



School Improvement Plan 2015-16
Migisi Sahgaigan School
“To Learn, To Live, To Succeed”

The people of Eagle Lake First Nation believe their children’s needs will be met through the operation of their own school system that provides a holistic education developing all parts of a child’s being.



The 7 Grandfather’s and 13 Grandmother’s teachings must be nurtured in an active and warm open school environment. Children will learn to be proud of themselves as human beings, thus fostering pride in their culture, heritage and language. This will be reinforced with a strong positive foundation of academic skills.

Our goal is to provide an education system that enables all of our children

TO LEARN, TO LIVE, TO SUCCEED

Facility: Migisi Sahgaigan School	<u>Enrolment</u>
Elementary Students-JK-SK	6
Elementary Students-Grades 1-3	15
Elementary Students-Grades 4-6	6
Elementary Students-Grades 7-8	0
Secondary Students	0
Total:	27

Specialized Programs

- Fiddle Program
- Technology in the classroom (smart-board, smart-table, tablets, computers, robots)
- National Archery in the Schools Program (NASP)
- Swimming Lessons
- Skiing Lessons
- Skating Lessons
- Daily Agenda/Communication Log
- Health Snacks Program
- Culture and Language Integration
- Ontario After School Program
- Extra-curricular School Trips
- Access to 'Right to Play'
- Eage Lake First Nation Website Page
- Facebook Group Page
- Grade 6 'Shadow Days' with Open Roads Public School
- Welcome to Kindergarten Program
- Ontario Works placement

Migisi Sahgaigan School Staff & School Improvement Plan Team

Administration	Andrew Kivell, Lori Kavanaugh
Primary	Pamela Larcher, Tim McKillop
Junior	Margaret Smith
Support Staff	Isabel Pitchenese, Michelle Bruyere, Claudette Mercredi, Dwight Bergen, Custodian, Clarissa Sky

Focus Area: Anishinaabe Community, Culture and Caring

Needs Assessment & Analysis Data	<p>EQAO student survey: School Climate Survey 2014-15 - MSS Developed Student/Parent/Community Survey Tell them from me survey - forthcoming Behaviour Reports from 2014-15 school year Attendance data (Absence & Lates) Urgent Need: Student learning of Anishinaabemowin- Ojibwe Language and Culture Student self-efficacy - a belief in themselves as capable and competent; social-emotional wellness</p>
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Smart Goals and/or "If/Then Statements"	<p>If we explicitly teach students social emotional learning, with a focus on grit perseverance and resilience, then students will develop increased self-efficacy in their ability to work through challenging problems and the ability to bounce back when they do not achieve the desired outcome to a challenging situation.</p>
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Opportunities for Student Voice/Student & Parental Engagement

<p>Tell them from Me Survey Playground Activity Leaders; Jump Rope for Heart Student/Parent Education Night – Bi-Monthly Even Night @ School Spirit Days; Christmas Concert; Mother’s Day Tea; Father’s Day Baseball Game; Graduation</p>	<p>Divisional bully prevention and intervention assembly School wide and classroom Bucket wall O’Canada sung by students over PA system Monday Morning Smudging Ceremony</p>
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Specific Action Items

SEF #	Strategies	Required Training/Resources	Measure of Success
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<p>2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</p>	<p>Bucket filling Migisi Sahgaigan School Board Smudging Ceremony Clubs XC running Student of the Week Award OPC leadership award Buddy readers PALS Positive Behaviour Plans Common sense media presentations – school wide Most teachers trained in “Kid yoga”</p> <p>Inclusive text materials that reflect and engage our students in all classrooms Student Success room Strengths based learning/Bucket-filling Character Education assemblies Rick Hansen - Difference makers Positive Behaviour Plans IEP - Alternative Programming Proactive transition planning</p>	<p>Canadian Safe Schools Network Strengths based learning/Bucket-filling Yoga Bimose FNSSP: Student Success Lead and Cultural Lead</p>	<p>Pre and post assessment - Tell them from Me survey Decrease in the number of lates Multiple choice question: Migisi Sahgaigan School is: Tell them from me open response question re: clubs number of students that participate in extra-curricular activities Decrease in the number of referrals to the office for inappropriate peer-to-peer relational behaviours. Anecdotal reports from recess and nutrition break supervisors regarding student behaviour during these times.</p>
<p>3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p>	<p>School council Newsletter Website Parent teacher interviews School blog? Ongoing parent-teacher communication Strong relationships between admin and Parents of “most” at risk students Strong relationships between school and Outside support agencies for most at risk Students</p>	<p>Strengths based learning/Bucket-filling resources; Restorative Practices</p>	<p>Strengths based/bucket filling philosophy evident in all classrooms Ongoing staff engagement in the identification and recognition of students strengths. Tell them from me open response question re: bucket filling Tell them from me open response question re: clubs</p>
<p>6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners in student learning.</p>	<p>Open to learning stance between admin and Parents/community members School Logo contest</p>	<p>MSS – Blog/Facebook Page School council orientation IT to digitize logo</p>	<p>MSS Family/Community Survey MSS t-shirts with new logo Tell them from me survey</p>

Monitoring of Actions/Reporting

January	March	June
Behaviour Reports - Clasdojo monitoring Tell them from me survey	Behaviour Reports - Clasdojo monitoring	Behaviour Reports - Clasdojo monitoring Tell them from me survey EQAO student survey
Reflection of Learning		
<p>Creation of clubs based on student interests</p> <p>Evidence of Bucket filling in all classrooms</p> <p>Decrease in office referrals</p> <p>New school logo created by a student</p> <p>Tell them from me: The word that best describes your experiences at Migisi Sahgaigan School: Awesome 61%, OK 39%, Not Good 0%</p> <p>Do you enjoy coming to school? Yes 85%, No 15%</p>		

Focus Area: Pathways

Needs Assessment & Analysis Data	Promote and support our school in establishing and implementing programs that will enhance student learning by providing opportunities for authentic learning.		
Smart Goals and/or "If/Then Statements"	If we can provide help students identify their personal interests, strengths, competencies, abilities, accomplishments by connecting these to their learning in school; then students will achieve higher success having staff and school community aware of each student's focus.		
Opportunities for Student Voice/Student & Parental Engagement			
Tell them from Me Survey School wide and classroom Bucket wall	Monday Morning Smudging Ceremony Sharing Circles		
Specific Action Items			
SEF #	Strategies	Required Training/Resources	Measure of Success
2.5 Staff, students, parents and community promote & sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy Anishinaabe learning environment.	Principal/Director ensure that a whole school approach is used to engage all school community members in developing and implementing practices that support safe, accepting, equitable, inclusive, respectful, healthy learning environments which models language and strategies reflecting a Catholic world view. All staff develops Bullying Prevention and Intervention plans. School staff implementation of Healthy School policies and programs. K-6 Teachers collaborate to provide learning experiences that are clear, meaningful, interesting and challenging, and include ongoing descriptive feedback and opportunities for metacognition. K-6 Teachers ensure that instruction is differentiated and curriculum materials, digital tools, human and a range of resources support student abilities, interests, backgrounds and needs. Principal will work with school staff to increase	Strength Based approach to teaching Treaty #3 Police Services ELFN Community Health Centre ELFN Prevention Centre Classdojo – behaviour tracking Bimose FNSSP: Student Success Initiatives Bimose FNSSP: Student Success Lead and Cultural Lead support Tell Them From Me Survey	
3.1 The teaching and learning environment is inclusive and promotes intellectual engagement of all students and reflects individual student strengths, needs, learning preference and cultural perspectives			
3.4 Students to demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership, and promote Anishinaabe language and culture.			

5.4 Students build on in-school and out-of-school experience to further explore and reflect upon their interests, strengths and education and career / life aspirations.	opportunities for students to participate in peer leadership and social justice initiatives that allow for faith connections and foster faith development. Student members must represent diverse needs backgrounds and interests; students give input and respond to school improvement goals and strategies.		
Monitoring of Actions/Reporting			
January	March	June	
<p style="text-align: center;">On-Going School Monitoring Plan: Principal daily walk through</p> <p style="text-align: center;">Monthly Staff Meetings PLC Meetings</p> <p style="text-align: center;">School Improvement review 3 times a year</p>	<p style="text-align: center;">On-Going School Monitoring Plan: Principal daily walk through</p> <p style="text-align: center;">Monthly Staff Meetings PLC Meetings</p> <p style="text-align: center;">School Improvement review 3 times a year</p>	<p style="text-align: center;">On-Going School Monitoring Plan: Principal daily walk through</p> <p style="text-align: center;">Monthly Staff Meetings PLC Meetings</p> <p style="text-align: center;">School Improvement review 3 times a year</p>	
Reflection of Learning			
<p>What is the impact on student learning? - Increased student achievement</p>			

Focus Area: Literacy

Needs Assessment & Analysis Data	EQAO writing and mathematics Report Card - Language, Reading and Writing EQAO student attitudinal survey Urgent need: Reading for meaning; Inquiry and problem solving		
Smart Goals and/or "If/Then Statements"	EQAO writing and mathematics Report Card - Language, Reading and Writing EQAO student attitudinal survey Urgent need: Reading for meaning; Inquiry and problem solving		
Opportunities for Student Voice/Student & Parental Engagement			
Knowledge building circle Videotaping/photographs/learning stories Inquiry based learning Student/Parent Education Bi-Monthly Night at school Student conferences/anecdotal notes on students		Observing peer-to-peer interactions Exit Report Cards Silent observation Documentation analysis	
Specific Action Items			
SEF #	Strategies	Required Training/Resources	Measure of Success
4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.	<ul style="list-style-type: none"> • Gradual release of responsibility • Learning/knowledge circle • Small group learning • Students are encouraged to take risks and employ critical thinking skills • Student choice providing meaningful and authentic learning opportunities 	<ul style="list-style-type: none"> • Reading for Meaning • Primary Literacy; Literacy K-12 • Bimose FNSSP Literacy Teacher: Amanda Payne 	<ul style="list-style-type: none"> • Improvement in student achievement measured by marker students • Student work consistently shared at the PLC table • Documentation of student learning evident in all classrooms • All students and educators form a learning community where mathematics inquiry is framed positively and risk-taking is the norm. • Students make connections to their learning and their prior experiences, values, Culture, and interests. • The teaching-learning process enables students to practice, apply and see relevance in their learning across curriculum areas.

<p>3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).</p>	<ul style="list-style-type: none"> • Strength based approach to learning; bucket filling • Growth mindset for all staff, students and parents • Student choice • Providing meaningful and authentic learning • Opportunities • Bully prevention and intervention • Mental health and safe schools strategies • Student success room 	<ul style="list-style-type: none"> • Migisi Sahgaigan School Board • ELFN Prevention Office Staff 	<ul style="list-style-type: none"> • Less absences amongst staff and students • More parental engagement in school related activities • Decrease in office referrals • Tell them from Me survey
<p>1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or IEP.</p>	<ul style="list-style-type: none"> • Success criteria • Student survey based on success criteria • Student conferences • Small group instruction • Individual goal setting • Peer assessment • Yoga, social emotional learning 	<ul style="list-style-type: none"> • Co-constructed anchor charts • Co-constructed success criteria based on big • Ideas in curriculum • IEP goals • Roots of Empathy • Calm, Alert and Learning • Character education 	<ul style="list-style-type: none"> • Greater Independence, initiative and responsibility (LSWH) • Goals achieved on IEP
Monitoring of Actions/Reporting			
January	March	June	
Running Record Data – or data from Classdojo OWA/OLA Assessments Anecdotal teacher observations	Running Record Data – or data from Classdojo Report Card OWA/OLA Assessments Parent feedback from report cards/anecdotal comments Feedback from MSSB	Running Record Data OWA/OLA Assessments Report Card EQAO achievement and Student Survey data	
Reflection of Learning			

What are students doing and learning?

- Becoming risk takers/developing resilience
- Communicating ideas (beginning to listen and build on/respond to others ideas)
- Problem solving collaboratively
- Innovating

How do we know students are making successful gains?

- Better self-regulation and engagement
- Fewer office referrals for inappropriate classroom behaviour
- Students with regulation struggles are showing improvement (marker students)
- Oral language has improved
- Greater independence, less need for direction from the teacher
- Increase in perseverance through more tasks/difficult tasks
- Decrease in office discipline referrals

Why are students responding positively to these changes?

- Tasks are more purposeful, based on student interests, there is choice, hands-on activities, a variety of students are seen as experts (not nec. the academically strongest)

What do students need to do next? How can educators support this?

- Students need to reflect and self assess their learning
- Educators need to explicitly teach self assessment strategies and model it; co-construct success criteria with students
- Students need to continue to refine how they communicate their thinking

Educators need to continue to take risks with inquiry and build on the knowledge of/become comfortable with knowledge that through inquiry the curriculum will be covered

From our inquiry and new learning, what can we adapt, revise, refine?

- Focus on making inquiry prompts and questions a habit of mind
- Document student thinking throughout the process rather than just the final product
- Model - the power of co-learner, collaborator, co-construct
- Growth mindset - belief that every student is a capable, competent learner

Focus Area: Numeracy

Needs Assessment & Analysis Data	Report Card EQAO junior assessment and student survey results Teacher anecdotal observations and comments SEF survey		
Smart Goals and/or "If/Then Statements"	If we teach math through a problem solving and inquiry framework, then students will develop a broader range of strategies (and resilience) to solve more complex math problems which should lead to an increase in student achievement. If we focus on solving task in different ways while teaching math through the big ideas; then students will make connections between their mathematics knowledge and apply it to problem situations; which could lead to an increase in student achievement.		
Opportunities for Student Voice/Student & Parental Engagement			
Math Journal writing each Friday. Three part problem solving model - pair work - shared solutions Students conferences/anecdotal notes on students		Observing peer-to-peer interactions Student/Parent Education Bi-Monthly Nights at school. Exit Report Cards	
Specific Action Items			
SEF #	Strategies	Required Training/ Resources	Measure of Success
4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.	<ul style="list-style-type: none"> - PLC cycle - including co-teaching/planning/debriefing An expectation that student work is always brought to the PLC table. - Technology appropriately implemented into instructional and student learning times. 	PLC Training and Resources PLC time set aside each month for staff.	Student work consistently shared at the PLC table achievement increases for marker students Documentation of student learning evident in all classrooms All students and educators form a learning community where mathematics inquiry is framed positively and risk-taking is the norm. More open ended tasks for students
2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.	For student: Lesson retaught if student understanding is not demonstrated during assessment Development of common rich tasks for students For teacher: Through the PLC process, ongoing professional learning to support the growth of a wide repertoire of evidence-based instructional strategies and their appropriate use. - Support for “prompts” to stretch student thinking -Support for “questions” to stretch student thinking	Interactive math sites - Mathletics iXL Math EQAO released items www.map.mathshell.org Connecting mathematical ideas www.youcubed.org	Common assessments developed and used Increased self-efficacy and perseverance as students work through difficult problems. More risk taking in the classroom Failure is seen as a positive - “an opportunity for learning” rather than as a negative - “not knowing”.

<p>1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</p>	<p>Educators share strategies for helping students to develop, understand and use criteria to identify strengths and areas for improvement. Self assessment skills are explicitly taught in the classroom Purposeful questioning and feedback to students to promote a growth vs. a fixed mindset</p>	<p>Guides to Effective Instruction in Mathematics</p>	<p>All junior teachers have a common understanding of what “good self assessment skills are” and what good self-assessment practices look like. Self-assessment is used throughout the division consistently. Increased student engagement in editing/self checking their work. Students independently use success criteria to monitor their learning and the quality of their work.</p>
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Monitoring of Actions/Reporting

January	March	June
<ul style="list-style-type: none"> • PLC student work • Informal and formal conversations with teachers • Walk-throughs conversation at the PLC table 	<ul style="list-style-type: none"> • Report Card data: • PLC student work • Conversation at the PLC table 	<ul style="list-style-type: none"> • Final report card data • EQAO data - achievement and student questionnaire • Feedback from school council on “new math” and family math night

Reflection of Learning

What are students doing and learning?

- Big ideas are “sticking” with the students
- Accountable, engaged talk
- Making connections - transferring their learning to real life
- Persevering and taking responsibility for their learning
- Recognizing strengths in themselves and other
- Making character connections between school/classroom and life

How do we know students are making successful gains?

- Students that wouldn’t normally share are; students are seeing themselves as “experts”
- More independent work/initiative
- More collaboration

Next steps for students:

- Continue to ask good questions, don’t be afraid of “getting it wrong”
- Adopt a growth mindset
- Improve self assessment

Next steps for educators:

- Open-ended learning - “What do you want to learn about and tell me why?”
- Create a nurturing environment that allows students to take risks/make mistakes, and ask questions.