

A Model for Engaging School Council & Families



What will you learn today?



- **What is a School Improvement Plan (SIP)?**
- **What should be included?**
- **How is it developed?**
- **How can parents get involved?**
- **SIP Example**

What is a School Improvement Plan?

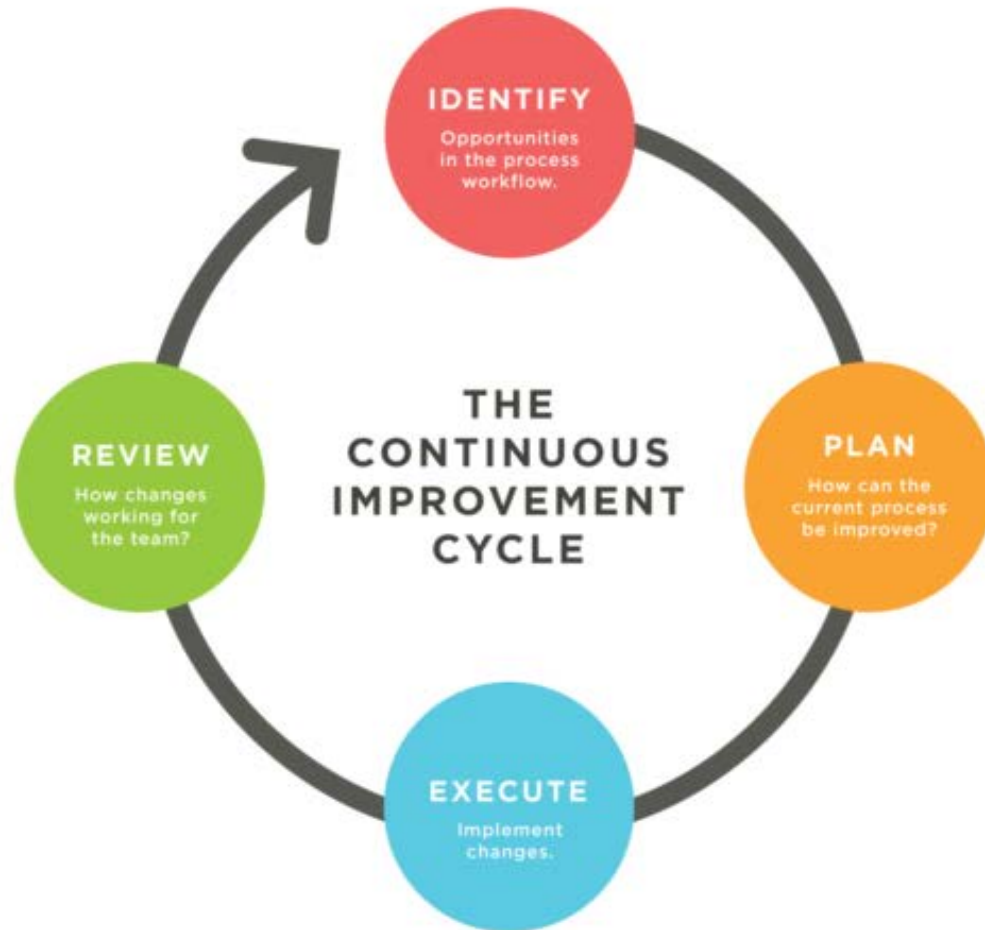
- A **road map** that sets out the changes a school needs to make to **improve the level of student achievement**
- Identifies **when** and **how** the changes will be made
- **Mandated** by the Ministry of Education



Who is involved?

- Developing SIP involves **teachers, school councils, parents, and community members**
- Hold schools **accountable** and should be able to **measure improvement**.





What info does a SIP include?



- A **description** of the specific **goals and activities** that the school will undertake to achieve those goals;
- Breakdown of the **responsibility** of the principal, staff, students, parents/family and community in the achievement of those goals;
- The **additional resources** that the school will require in order to achieve those goals;
- **Process for evaluating** how effective the school has been in achieving them.

What info does a SIP include?



Should answer the ***following questions***:

- Where are we now?
- Where are we going?
- What do we need to learn?
- How do we know what gets measured/done?
- What action do we take?
- What change will we make to our thinking and behaviour?

What info does a SIP include?



Align with ***the guiding principles of equity:***

- Supporting each and every student through an equitable and inclusive learning culture
- Identifying, confronting and eliminating barriers
- Aligning resources where needed
- Sharing leadership and building staff capacity.
- Empowering staff, students and community members to share their voice

Each school engages in a process to determine a learning focus in the following three areas:

- 1. Achievement**
- 2. Equity**
- 3. Well-being**



Engaging School Council/Families into the SIP



- 1. Principal Led School Improvement Planning Committee**
- 2. School Council Facilitated Process**
 - 1. School/Community Consultation Process**



1. Principal Led School Improvement Planning Committee

- The Principal establishes a SIP committee to organize and implement the planning process leading to the development of a SIP
- The Committee is composed of the principal, parent representatives, school council representatives, staff representatives (teaching and support staff), student council representatives where relevant, and community representatives from the wider community

Engaging School Council/Families into the SIP



The SIP Committee :

- Gathers all relevant data to identify and prioritize the needs of the students and the school
- Conducts a survey of needs if necessary
- Considers all available data and establishes a list of priority needs and a draft School Improvement Plan based on those needs
- Presents its draft School Improvement Plan at a meeting of the school council

Engaging School Council/Families into the SIP



The SIP Committee :

- The goal is to get a consensus from the community on the School Improvement Plan.
- Meets again to consider the input from the meeting and make changes where feasible to reflect the input
- Presents the revised SIP to the school council (and to a meeting of school staff)
- Submit proposed School Improvement Plan to the Superintendent of Education for consideration

2. School Council Facilitated Process

- The principal informs the school council about the SIP and how they can be involved in development
- Principal provides all relevant information and resources (template, SIP information, staff process, time lines etc.) about the schools SIP plans and process
- The school council establishes a working group of council and non-council members to provide feedback
- Consults with families on the SIP goals using on-line survey, meetings, newsletters, social media etc.
- Report recommendations to council for feedback to the school



3. School/Community Consultation Process

- The principal informs families and the school council about the SIP and their opportunity to contribute
- The Principal outlines the ways in which families and council can provide input/feedback into the SIP process
- The Principal or his/her designate collects all information and informs families and council

SIP Approval process



- Approval of the plan by Superintendent/Central Office
- Principal convenes a follow up meeting of the school community to present the final School Improvement Plan
- Define the role of all stakeholders in the implementation, monitoring and review of the plan.





SCHOOL'S OVERALL GOAL:

- We are learning to improve **student achievement, well-being and equity** by **increasing teacher awareness** of how **bias, privilege and power impact students' engagement and sense of belonging.**



1. Achievement

What is the specific goal:

Engage students in a variety of tasks to meet learning needs in accordance with the four parts of the math learner (i.e., social, cognitive, physical and emotional) through the use of culturally responsive pedagogy to create inclusive environments.



1. Achievement

What have we done?

- Math PLCs on effective problem-solving and deep-thinking tasks
- MYMS in LN9 - collaborative inquiry to network and build teacher capacity in effective math practices
- Purchasing resources to support balanced numeracy and hands on learning



1. Achievement

What does the data tell us?

- Some students lacking automaticity in basic math facts
- Not all students see themselves reflected in the questions/learning material in math
- 38% of students feel anxious about making mistakes in math



1. Achievement

Where are we going? What do we need to learn?

- Support the development of basic understandings to remove barriers to student engagement in deep learning tasks
- Balanced numeracy program.
- Growth mindset in math; process vs product focus
- Environment as third teacher



2. Equity

What is the specific goal?

Support underserved communities by addressing the intersectionality of student identities (socio-economic, abilities, gender, etc).

2. Equity

What have we done?

- Integration of HSP students into mainstream programming
- Supporting teachers to teach according to abilities and needs
- Using six threads of inclusive design to plan initiatives in curricular and co-curricular
- Breakfast program



2. Equity

What does the data tell us?

- Intersectionality of identity
 - Black students - Underachieving relative to peers in literacy (22% below) and learning skills (25% below rest of population of school)
- Students from low SES - literacy is 30% below others, learning skills more than 30% below peers

2. Equity

What have we done?

- Integration of HSP students into mainstream programming
- Supporting teachers to teach according to abilities and needs
- Using six threads of inclusive design to plan initiatives in curricular and co-curricular
- Breakfast program



2. Equity

Where are we going? What do we need to learn?

- Equitable access to resources (e.g., computers, Makerspace, library)
- Before and after school programs five days a week
- Culturally responsive pedagogy
- Addressing the intersectionality of identity through various strategies (e.g., Inclusive Design, inquiry-based learning, cross-curricular learning, student choice)



3. Well-being

What is the specific goal?

Provide strategies, support, experiences and activities for students to feel comfortable recognizing their emotions and having the tools, confidence, and trust to seek help

3. Well-being

What have we done?

- Developed student well-being survey
- Established “Chill Zone”
- Extensive opportunities for student engagement within 4As
- Wellness Corner on Website
- Caring adult for all students

3. Well-being

What does the data tell us?

- Student Census: 2016-2017
 - Discussing personal issue with teacher:
 - ✦ 2016: Comfortable - 31%
 - ✦ (Wellness Survey 2018 - 43%, increase from 2016)
 - Adult in school to speak to:
 - ✦ Yes - 66%
 - How easy it is to make friends at school:
 - ✦ Easy - 56%

2. Equity

What have we done?

- Integration of HSP students into mainstream programming
- Supporting teachers to teach according to abilities and needs
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- Breakfast program



3. Well-being

Where are we going? What do we need to learn?

- Zones of Regulation
- Trauma-informed Professional Development
- Active Listening Training for all Staff

Question and Answer



For more information on the Board's improvement planning process visit:

<http://www.tdsb.on.ca/AboutUs/Equity/SchoolImprovementProcess.aspx>