



SCHOOL LEARNING PLANS

J.W. WALKER SCHOOL - 2018 - 2020

IMPROVEMENT

OBJECTIVE

School Improvement plans are an ongoing collaboration between classroom, school, and system to inform our practice and to increase and support student well-being and achievement.



GOAL

"IF we provide students with multiple opportunities to lead, mentor others, focus on Character Education and come together as a school community, **THEN** students will feel a greater sense of belonging, connectedness to the school, and well-being."

STRATEGIES

A. Provide PD and resources to staff around FNMI, Character in Education, Zones of Regulation, CPI training and Trauma (NWHU)..

B. Continue House Team STEM challenges in order to connect as a whole-school community. Provide leadership opportunities for our students (PALS, lunch monitors).

C. Continue a "Student Success Room" as a safe space for all and continue to utilize the room for supporting different learning needs of all students.



GOAL

If we provide a balanced math program: guided, independent, modelled, and shared opportunities using the Ontario Math Curriculum as our guide, **then** students will improve skills in knowledge and understanding, thinking, communication, and application.

STRATEGIES

A. Provide divisional meetings for our teachers embedded in monthly staff meetings to collaborate on focussed instructional tasks in application/thinking questions.

B. Ensure that we use a variety of math problems/questions that address the categories in the achievement chart, and that provide real world math applications where all learners see themselves represented in learning.

C. Include small group guided math instruction in all divisions.



GOAL

If we provide a balanced literacy program which includes guided, small group instruction, **then** students will be able to infer in their reading, and write to clearly communicate to their audience.

STRATEGIES

A. Teachers regularly monitor and review student progress to provide feedback and plan next steps to deepen instruction.

B. Students will have authentic learning opportunities incorporating: technology, think-pair-share activities, differentiated instruction, and oral language.

C. Utilize updated and revised Reading Continuum to identify required student supports and SERT support for Primary Guided Reading

- Student work is analyzed and moderated during staff meetings, PD days
- Monitoring of student achievement using timely assessments (for, as and of)
- Ensure balanced and guided math and literacy programs are in place
- Administration focused check-ins, collaborative reflection, applying next steps, and revisiting/reviewing SIP goals

- Gr. 3 R: 71%, Gr. 3 W: 63%, Gr. 3 M: 53%
- Improvement Goal: Gr. 3 R: 2%, Gr. 3 W: 2%, Gr. 3 M:5%
- Gr. 6 R: 76%, Gr. 6 W: 67%, Gr. 6 M: 39%
- Improvement Goal: Gr. 6 R:3%, Gr. 6 W:2%, Gr.M:5%
- School Climate: 80% feel safe and included, 74% feel they spend at least 60 minutes being physically active
- Exit targets: SK - Level 6 (D), Gr. 2 - Level 28 (M), Gr. 5 - Level 50
- 75% of primary division will meet or exceed reading targets

COMMUNITY, CULTURE & CARING

NUMERACY

LITERACY

MONITORING