

SCHOOL IMPROVEMENT PLAN: 2012-13 – Draft #3

School: Ellen Fairclough Public School

Superintendent of Education: Rashmi Swarup

Principal/Vice-Principal(s): Paul Battler

PLAN, DESIGN, AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES			
NEEDS ASSESSMENT & ANALYSIS OF DATA	SMART Goal Specific, Measurable, Attainable, Results-based, and Time-bound Specify a few SMART learning and achievement goals from the school's needs assessment and relate the targeted evidence based / actions to the four pillars	SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS	TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS	Literacy	RESOURCES	PROFESSIONAL LEARNING	MONITORING OF THE ACHEIVEMENT OF THE SMART GOALS (TIMELINES)	RESPONSIBILITY	EVALUATION
				Numeracy					
				Programs & Pathways					
				Community, Culture, & Caring					
<ul style="list-style-type: none"> What was identified as the student learning needs? What data do you have about your students and community? What data sets did you use? 		<ul style="list-style-type: none"> Which Indicators are you working with? What evidence is essential for school improvement? 	<ul style="list-style-type: none"> What strategies need to be implemented? Are all of these strategies actionable? Can evidence be gathered relative to each strategy? 			<ul style="list-style-type: none"> What do we need to learn in order to achieve our goals? How will we engage in this learning? What specific knowledge or instructional skills do teachers need in order to address student learning focus? What are the leader learning needs? 	<ul style="list-style-type: none"> When will you monitor? What tools will you use to monitor? What evidence will tell you that you've met your goals? 		<ul style="list-style-type: none"> What worked well? What would we do differently in the future? How successful were we in meeting our goals? Why?
<ul style="list-style-type: none"> Analysis of data from EQAO, report cards, PM Benchmarks, DRA, Early Development Instrument, parent surveys, student surveys and staff surveys indicate that the school should: 	<p>Literacy SMART Goal:</p> <ul style="list-style-type: none"> By June 2013, student achievement in Reading, at or above the Provincial Standard (levels 3 and 4), will increase by 5%. For students identified with a learning disability- 	<p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</p> <p>1.2** During learning, students receive ongoing,</p>	<ul style="list-style-type: none"> continue intentional use of Assessment for/as/of Learning principles (LN) continue case management approach through TLCP, including teacher moderation of student work (LPC) implement teaching-learning critical 	<ul style="list-style-type: none"> PM Benchmarks DRA Ministry of Education curriculum 	<ul style="list-style-type: none"> Staff will participate in PD sessions and/or a variety of learning teams to enhance professional knowledge. To improve student 	<p><u>Student Success Days</u></p> <ul style="list-style-type: none"> Oct. 22 Feb. 1 June 27 <p><u>Case Management &</u></p>	<ul style="list-style-type: none"> principal literacy teachers lead teachers reading recovery teacher/teacher 		

<p>-continue its focus on Reading, including early intervention and the development of critical thinking skills -continue focus on developing oral language skills through Accountable Talk -work with parents and community partners to support children's learning</p>	<p>by June 2013, the number of students working on grade level (i.e. not modified) Language programs will increase by 5%. <ul style="list-style-type: none"> For students in the community class, the focus will be on improving oral language skills – By June, 2013, student achievement in Oral Communication will improve by 5%. <p>Mathematics SMART Goal:</p> <ul style="list-style-type: none"> Each student will learn and use the following problem-solving models: -Kindergarten: USE -Gr. 1-7: USE or UPSET -Gr. 8: USIT Each Math teacher will implement an inquiry/problem - based 3-part lesson in Math <p><u>2013-14</u></p> <ul style="list-style-type: none"> continue Literacy focus; set SMART goal continue Mathematics focus; set SMARTgoal explore instructional and assessment strategies for Writing </p>	<p>descriptive feedback based on the success criteria from the teacher and from peers</p> <p>1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan.</p> <p>1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.</p> <p>1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.</p> <p>1.6 Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p>	<p>pathways for key reading expectations (1.4 to 1.9); 2 cycles (LPC)</p> <ul style="list-style-type: none"> non-negotiables in the classroom (LPC) <ul style="list-style-type: none"> student friendly learning goals and success criteria development of student metacognition through self-assessment (3 essential questions) use descriptive feedback to improve student achievement use anchor charts to support learning (e.g., checklists, success criteria, strong/weak work samples) engage students in Accountable/Focused Talk ensure that planning for effective literacy instruction includes opportunities for the development of robust thinking, including questioning and instructional prompts to facilitate critical thinking skills (LPC) planned and effective use of technology to support teaching and learning (LPC) use early intervention resources (internal and external) to support learning of at-risk students (LPC) train older students as Peer Tutors and Reading Buddies for younger students (LPC) provide targeted accommodations and differentiated learning and assessment tasks to the learner based on student profiles, particularly the Special Needs Learner, the English Language Learner and males (LPC) <p><u>Mathematics</u></p> <ul style="list-style-type: none"> anchor chart of problem-solving model will be posted and used consistently (NP) intentional focus on essential skills and 	<p>documents, monographs, webcasts, audio/video materials (e.g., Growing Success; Guide to Effective Instruction in Literacy/ Mathematics)</p> <ul style="list-style-type: none"> YRDSB Literacy and Assessment & Evaluation documents Critical Thinking Consortium (TC2) Learning A-Z resources Online YRDSB Resources on Board Portal (e.g., Curriculum & Instructional Services, Assessment Services) YRDSSB Literacy and Mathematics Frames Literacy & P+ teachers and CYW Teacher- 	<p>learning, staff will have the opportunity to learn more about:</p> <ul style="list-style-type: none"> providing meaningful, descriptive feedback creating robust learning tasks critical thinking skills identification and program adaptations for Special Needs Learner. English Language Learners, effective book talk/book walk in order to connect to prior knowledge and schema strategies to promote oral language transfer of ideas from graphic organizers to written format effective Math instructional strategies (e.g., Bansho, Math Congress) (NPC) 3-part Math lesson and problem-based approaches to teaching and learning <p>Staff will be</p>	<p><u>Teacher Moderation</u></p> <ul style="list-style-type: none"> TLCP #1 – Nov. 8, Dec. 14 TLCP #2 – End. Feb. and End. March <p><u>Tools</u></p> <ul style="list-style-type: none"> PM/DRA Report card achievement teacher observations teacher moderation 	<p>librarian</p> <ul style="list-style-type: none"> literacy team P+ teacher & CYW all staff 	
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	<p>Equity SMART Goal:</p> <ul style="list-style-type: none"> By June 2013, there will be a 5% increase in the extent to which students and parents feel welcome and included in the school, as reported in the School Climate Survey. 	<p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.3 Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.</p> <p>4.4 Learning is deepened through authentic, relevant and meaningful student inquiry (robust learning tasks).</p> <p>4.5 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p> <p>2.5 Staff, students and school community promote and sustain student well-being and positive student behavior in a safe and healthy learning environment.</p> <p>3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.</p>	<p>strategies needed for problem-solving; anchor chart provided for teachers (NP)</p> <ul style="list-style-type: none"> implement a 3-part Math lesson in Term 2 (April – June), using an inquiry/problem-based approach <p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> continue Family Literacy Sessions, including a Family Literacy Night (focus on Student Voice; big idea – Express Yourself) (LPC) continue support of new students/families to the school , including Reception and Orientation (school tour, brochure, book bag) (PC) Parent Resource Centre & Conversation Cafe - focused, intentional and interactive sessions addressing specific parent needs 	<p>Librarian/ Reading Recovery Teacher</p> <ul style="list-style-type: none"> Tutor in the Classroom, trained volunteers curriculum consultants Network Meetings & colleagues school colleagues (critical friends) EFPS Staff Moodle: including the sharing of resources created by staff and grade teams online texts adaptors to project iPads School Council Parent volunteers Touchstone Team members 	<p>invited to participate in co-work opportunities (e.g., 4 C's)</p>			
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	<p><u>Environment and Well Being SMART Goal:</u></p> <ul style="list-style-type: none"> By June 2013, there will be a 5% increase in the number of students reporting that they contribute as members of the school community (including students, families and community partners) to the development of a supportive environment that is healthy, safe and environmentally responsible within their classroom and school 	<p>4.6 Resources for students are relevant, current, accessible and inclusive.</p> <p>3.3 Students are partners in conversations about school improvement.</p> <p>3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.</p> <p>6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners.</p> <p>6.4 Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher-student conversations.</p>	<p>and staff suggestions (including SIP initiatives, EQAO, and helping parents with positive strategies for conflict resolution that are consistent with those used in school) (PC)</p> <ul style="list-style-type: none"> School Council and Family Literacy sessions on Supporting Learning at Home, highlighting key components of the SIP, such as assessment for/as/of learning principles; importance of student self and peer assessment; use of technology; newsletters/email/school website/class Moodle as effective tools for home-school communication (LPC) key components of the SIP (including Healthy & Eco Living initiatives, and Math problem solving framework) are highlighted in a newsletter translated into the major languages of the school (LPC) <p><u>Student Engagement</u></p> <ul style="list-style-type: none"> Resources for students are relevant, current, accessible and inclusive (e.g., school library, book room, classroom resources). Student engagement and leadership through participation in the Touchstone Team (Equity, Character, Eco and Living School sub committees) Continue explicit teaching of positive conflict resolution strategies through the Second Step program 	<ul style="list-style-type: none"> Staff Advisors for Touchstone Team P+ Team Teachers Support Staff PRO Grant 				
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