



SIPSAW – School Improvement Plan for Student Achievement and Wellness – Wellness

Goal:

If teachers explicitly focus/teach the learning skills, then students will develop a more positive sense of self since these skills help students succeed in school and throughout their lives (See p.12 of Growing Success).

Plan:

We recognize that:

- we need to find ways to more ways to help the boys improve upon their learning skills
- students need to self-evaluate where they are at (N, S, G, or E) on a regular basis so that they can goal set
- more explicit teaching/focus on areas with a greater need (based on data): Independent Work, Organization, Responsibility, and Self-Regulation

Actions:

Action 1:

Each class will receive 14 explicit teaching periods for learning skills.

Action 2:

Teachers will co-construct success criteria for the four main areas of need.

Action 3:

Teachers will begin to consciously think about ways to integrate the learning skills into all areas of study, and will determine how to make them more relevant, important and challenging for students.

Reflection/ Year in Review: Posted June 14, 2019

A. In reviewing our goal, “If teachers explicitly focus/teach the learning skills, then students will develop a more positive sense of self since these skills help students succeed in school and throughout their lives (See p.12 of Growing Success)”, we have not seen a positive correlation between explicitly teaching the learning skills and our self-efficacy data.

This leads us to have more questions than answers:

“Why may there be a downward trend?”

“How does the time of year play a factor?” (e.g. Our initial survey was completed shortly after March Break. Our second survey was completed during a time when there was a lot of preparation for Track meets, EQAO, culminating projects, etc.)

“Would the results have been worse if we weren’t doing what we’ve been doing?” (Although the results are not positive, perhaps they are a less negative outcome – this would be difficult to measure).

B. One of the discussions that came up during the learning skills sessions is about “tattle-tailing” and telling the adults if you see something happening that should be addressed by an adult (big problems – The students and teachers did discuss that some problems can be handled independently by using Kelso’s Choices). Many of the children admitted that the fall-out from telling someone is too high. The students asked for a way to tell things that didn’t involve being seen by other students. They created a question/concern box where it could be discreetly submitted. To date, only a few issues have been put into the box. One was a letter thanking the teachers for being there for her and the other was about a sibling issue at home.

We recognize that we have to be careful that we don’t become clinicians. Instead, we see this approach as giving students a way to reach out for support. Our Student Support Partner’s insights and classroom activities are also a great resource for both the teachers and the students.

C. We recognize that students’ self-perception of self-efficacy requires more intentional and responsive interventions. As we move forward we will continue to be thinking about ways to

build children's ability to cope and navigate the challenges that present themselves during academic, emotional, and social encounters.

D. As an administrator, I will be thinking about how I continue to monitor the explicit teaching of learning skills. The staff agrees that students need these skills in order to be successful in their educational journey. My observation is that students who have higher learning skills grades also tend to have better grades in the subject areas and less social difficulties. Knowing this, how do we make sure that part of the learning is intentionally planned to build these skills and not just an added bonus. For example, when we plan an activity, we want kids to collaborate. Are they able to do this without discussing the norms of successful group work? How might the students receive feedback so that they can adjust their approaches in a timely fashion (assessment as learning)?

E. We will need to continue to consider why boys' learning skills are lower than the girls' and how we plan to address this discrepancy. What will be our teacher moves to support the boys?