & learn & use! • ensuring all staff feel comfortable with Empower strategies (modeling,

	learning)
Next Steps Our School Will Take:	
<ul style="list-style-type: none"> • 	

New Learning Drives Next Learning	
Describe the strategies our school uses to monitor student learning on a timely basis.	
Clarity (I can articulate well)	Fuzzy (This part is harder to tell)
<ul style="list-style-type: none"> • SMS tracking sheet • Whole school uses grade book now • Google Classroom • reading screeners • HLATs • CAT 4 • LenS • F&P • formative • learning cycles • continuous intervention • purposeful and timely • collab time to ensure that we are hitting all students 	<ul style="list-style-type: none"> • balance between assessment overlap (reading comp / CAT4, LENS and TOWRE (decoding one)) <ul style="list-style-type: none"> ○ few but meaningful

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Next Steps Our School Will Take:

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Creating Systems of Intervention and Extension

Share how we are creating and implementing systems of intervention and extension to provide students with additional time and support for learning.

Clarity (I can articulate well)

- The intervention relief teacher
 - Is not Phys Ed, that's so greatly appreciated by students
- Mixing classes to optimize intervention groups

Fuzzy (This part is harder to tell)

- Commitment to extension activities being more present for kids
- French - was intended to be a priority but we don't have people with the expertise

Next Steps Our School Will Take:

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Building Teacher Capacity to Work as Members of High Performing Collaborative Teams

Explain how our high-performing, collaborative teams focus their efforts on improved student learning.

Clarity (I can articulate well)

- team drives with common documents
- team norms

Fuzzy (This part is harder to tell)

- Supporting new to Canada, very limited English students
- [trauma](#) based approach to dealing with staff and students

Next Steps Our School Will Take:

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