



SCHOOL LEARNING PLAN

J.W. WALKER SCHOOL - 2020 - 2021

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 ensure that the school and classroom practices reflect and respond to the diversity of staff and students, **THEN** students and staff will feel a greater sense of belonging, connectedness to the school, and well-being."

STRATEGIES

A.
Strengthen inclusive and culturally responsible and relevant teaching, curriculum, assessment and resources.

B.
Provide PD and resources to staff in implementing equitable design practices for instruction. Topics in professional development will be intentionally designed to address the issues of privilege and explore how this plays out in school.

C.
Collect and analyze NWHU school climate survey data.

COMMUNITY, CULTURE & CARING



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.

NUMERACY



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

LITERACY

MONITORING

- 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
- Chronic Absenteeism rates decrease 15% year over year.
- 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