

# School Improvement Plan 2014-2015

<b>NEEDS ASSESSMENT</b>		<b>SMART GOALS</b>		
<i>What is our data telling us about students' areas of need? Which students have we selected to focus on?</i>		<i>What do we expect students to achieve at the conclusion of this time frame?</i>		
<p><b>2013-2014</b>  <b>Math: Primary and Junior</b>                      Thinking &amp; Application Questions, both divisions struggle with multi-step, multi-strand questions, N/N  <b>Contextual Findings: EQAO</b>  <u>Grade 6:</u> 34% answered they can answer difficult problems (decrease of 6 %)  <u>Grade 6:</u> 55% identified liking math most of the time (increase 15%)  <u>Grade 6:</u> 40% think about steps to solve a math problem (decrease 13%) <u>Grade 6:</u> 87% identified that they read over the mathematics problem first to make sure they know what to do (increase 7%)  <u>Grade 3:</u> 40% answered they can answer difficult problems (decrease of 7 %)  <u>Grade 3:</u> 46% identified liking math most of the time (decrease 3%)  <u>Grade 3:</u> 50% think about steps to solve a math problem (decrease 1%)  <u>Grade 3:</u> 76% identified that they read over the mathematics problem first to make sure they know what to do (increase 14%)</p> <p><b>School Climate Survey</b>                      51% students surveyed expressed feeling comfortable speaking in class and giving their opinion; 45% feel that others (teacher, admin, other adults) always try to stop bullying</p> <p>June Report Data: Need in Area of Self-Regulation across the grades, many N/S</p> <p><b>FDK</b>                      The Full Day Kindergarten program is new to the school and to the 7FDK teachers, ECE's, Principal and Vice Principal. Through teacher conferences, individual feedback and classroom walkthroughs, it was determined that the staff required support to develop a understanding of how to cluster expectations into big ideas and to create inquiry based programming to support FDK Curriculum document.</p>	<p><b>2013-2014</b>  <i>(Students with Special Needs)</i></p> <p>6% -one or more accommodations-                      Grade 3                      14% had one or more accommodations-                      Grade 6</p>	<p><b>Mathematics:</b>                      Primary: If teachers use a variety of instructional strategies (4 step problem solving model, manipulatives, technology, gradual release) in order to promote thinking and application then students will have a greater understanding of whole numbers and the relationships between them.</p> <p>Junior: If teachers use a variety of instructional strategies (4 step problem solving model, manipulatives, technology, and gradual release) in order to promote thinking and application then students will have a greater understanding of the relationship between whole and fractional numbers.</p> <p><b>Literacy Goal</b>                      If we teach students to use evidence to support their thinking then students will be able to demonstrate their ability to think critically and respond to texts.</p> <p><b>Community, Culture and Caring Goal</b>                      Throughout the 2014-2015 school year, staff and students will engage in school and community based activities that foster leadership, advocacy and teamwork and to benefit our school, local and global communities.</p>		
<p><b>SEF INDICATORS:</b> <i>What did our school self -assessments and/or school support visits indicate that we needed to focus on?</i></p> <p>1.4 During learning, timely, on-going, descriptive feedback about student progress is provided is provided based on student's actions and co-constructed success criteria.                      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)                      3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.</p> <p><b>Guiding Questions</b> – <i>How do we use effective prompts or questions to help students make meaning to the success criteria?                      How do we frame questions promote and extend student thinking to support their achievement of the expectations?</i></p>				
<b>STRATEGIES AND ACTIONS</b> <i>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</i>	<b>PROFESSIONAL LEARNING</b> <i>What knowledge and skills are required for us to achieve our SMART goal?</i>	<b>RESOURCES</b> <i>What resources will we use to achieve our SMART goal?</i>	<b>MONITORING</b> <i>What evidence will we use to show that students are making progress? When will we collect evidence?</i>	<b>EVALUATION CYCLE</b> <i>When and how often will we collect evidence to measure progress made on the achievement of our SMART goal?</i>
-use of co-constructed success criteria to provide descriptive feedback	Continued learning on different strategies to share/track descriptive feedback (making feedback visible)	Planning Organizer-Short Range	Short Term Planning Organizers -Feedback from Admin	Samples of student work with feedback over time (October, January and April)
-students will begin to self-assess to set and monitor goals	<b>Self-assessment</b>	Growing Success Teaching and Learning Bulletins/Supports Edugains Ministry Monographs	Learning Walks Sharing of student work at PLCs	Celebration of Learning- Student Sharing of Growth Portfolios with parents
-using technology to support student learning in all areas	Engaging staff in opportunities to learn how to use different forms of technology (e.g. document cameras, netbooks, SMART Boards and various programs to support) -Introduce staff to SAMR model	Purchase of SMART boards	-gather data through learning walks of level of implementation of SAMR model	Student and Teacher surveys
<b>-use of effective questions</b>	Questions as a form of feedback , questions to extend student learning /critical thinking	Ministry Capacity Building Series Monographs	<b>Learning Walk Data/Feedback</b>	

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<b>MOST</b>				
Continue to implement the problem solving portfolio using the four part problem solving model to solve rich/open tasks	-review and sharing of current practices related to four part problem solving model -learning for new staff	-curriculum document -NCTM Process Standard Series -Marion Small Resources -Hands on Problem-Solving -organizers to support	Student portfolios	Report card data Student portfolios
Continue to select and use manipulatives as thinking tools	-opportunities to learn how to use different manipulatives to support mathematical understanding	organization of our manipulatives -Super Source -Virtual Library of Manipulatives	Pre/post student survey on manipulatives Student photos/work with evidence of manipulative use	
<b>For Some or a Few :</b>				
-use of ONAP as a standardized assessment tool (Grades 4-6)	Review how to administer ONAP, moderate and use data to inform next steps	<b>ONAP Resources, 4-6</b>	<b>Analysis of ONAP data</b>	Report card data Pre/Post data
-small group, targeted Math intervention using Leaps and Bounds (Grade 3-6) A pas de geants	SERT and Teacher Learning	York District Math and LD (resource from Kim M. SAO)		
-small group, targeted intervention for K-2 using Leveled Literacy Intervention	Learning about LL1 as an intervention tool (SERT and Grade 1 team) IPad for K's	LLI Intervention Kit Purchase LLI kit for K	Analysis of Pre/Post Data	Results to inform next steps
-looking at evidence of student learning	Learning about documentation: products, observations, conversations Photo documentation	Ministry Monograph Evernote	-PLCs examine evidence and determine next steps	Samples dated over time
<b>GOAL STUDENT &amp; WELLBEING</b>				
Mental Health : to reduce the stigma associated with Mental	Performance: Kids on the Block - Staff Learning about Mental Health	Supporting Minds: An Educator's Guide to Promoting Students Mental Health and Well-being		
Focus on Self-Regulation -Model Me Kids -Continue with Kelso's Choices	Engage staff in learning about self-regulation as a learning skills, what does it look like and sound like at different stages?	Research articles Growing Success/FDELK document	Monitoring Report Card data for self-regulation Anchors for self-regulation co-constructed with students	Improved results in learning skills in report card data (June)
Early Act Club-Partnership with Rotary Club of Courtice -Purple Pinkie Project -Milk Bags for Bed Mats -Community Clean Up-Earth Week -Wish Well Project	Assembly for Junior students to introduce them to Early Act (with Rotarians and Interact) Volunteers to work with students to create bed mat	Staff and Early Act Executive to participate in Rotary sponsored events	Feedback from staff, students and community following events	Student Survey (pre/post) leadership, teamwork and advocacy focus
Peer Helpers -games on the yard (PROPS) -Student Government	Creating opportunities for student leadership within the school	Ongoing Staff and grade 5/6 students working together	Opportunities for feedback from peer helpers and staff	Decrease in office referrals for minor yard problems Increase in number of students involved in school activities
Special Events/Activities to promote a positive school climate for staff and students: Leadership/Teamwork -Monthly Spirit Days -Food Drive -Carnival -Mathletes -Anti-bullying Presentations -Culture and Diversity	Communication with parents/community about events in school	Safe Schools committee School Council Social Committee Various staff	Student survey for input and feedback	End of year reflections with staff/school council /student government and community partners