

# SCHOOL IMPROVEMENT PLAN

## Literacy

### Year 2011 - 2014

School: Aurora Senior & George Street P.S.

Superintendent of Education: Gayle Brocklebank-Vincent

Principal/Vice-Principal(s): J. Sepkowski & C. Fischer

	SMART Goal(s) Specific, Measurable, Attainable, Results-based, and Time-bound	SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS	TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS	RESOURCES	PROFESSIONAL LEARNING	MONITORING ACHIEVEMENT OF THE SMART GOALS
<p><b>**EQAO Grade 3 &amp; 6 Literacy Trends over 3 years Gr 3: Reading: relatively consistent over the past 3 years 76%, 71%, 74% Writing: 76%, 68%, 89%</b></p> <p><b>Gr 6: Reading: stable with a slight increase (88%, 84%, 91%) Writing: stable with an increase over the past year (83%, 81%, 92%)</b></p> <p><b>Segregation of gifted and mainstream data</b></p> <p><b>*Review of IEP's Need for intentional implementation of IEP's across grade/subjects</b></p> <p><b>*Report Card Data Need for alignment of report card data with EQAO/DRA/PM and other assessment data</b></p> <p><b>*Analysis of DRA/PM data.</b></p> <p><b>*</b></p>	<p><b>1.</b>By October 2014 student achievement at or above the provincial standard will increase in the following priority areas:</p> <p><b><u>READING:</u></b></p> <p><b>In Reading,</b> students will respond to a variety of text forms by making inferences about texts using stated and implied ideas as evidence as measured in EQAO and school based data. (Rdg Expectation 1.5)</p> <p><b>1.1Primary:</b> *6% increase from 74% to 80%.</p> <p><b>1.2Junior/Intermediate:</b> *A 4% increase (from 91% - 95%)</p> <p><b><u>WRITING:</u></b></p> <p><b>In Writing,</b> Students will respond, in writing to a variety of text forms with a focus on topic development , organization of ideas and inclusion of supporting details.</p> <p><del>students will improve the quality (i.e. applying knowledge of language conventions) and creativity of writing by organizing main ideas and supporting details as measured in EQAO and school based data. (Writing Expectations 1.5 &amp; 2.2)</del></p>	<p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p><b><u>Plan and implement</u></b> instruction is informed by a variety of assessment tools (DRA,PM,OWA, At Risk Meetings, IIR analysis with leadership team, ELL data, diagnostics, IST meetings) <u>Balanced Literacy Block Day Plans (@ each grade/division)</u></p> <p><b><u>Incorporate</u></b> instructional practices that are strategically used to meet the diverse learning needs of students. <u>Learning intention and success criteria (i.e.APE) posted and articulated and developed with students. Implementation of writing continuum .Effective/descriptive feedback</u></p> <p><b><u>Use</u></b> appropriate strategies as outlined in the IEP's to make the required accommodations and/or modifications for students so that they are able to participate fully in a balanced literacy program. <u>Posted exemplars showing achievement of writing expectations</u></p> <p><b><u>Ensure</u></b> instruction is scaffolded (e.g. the gradual release of responsibility - modelled, shared and guided teaching-learning processes) to enable students to confidently and independently demonstrate the intended learning.</p> <ul style="list-style-type: none"> <li>First 20 days of teaching will determine baseline data for instruction for each student.</li> <li><del>SEA Lunch and Learn (2011/2012)</del></li> <li><del>CASL (Collaborative Analysis of Student Learning) implementation in March 2012</del></li> <li><del>Silver Birch &amp; Red Maple activities</del></li> <li>Intentional purchasing of resources (i.e. texts and technology ) <ul style="list-style-type: none"> <li>Teacher Moderation of OWA</li> </ul> </li> </ul>	<p>Growing Success Document</p> <p>OWA</p> <p>Nelson Series</p> <p><del>6+1 Traits of Writing</del></p> <p>Book Room</p> <p>SEF document</p> <p>After school Literacy &amp; Numeracy for grades 2 &amp; 3 and 7 &amp; 8 (2011/2012)</p> <p>Daily 5 &amp; Café book study</p> <p>Technology (iPads, Netbooks, digital cameras, rovers) LCD's -2011/2012)</p>	<ul style="list-style-type: none"> <li><i>Central Writing Network (CWN) 2011/2012</i></li> <li><i>Beyond the Block (BTB) Literacy network2012/2013</i></li> <li><i>Collaborative Inquiry Learning Model</i></li> <li><i>Teaching Learning Cycle (TLC)</i></li> <li><i>On Line learning tools and modules supported by Curriculum and Instructional Services, Student Services and Leadership Development</i></li> <li><i>Tech training through technology consultant</i></li> </ul>	<p>Instructional Rounds</p> <p>Learning Networks</p> <p>Literacy Teachers</p> <p>Leadership Team</p> <p>Technology Team</p> <p>SERTS</p> <p>EQAO</p> <p>REPORT CARD DATA</p>

	<p><b>Primary:</b> Maintain 89% achieving standard as measured by EQAO</p> <p><b>Junior/Intermediate:</b> Maintain 92% achieving standard as measured by EQAO</p>					
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# SCHOOL IMPROVEMENT PLAN

## Numeracy

### Year 2011 - 2014

School: Aurora Senior & George Street P.S.

Superintendent of Education: Gayle Brocklebank-Vincent

Principal/Vice-Principal(s): J. Sepkowski & C. Fischer

	SMART Goal(s) Specific, Measurable, Attainable, Results-based, and Time-bound	SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS	TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS	RESOURCES	PROFESSIONAL LEARNING	MONITORING ACHIEVEMENT OF THE SMART GOALS
<p>*EQAO Grade 3 &amp; 6 Literacy &amp; Numeracy Trends over 5 years Gr 3 Math: varied – 25% decrease in achievement from 2010/11- 2012/13 Gr 6 Math: increase 18% from 2010/11-2012/13</p> <p>*Review of IEP's Need for intentional implementation of IEP's across grade/subjects</p> <p>*Report Card Data Need for alignment of report card data with EQAO and other assessment data</p>	<p><b>2.</b> By October 2014 student achievement at or above the provincial standard will increase in the following priority areas:</p> <p><b>2.1 Primary:</b> 85% achieve provincial standard.</p> <p><b>2.2 Junior/Intermediate</b> An increase from 85% to 90% in Junior Math.</p> <p>Mainstream: An increase from 61% to 85% meeting provincial standard.</p> <p>Decrease in percentage (25% to 0%) of students who went down a level from grade 3 to grade 6.</p>	<p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p><b>Plan and implement</b> instruction that is informed by a variety of assessment tools (At Risk Meetings IIR analysis with leadership team, diagnostics, IST meetings)</p> <p><b>Incorporate</b> mathematics learning goals, success criteria and learning materials that are visible and accessible.</p> <p><b>Use</b> appropriate strategies as outlined in the IEP's to make the required accommodations and/or modifications for their students so that they are able to participate fully in an inquiry based mathematics program</p> <p><b>Ensure</b> planning and instruction include multiple approaches for learning and representing mathematical thinking including the <b>three-part lesson</b> framework for inquiry</p> <ul style="list-style-type: none"> <li>Three-part mathematics lessons are designed for students to: solve problems, communicate their thinking in different ways (i.e., oral, modelled, written), make sense of and question others' mathematical approaches and ideas, develop collective knowledge in relation to the lesson learning goal, and practise their new learning.</li> </ul>	<p>SEF Fosnot Kits Literacy @ School Visits Manipulatives 3 part lessons Guides to Effective Instruction</p> <p>After school Literacy &amp; Numeracy for grade 7 &amp; 8</p> <p>Big Ideas from Dr. Small resource</p> <p>Good Questioning for Math resource</p>	<ul style="list-style-type: none"> <li><i>Collaborative Inquiry Learning Model</i></li> <li><i>Job embedded PD</i></li> <li><i>On Line learning tools and modules supported (BWW) Primary inquiry based learning PD w/Devin's Drive and Bayview Hill P.S 2011/2012</i></li> <li><i>SWS teacher allocated to GSPS 2011/2012</i></li> <li><i>DI – Intermediate Session (Dec 16/2011)</i></li> <li><i>4 C's training at GS w/Alex Macris (April 10, 2012)</i></li> <li>Release time of GS staff to co-plan/co-teach &amp; explore Fostnot kids</li> <li>SIM</li> </ul>	<p>Instructional Rounds</p> <p>Learning Networks</p> <p>Literacy Teachers</p> <p>Leadership Team</p> <p>Technology Team</p> <p>SERTS</p> <p>EQAO</p> <p>REPORT CARD DATA</p>

**SCHOOL IMPROVEMENT PLAN**  
**Equity & Engagement**  
**Year 2011 - 2014**

**School:** Aurora Senior & George Street P.S.

**Superintendent of Education:** Gayle Brocklebank-Vincent

**Principal/Vice-Principal(s):** J. Sepkowski & C. Fischer

	SMART Goal(s) Specific, Measurable, Attainable, Results-based, and Time-bound	SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS	TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS	RESOURCES	PROFESSIONAL LEARNING	MONITORING ACHIEVEMENT OF THE SMART GOALS
<i>School Climate Survey</i>  <i>School Data Profile</i>	<p><b>EQUITY:</b></p> <p>By January 2015, an increase in the extent to which students and staff feel welcome and included in the school and workplace as measured by perception data from the school climate survey.</p> <p>An increase in the following areas:</p> <ul style="list-style-type: none"> <li>Positive environment 84- 87%</li> <li>Safe environment 82-86%</li> <li>Welcome, Inclusive environment 80-84% .</li> <li>Fair application of school rules 65-75%</li> </ul> <p><b>ENGAGEMENT:</b></p> <p>By January 2015, students will be more engaged through appropriate programming and learning experiences that are personalized, collaborative, and differentiated as measured by perception data from the school climate survey.</p> <p>An increase in the following areas:</p> <ul style="list-style-type: none"> <li>Personalized Learning 76-80%</li> <li>Cognitive Engagement 84-87%</li> <li>Behavioural Engagement 74-79%</li> <li>Affective Engagement 77-81%</li> </ul>	<p>2.5 Staff students and school community provide and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</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><b>Plan and implement</b> and model the standards set out in the AS/GS Touchstone</p> <ul style="list-style-type: none"> <li>How to handle behaviour in the hallway in 3 minutes</li> <li>Respectful Workplace</li> <li>Random Acts of Kindness</li> </ul> <p><b>Incorporate</b> personalized learning activities that reflect student choice and student voice.</p> <ul style="list-style-type: none"> <li>Learner profiles</li> <li>Self Advocacy Cards for Identified students</li> </ul> <p><b>Use</b> appropriate strategies as outlined in the IEP's to make the required accommodations and/or modifications for their students so that they are able to participate fully in academics and social opportunities.</p> <p><b>Ensure</b> Differentiated instruction and assessment is used in every classroom to meet the needs of all students.</p>	<p>Equity Team</p> <p>Touchstone</p> <p>Self Advocacy Cards</p> <p>Respectful Workplace document</p> <p>Healthy Schools Action Plan</p> <p>Bullying Intervention and Prevention Plan</p>		Equity Team

**SCHOOL IMPROVEMENT PLAN**  
**Equity & Well Being**  
**Year 2011 - 2014**

**School:** Aurora Senior & George Street P.S.

**Superintendent of Education:** Gayle Brocklebank-Vincent

**Principal/Vice-Principal(s):** J. Sepkowski & C. Fischer

	<b>SMART Goal(s)</b> Specific, Measurable, Attainable, Results-based, and Time-bound	<b>SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS</b>	<b>TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS</b>	<b>RESOURCES</b>	<b>PROFESSIONAL LEARNING</b>	<b>MONITORING ACHIEVEMENT OF THE SMART GOALS</b>
<i>School Climate Survey</i>  <i>School Data Profile</i>  <i>Equity Scan</i>	<p><b>EQUITY:</b></p> <p>By January 2015, an increase in the extent to which students and staff feel welcome and included in the school and workplace as measured by perception data from the school climate survey.</p> <p>An increase in the following areas:</p> <ul style="list-style-type: none"> <li>Positive environment 84- 87%</li> <li>Safe environment 82-86%</li> <li>Welcome, Inclusive environment 80-84% .</li> <li>Fair application of school rules 65-75%</li> </ul> <p><b>ENGAGEMENT:</b></p> <p>By January 2015, students will be more engaged through appropriate programming and learning experiences that are personalized, collaborative, and differentiated as measured by perception data from the school climate survey.</p> <p>An increase in the following areas:</p> <ul style="list-style-type: none"> <li>Personalized Learning 76-80%</li> <li>Cognitive Engagement 84-87%</li> <li>Behavioural Engagement 74-79%</li> <li>Affective Engagement 77-81%</li> </ul> <p><b>WELL BEING:</b></p> <p>March 2014-October 2015, explicit strategies for supporting students in regards to anxiety and ADHD from the Ministry of Education Supporting Minds Document are piloted within the grade 4/5 Gifted Class, the Intermediate Core French classes as well as implemented by the SERTS with the students they support.</p>	<p>2.5 Staff students and school community provide and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</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><b>Plan and implement</b> and model the standards set out in the AS/GS Touchstone</p> <ul style="list-style-type: none"> <li>How to handle behaviour in the hallway in 3 minutes</li> <li>Respectful Workplace</li> <li>Random Acts of Kindness</li> </ul> <p><b>Incorporate</b> personalized learning experiences that are engaging, promote collaboration, innovation and creativity that reflect student choice and student voice.</p> <ul style="list-style-type: none"> <li>Learner profiles</li> <li>Self Advocacy Cards for Identified students</li> <li>Effective communication of student thinking and application of learning</li> </ul> <p><b>Use</b> appropriate strategies as outlined in the IEP's to make the required accommodations and/or modifications for their students so that they are able to participate fully in academics and social opportunities.</p> <p><b>Ensure</b> instruction and assessment is differentiated and is used in every classroom to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>Descriptive feedback incorporated to guide student learning</li> <li>Use of digital tools to support student strengths and needs</li> </ul> <p><b>Plan and implement</b> <b>Incorporate</b> <b>Use</b> <b>Ensure</b></p>	<p>SEF</p> <p>Equity Survey</p> <p>School Climate Survey</p> <p>Touchstone</p> <p>Self Advocacy Cards</p> <p>Respectful Workplace document</p> <p>Healthy Schools Action Plan</p> <p>Bullying Intervention and Prevention Plan</p> <p>Equity Scan</p> <p>Ministry of Education Supporting Minds Document</p>	<p>Network</p> <p>TLC</p> <p>Equity Symposium</p> <p>Youth Speak</p>	<p>Equity Designate</p>

	<p><b>ECO INITIATIVES:</b> 2013/2014 &amp; 2014/2015 George Street P.S. will maintain gold level status for Eco schools. When the two schools are united, the Eco Schools initiative will be</p> <p><b>HEALTHY SCHOOLS:</b></p>		<p><u>Plan and implement</u> <u>Incorporate</u> <u>Use</u> <u>Ensure</u></p> <p><u>Plan and implement</u> <u>Incorporate</u> <u>Use</u> <u>Ensure</u></p>	<p><b>Sarah Jiao</b>   Public Health Nurse, Elementary School Services,</p>		
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