

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"> ● 3 Big Ideas commonly shared, activities to reinforce ● Began with our 'Why?' ● MVVG's recommit, opportunity for new input ● Reviewed our 'Journey' from beginning to now ● Intermittently review, check for understanding as a whole group ● Link related actions to our collective Why? big ideas (who we are, what we stand for) <ul style="list-style-type: none"> ○ Math PL: started with why ○ Assessment: why ○ Gradebook: why ○ Universal Interventions: why ● What we agreed upon in teams vertically aligned, truly 'shared' as a collective ● Design team representative of all divisions, leading 'further to' discussions and activities ● Fab 4 guests at team meetings (directly supporting collaborative conversations) ● Support with time embedded, allocated to grow, seam together as team, accomplish expectations 	<ul style="list-style-type: none"> ● How much direct support (Fab 4) to provide? How to be supportive, informed, but not directive? ● New staff: building comfort and confidence ● Differentiate PL <ul style="list-style-type: none"> ○ Those that need reinforced messaging and support ○ New to scene ○ Long standing and understanding

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Next Steps Our School Will Take:

- Possible next step: start next year with Fab 4 and/or Design Team mentoring new staff as individuals as well as support they are receiving through team.

Getting Better at Getting Better

How do we build a culture of continuous improvement in our school?

Clarity (I can articulate well)

- Culture of appreciation (intentional acts of appreciation)
 - Beiber day
 - Progress report thanks
- Celebrating accomplishments
 - Now that...
- Distributing the appreciation leadership
- Providing leadership opportunities to see the bigger picture, build capacity to lead
 - Temporary designations from within
- Intentional about sustaining, deepening work, succession planning (not taking for granted the need to sustain culture) Analogy of cultivation, maintaining and enhancing growth of healthy tree.
- Community understanding re: MVVG's

Fuzzy (This part is harder to tell)

- Celebrating accomplishments
 - Now that...as a system. Intentional clarity of where we're going and why
- Intervisitations: modeling and observing with intention
- Continuing to build trust as culture (comfort learning with each other, humility as educators)
- Community understanding re: MVVG's

<p>Next Steps Our School Will Take:</p> <ul style="list-style-type: none"> • How do we ensure the greater community understands, shares, has opportunity for input re: MVVG's • How do we show the community (and ourselves) that we are truly growing and improving what we do and how we do it? • Intervisitations: modeling and observing with intention. Incorporating this as a regular practice. 	

Clarity and Commitment on What Matters Most	
Describe the process that our school uses to create and implement a guaranteed and viable curriculum.	
Clarity (I can articulate well)	Fuzzy (This part is harder to tell)
<ul style="list-style-type: none"> • Foundational Outcomes: <ul style="list-style-type: none"> ○ I as professional, we as team, us as school process to come to consensus. • 80/20: Scaffolded learning long term around the things that matter most (consensus and commitment) • Numeracy Essential Foundations: <ul style="list-style-type: none"> ○ Consensus ○ Vertical alignment ○ Interleaved (as opposed to mass practice) ○ Ongoing collaborative dialogue regarding these MMoFO's • Guaranteed and Viable Team product • Universal Interventions: ID's, explained, • Critical Term Vocabulary: Explicit, Intentionally lists created • Common timetables, topic implementation 	<ul style="list-style-type: none"> • Universal Interventions: supporting growth in classrooms • Using common products and Instructional Cycle elements to support teams • Ensuring Guaranteed and Viable for challenging situations <ul style="list-style-type: none"> ○ Ex. Rotating staff

- Common Instructional Cycles, including Common formative assessments
- Focus on common products:
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- Expectation of consistency re: communication to families, common platforms (Google Classrooms)
- Consistency in: progress report comments (common areas of focus, communication)

Next Steps Our School Will Take:

- Universal Interventions: supporting, **highlighting**, and **celebrating** growth in classrooms
 - Ex. of vocabulary instruction
- Using common products and Instructional Cycle elements to support teams
- Ensuring Guaranteed and Viable for challenging situations
 - Ex. Rotating staff
- 'High Levels of Learning for ALL'
 - Grade level of Programming, communicating progress
 - Better clarity, consistency in understanding and implementation
 - Do we understand the 'why' (should start with this)



New Learning Drives Next Learning

Describe the strategies our school uses to monitor student learning on a timely basis.

Clarity (I can articulate well)

- Common formative assessments
 - COP's (triangulation): emphasis not only on formal assessments
 - Intention of data to drive dialogue
 - Templates for retrieval
 - Conditionally formatted
 - Organized for class and grade analysis
- School wide assessments
 - Reading screeners
 - HLAT (writing) practice
- Divisional
 - HLAT
 - PAT
 - Lens
 - Cat4
- Instructional Cycles
 - Time bound
 - Focused on common outcomes
 - Collaborative (drive ongoing professional dialogue)
 - Focused on 4 Q's (kept at the forefront of team interactions)
- Focus on support and evidence via products

Fuzzy (This part is harder to tell)

- To what extent is Fab 4 informed?
- We have common data, we have dialogue, do we have changes in practice?
 - Is the new learning driving next learning?
 - Are the adult actions resulting in improved student learning?
 - How do we know?

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Next Steps Our School Will Take:

- We have common data, we have dialogue, do we have changes in practice?
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 - How do we know?

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)

- 1.0 FTE dedicated to providing relief for k-6 staff to provide WIN time
- Jr high has a block of WIN time built in to their daily schedule
- Students are grouped based on common needs (essential learning outcomes)

Fuzzy (This part is harder to tell)

- Are we back to sharing/exchanging students?
- Is WIN time being used in a consistent way between classes in jr High?
- If doing a small group pull out during WIN in Jr H how are the others supervised?

Next Steps Our School Will Take:

- Include a school wide intervention plan for Numeracy based on information found when teaching the numeracy essential foundations

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)

- Creating a design team with members from all divisions
- Discussions about what is working and what is not working when teaching essential outcomes
- Gr 6 team switching students to teach from a new perspective
- Collaborative discussions to determine ELO's

Fuzzy (This part is harder to tell)

- Regrouping students based on need (need to get back to this)

Next Steps Our School Will Take:

- Building capacity in our design team by supporting numeracy/literacy by division

