SCHOOL IMPROVEMENT WORK PLAN   (November 2013)

School: John McCrae Public School

Superintendent of Education: Dan Wu   **Principal/Vice-Principal(s): Lori Hall (P)/Lindsey Rhamey (VP)**

	PLAN, DESIGN, AND IMPLEMENTATION STRATEGIES					MONITORING STRATEGIES		
NEEDS ASSESSMENT & ANALYSIS OF DATA	**SMART Goal**	**SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS**	**TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS** (noted from School Effectiveness Framework , September 2013)	**PROFESSIONAL LEARNING**	**RESOURCES**	**MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES)**	**RESPONSIBILITY**	**EVALUATION**
Literacy, Numeracy, Equity and Inclusivity Examination of John McCrae report card achievement data, EQAO data, at-risk data, in-school team meetings, Fall 2013 observations, conversations and product data from classrooms inform goals 1 a – c and 2 a, b. **In Mathematics 2012-13 EQAO revealed** -an underachievement of our Junior Learners that are exceptional (excluding gifted learners) -an underachievement in of our Junior boys in	1. **Mathematics:** Students will demonstrate that they can select and sequence a variety of tools to solve a problem and demonstrate a critical-thinking process. **By June 2014, student achievement at or above the Provincial Standard, will increase in the following priority areas:** a) Primary boys will increase percentage from 78% to 82%. b) Junior boys (mainstream) will increase percentage from 79% - 83% c) Junior students with	**4.4 Learning is deepened through authentic, relevant and meaningful student inquiry**	**Student Inquiry and Critical Thinking** -teaching and learning strategies support student inquiry -learning through problem-solving supports students in connecting ideas and developing conceptual understanding -explicit teaching of concepts, processes and skills within inquiry -students are engaged in exploring real-work situation/issues and solving authentic problems -self and peer assessment opportunities are used to establish a culture of inquiry -critical thinking skills are taught, modeled, practiced and developed -metacognition is modelled through the instructional process -instruction enables all students to explore the big ideas (i.e. to go beyond discrete facts and skills in order to develop deep conceptual understanding). -students are provided with regular opportunities for planned purposeful, accountable talk	**Teaching to the Big Ideas through student inquiry and Critical Thinking**	**Bur Oak Network** --Rounds TLCP with grade team Teacher Moderation (including prep teachers in grade team planning sessions) Include in grade team unit planning a focus on critical thinking – integrating Health, Eco, and social justice in units 4C's – Literacy Teacher and SERTs	**Report Card Achievement Data** **(Term 1 and 2)** **Live Class Data documentation – observations and conversations** **(monthly – staff meetings)** **At Risk List**	**All Teaching Staff** **School** **Administration** **Support Staff**	

mainstream -considerable improvement of our primary learners but a continued underachievement of the boys compared to the girls. -a need to improve the Grade 3 achievement in the strand of Data Management and Probability **In Reading, EQAO revealed** -a need to develop the following reading skills in primary learners: to make inferences and to make connections - a continued limited improvement relative to the standard of our gifted learners in reading. **Examination of Observations, Conversations and Products of our students during the Fall of 2013 revealed** -a need for all students to make connections between contexts - to value the process over the outcome -and for students to apply what they have learned in a variety of ways.	an exceptionality (excluding gifted) will increase percentage from 60% to 70% **2.Reading:** Students will demonstrate that they understand implicitly stated information and ideas(making inferences) and students will demonstrate they can make connections between information and ideas in a reading selection and the reader's personal knowledge and experience. **By June 2014** a) The average score of all primary students on making inferences will increase from 59% to 70% and making connections will increase from 55% to 70% b) The average score of all junior students will increase from 69% to 75% on making inferences and from 68% to 74% on making connections.	**4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.**	**Differentiation** -knowing the learner through observations, conversations and products is a school wide priority -a wide range of instructional strategies are used to meet the diverse learning needs of all students -individual and team planning is based on assessment of student strengths and needs -student work is analysed to identify ways to differentiate instruction and assessment -based on analysis of student data, personalized learning activities are designed to address students' diverse learning preferences, interests and readiness to learn a concept -students are grouped and regrouped, frequently and flexibly -learning groups are based on prior assessment of student learning, interests, and/or learning preferences -students are taught how to make choices (e.g. assignment, learning centre task, resources based on their readiness, interests and learning preferences) -learning goals reflect student learning needs and support student achievement of the curriculum expectations -Students whose culture/first language differs from the culture/language of instruction are intentionally supported in order to be able to access the intended learning.	**How to effectively document observations and conversations?** **Effective Grouping** **Personalized Instruction**	**Fosnot Kits** **Ministry Effectiveness Guides** **Out of the Question** **Think Literacy** **Natural Curiosity** **Math that Matters** **BWW Instructional and Curriculum Services** **Early Years Steering Committee** **CEC East Early Years Network** **Edugains** **Capacity Building Series**	**Inschool Team Meetings** **Growth Plans** **Moderation Sessions**		

Review of the IEPS and report card achievement data indicates that our students with Learning Disabilities need to be using assistive technology in all subject areas. See goal 3.	3. By June 2015, all students identified with a learning disability will be using assistive technology in all subject areas on a daily basis.	**4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.**	**Use of Assistive Technology** -facilitate the planned, consistent and effective use of Assistive Technology by students as an integral part of teaching and learning -assistive technologies support the engagement of students -authentic learning experiences and assessment incorporate contemporary tools and resources to maximize learning in context -resources are selected strategically to support instruction	**Common understanding of Assistive Technology tools available to support the student with a learning disability**	**Elementary Digital Literacy Resource Teacher** **East Technical Resource Teacher**	**IEPs ; live data – observations and conversations**	**All Teaching Staff** **School Administration** **Support Staff**	
Student Engagement and Equity and Inclusivity Our positive climate survey data (Fall 2010) revealed a need to provide for greater personalization and engagement for our boys (only 63% of boys find school work interesting and; 38% of boys do not feel that the school has enough books and equipment to help them learn EQAO (2012-13) results indicate that primary and junior students have limited interest in reading. Boys more so than girls. This data informed goals 4 a, and 4b.	**4.By October 2014, boys will be more engaged through appropriate programming and learning experiences that are personalized, as measured by perception data from the System Survey** a) There will be an increase in our boys reporting that they find their school work interesting from 63% to 70%. b) There will be an increase in our boys reporting on the Positive Climate for Learning Survey that our school has enough books and equipment to help them to learn from 38% to 50	**4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.**	Resources that reflect diverse backgrounds, languages and cultures are available to support all areas of learning in the Ontario curriculum and student needs (e.g. digital tools and resources, graphic novels, manipulatives). -a process is in place to review student learning materials -Authentic learning experiences and assessments incorporate contemporary tools and resources to maximize learning in context -Learning experiences that incorporate digital tools and resources are designed to promote student learning and creativity -students are selected strategically to support instruction -students are supported in recognizing and deconstructing biases in resources	**Learning how to use the interests of the students to choose appropriate resources**	**Regional and East Teacher – Librarian Network** **-Dewey Decimal Vote for purchasing of books for library** **-Symphony Monitoring Data** **Bur Oak Learning Network**	**Student Climate Survey , Spring 2014** **Observations, conversations** **Examination of Purchases in 2013-14** **Symphony Monitoring Data**	**All Teaching Staff** **School Administration** **Support Staff** **Students** **Parents**	

School Safety and Equity and Inclusivity Our positive climate survey data (Fall 2010) revealed that students need to feel more satisfied with our responding to discrimination (only 43% of the students are satisfied with the ways the school responds to reports of discrimination) It also revealed a need to support the girls in our school to feel comfortable speaking in class. Through further exploration after the Student Survey 2010 it was determined that there is minimal inclusivity between our learners that are in the gifted program versus our mainstream program. This data informed goals 5 a – d.	**5. By October 2014, students and staff will promote well-being as members of the school community through the development of learning and working environments that are supportive, healthy, safe, and environmentally responsible as measured by the perception data in the system survey.** a) There will be an increase in our girls feeling comfortable speaking in class. b) There will be an increase in percentage of students feeling satisfied with how our school deals with discrimination . c) There will be an increase in the percentage of students that will feel that they have an adult to talk to in the building. d) There will be an increased sense of inclusivity between our students that are in our gifted learner program vs. our mainstream program.	**2.5 Staff, student parents and school community promote and sustain student well-being positive student behavior in a safe, accepting, inclusive and healthy learning environment**	-A safe school team develops and updates strategies to maintain and improve the school climate e.g. bullying prevention and intervention plans Healthy schools policies and programs are implemented (e.g. healthy eating, increase physical activity, injury prevention -the tenets of equity and diversity are embedded in the school culture -all staff have a duty to report incidents of discrimination, harassment and bullying including incidents involving the use of social media Processes are in place to support new students as they become part of the school community (e.g. student ambassadors welcome new students to the classroom/school) -school eco team continues to work on goal of reduced waste	Learning how to ensure that EACH child feels safe and included. Learning to have courageous conversations around equity and inclusivity.	School Leadership Team Student Leadership Team Behavioural code of Conduct Eco School Committee Healthy Schools Committee -recess leaders Equity Designate Girls on the Run Girl Talk	**Student Climate Survey , Spring 2014** **Observations, conversations** **Student participation in extracurricular activities: Music (instrumental and choirs), Athletics, Me to We, Eco Team, Student Leadership Team, Healthy Schools, Recess Revival, Girls on the run, student lunch helpers**	**All Teaching Staff** **School Administration** **Support Staff** **Students** **Parents**	

Parent Engagement – to build a sense of inclusivity among all stakeholders Examination of parent interactions, school council meetings, settlement worker comments and community liaison teacher comments reveal that reciprocal communication is a needed area for improvement as is Parent understanding of the Ontario School Curriculum, Teaching Practice, Progressive Discipline and the support available for students with special needs. This data informed goal 6.	6. Improved collaboration between home and school and school and home to improve student achievement as reflected in attendance and active parent participation in school initiatives and school staff participation in parent initiatives	**6.4 Learning opportunity, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations**	-a variety of forums and supports are available at the school and in the community (e.g. curriculum evenings, workshops, guest speakers) to deepen parents' understanding of the teaching, learning and assessment processes -parents have opportunities to expand their own learning (e.g. sessions on parenting skills, internet safety, nutrition) -ongoing communication and outreach activities increase engagement and build effective school-parent-family relationships -focus on intentional, positive engagement with parents and the community -a variety of methods are used to engage parent's support for student learning(e.g. class website, conferences, newsletter) -information about units of study is shared with parents to support student learning (e.g. big ideas, learning goals, success criteria -partnerships with parents foster positive attitudes about school and improved academic achievement -parents are enabled to participate fully in parent/teacher conferences (e.g. translators, babysitting, scheduling) -relevant and up-to-date information about education transition is provided through parent-teacher-student conversations	-Learning how to listen to parents and support their full inclusion into our school system.	Inclusive and Community schools YRDSB Interpreters YRDSB community liaison teachers JMPS and YRDSB website	**Live Data from parent teacher meetings; school council meetings; IPRCs; preparation of growth plans** **-participation in Progrant sessions – 21st teaching and learning** **-participation in Family Fun Nights** **-**	**All Teaching Staff** **School Administration** **Support Staff** **Parents** **Students**	