

**SCHOOL IMPROVEMENT PLAN
2013 - 2014**

School: Maple Creek
Superintendent of Education: Susan Logue

Principal/Vice-Principal(s): Rita Angellotti, Carol Pink

PLAN, DESIGN, AND IMPLEMENTATION STRATEGIES							MONITORING STRATEGIES			
NEEDS ASSESSMENT & ANALYSIS OF DATA	SMART Goal Specific, Measurable, Attainable, Results- based, and Time-bound	SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS	TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS	Literacy	RESOURCES	PROFESSIONAL LEARNING	MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES)	RESPONSIBILITY	EVALUATION	
				Numeracy						
				Programs & Pathways						
				Community, Culture, & Caring						
<p>Strengths:</p> <ul style="list-style-type: none"> Identified students performing well High ELL population that perform at Level 3&4 Literal higher than inferential – goes along with high ELL population Performance improves by grade 6 (reading and writing) Reading improvement over 5 years (EQAO 2011-12) <p>Needs:</p> <ul style="list-style-type: none"> Vocabulary development Answering explicit questions on EQAO Reading overall expectation #2 – not as good as O.E. #1 Gr. 3 – 39%of students never read with parents(EQAO 2011-12) Gr. 3 - 24% of students get read to one or twice a month(EQAO 2011-12) Gr. 6 – 62% of students never read with parent (EQAO 2011-12) 	<p>Goal #1</p> <p>By June 2013, each student will demonstrate an improvement in their inferential/critical thinking as measured by EQAO</p> <ul style="list-style-type: none"> A 1 % increase (from 82 % to 83%) in Primary Reading A 5 % increase (from 56 % to 61%) in responses linked to overall expectation number 1 (making connections, open response) in Primary EQAO A 5 % increase (from 66% to 71%) in responses linked to overall expectation number 1 (implicit, open response) in Primary EQAO A 5 % increase (from 61% to 66%) in responses linked 	<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, descriptive feedback based on the success criteria, from the teacher and from peers</p> <p>2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p> <p>4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> Learning goals and success criteria are posted in all classrooms and used by students and teachers to assess learning (L,N) Learning goals are de-contextualised, open, linked to long-term objectives and focused on key skills (L,N) Success criteria are based on quality and used across the curriculum, including social skills, thinking skills, etc (L,N) Descriptive feedback is an integral part of all instruction Students will provide constructive, descriptive feedback to peers (L,N) Strong and weak examples are used to refine the students' understanding of the success criteria (L,N) Use questioning and instructional prompts as feedback to provoke deeper levels of student thinking(L,N) Embed critical thinking in all aspects/stages of unit/lessons 	<ul style="list-style-type: none"> Curriculum Expectations: (Critical thinking/higher order reading expectations 1.5 – 1.9) TLCP framework and “marker” students to inform our instruction to and create a grade level system of tracking student progress School Principal and Vice-Principal create the necessary conditions to support student achievement and well-being Co Learning with grade partners, SERTs, Lit. Teacher L and S-Capacity Building Series and Videos 	<ul style="list-style-type: none"> Strategic approach to building teacher capacity through implementation of Learning Networks and literacy supports Staff Meetings Network Meetings TLCP Literacy and Numeracy Partners TC2 with Ginni-Newman Classroom Visits Lead Learners L@S DI Project 4Cs ? PC4L 	<ul style="list-style-type: none"> Walk Through Network Visit Unit Plans that incorporate LI/SC/ Big Idea/Inquiry Feedback from Literacy Partners sessions and staff meeting Moderated dialogue about Descriptive Feedback Implementation of common assessments of learning are developed collaboratively with grade partners 	<ul style="list-style-type: none"> Admin. Team Lead Teachers Leadership Team TC2 Participants Teachers Support Staff 			

	<p>to overall expectation number 1 (making connections, open response) in Junior EQAO</p> <ul style="list-style-type: none"> A 5 % increase (from 59 % to 64%) in responses linked to overall expectation number 1 (implicit, open response) in Junior EQAO 	<p>2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</p>	<p>through modeling and intentional practices(L,N)</p> <ul style="list-style-type: none"> Work collaboratively through a professional teaching and learning cycle (LNPC) Provide targeted accommodations and differentiated learning and assessment tasks to the learner based on student profiles (L,N) <p>School Leadership Teams:</p> <ul style="list-style-type: none"> Communicate targets and achievement results to the school community to build public confidence and engage parents/guardians to support student learning (LNPC) Use the SEF process to focus on the student learning needs in the school (LNPC) Encourage teacher's effective use of 21st century learning technologies (LNPC) 	<p>(TLCP, Inquiry, etc)</p> <ul style="list-style-type: none"> S. Clarke, Stiggins, Chappuis, Brookhart Bloom's Taxonomy TC2 EDUGAINS Staff Ministry Documents – School Effectiveness Framework Building Blocks for Kindergarten School Survey EQAO Resources and Questions Timetable (common prep) 				
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<ul style="list-style-type: none"> • 96 % of students like Mathematics either sometimes or most of the time (EQAO 2011-12) • 33% of students sometimes check to see if their answer makes sense (EQAO 2011-12) • 39% of students most of the times check their work for mistakes • 53% of students sometimes think about the steps they will use to solve a problem (EQAO 2011-12) • 24% of students sometimes read over the whole problem first to know what they need to do (EQAO 2011-12) • Data management and probability among lower scores on EQAO as noted by teachers • Students unable to identify and express difficulties/areas of weakness as noted by teachers • Observations from EQAO analysis: Needs in all curriculum areas (knowledge and understanding, thinking, application) <ul style="list-style-type: none"> 1. Time management 2. Vocabulary understanding and development 3. Approaches/strategies to solve multi-step problems 4. Exposure to multi-step problems (combining skills needed to solve) 5. Actually DO the question and check using multiple strategies 6. Determine important vs. not important information 7. Recognize importance of number relationships and explain them 	<p>Goal #2 By June 2013 students will demonstrate 5% (from 69% to 74%) increase in their understanding of number relationships needed to communicate, perform and solve multi-step critical thinking problems, as measured by a school generated number sense common assessment.</p>		<p>Teachers: Focus: Inquiry approach to math Problem Solving Mathematics</p> <ul style="list-style-type: none"> • Collaborative planning, design of common assessments and unit plans, use of resources and culminating activities occurs within grade levels and courses of study(L,N) • Collaborative learning, co-planning and/or co-teaching inform instructional practices to meet the needs of students(LNPC) • Work collaboratively through a professional teaching and learning cycle(LNPC) • Provide targeted accommodations and differentiated learning and assessment tasks to the learner based on student profiles(LNPC) • Develop units that are problem-based and incorporate authentic and real world issues(LNPC) • Along with teaching staff will plan an interactive student/parent night focussing on Numeracy and Inquiry Math (N) • Use questioning and instructional prompts as feedback to provoke deeper levels of student thinking (N) <p>School Leadership Teams:</p> <ul style="list-style-type: none"> • Communicate targets and achievement results to the school community to build public confidence and engage parents/guardians to support student learning (LNPC) 	<ul style="list-style-type: none"> • Growing Success Implementation Supports A & E Webpage • Supporting Documents (a Guide to Effective instruction in Mathematics) • Big Ideas Dr. Small • Fosnot (Young Mathematicians at Work) • Bww: Math Literacy • Math Gains LNS resources (Videos, monographs) Assessment for Learning Project Collaborative Inquiry of Learning-Math 	<ul style="list-style-type: none"> • Literacy Partners • Inquiry-based Learning (IBL) lead by Teachers – teacher directed learning • Literacy @ School Teacher as mentor • AFL Math teachers as mentors • 4Cs Model • Three-part Math Lesson • Planning (clustering expectations) • Modeled, shared, guided, independent to gradual release (strings, mini-lessons) • Teacher facilitators to support across school networks to share and move learning forward 	<ul style="list-style-type: none"> • Developing a common assessment on Proportional Reasoning • Evidence on Rounds • 4cs learning opportunities 	<ul style="list-style-type: none"> • Admin. Team • Lead Teachers • Leadership Team • Teachers • Math teachers Facilitators • Math Consultants • Support Staff 	
<p>System Survey:</p> <ul style="list-style-type: none"> • Students indicated a need for stronger engagement in their learning and in personalized learning activities as they progress through school. • Some students feel left out in activities 	<p>Goal #3 By June 2013 a 8% increase (from 74% to 82%) in students stating that they feel more included in our school culture, feel</p>		<ul style="list-style-type: none"> • Create conditions for positive, social, emotional and academic skills development (LNPC) • Use of Outcome Mapping to identify inclusive activities 	<ul style="list-style-type: none"> • School Administration create the necessary conditions to support 	<ul style="list-style-type: none"> • Equity and Inclusivity Conferences • Restorative Approaches workshop 	<ul style="list-style-type: none"> • 2013 school climate survey results 	<ul style="list-style-type: none"> • Admin. Team • Students • Teachers • Support Staff 	

<p>and clubs</p> <ul style="list-style-type: none"> Gr. 3 – 12% of students read with parents Gr. 6 – 60% of students never read with parents <ul style="list-style-type: none"> 2/3rds of students feel comfortable answering questions in class → talk partners 53% feel comfortable discussing a problem with a teacher 79% know how to report bullying or harassment 38% students didn't want to get involved in stopping a bully <ul style="list-style-type: none"> 21 % it is not my business (bystander) 22% fear <p>Informal Observations by Staff</p> <ul style="list-style-type: none"> Touch- play vs. conflict/power Exclusion play Swearing, insults and name calling, homophobia, rumors and manipulation Body language 	<p>safer at school and develop the skills and “voice” required to deal with conflict and exclusionary behavior, as measured by our school climate survey.</p>		<p>(LNPC)</p> <ul style="list-style-type: none"> Engage students in PC4L leadership activities (LNPC) PC4L Team share hands-on activities with staff Create a PC4L Bulletin board (LNPC) to communicate with staff, students and community Character Trait education lessons in classrooms through Lit/Num partners(LNPC) Engage students in eco-responsible practices and strategies(LNPC) VIP gr. 6 (PC) Crimestoppers presentation (PC) Anti-bullying Awareness Weeks and activities – wear blue/pink day, school spirit days, appreciation days, (PC)announcements (LNPC) Engage with community partners to ensure that students have the necessary foundations for learning (LNPC) <p>School Leadership Teams:</p> <ul style="list-style-type: none"> Build and support home, school and community partnerships by sharing with families current information about student learning and achievement in an ongoing and transparent manner (LNPC) PC4L Teams (that include students, teachers and community partners) develop a Plan that addresses their schools positive climate. This team integrates the work of Safe Schools, Character Education and school based equity teams. (LNPC) Engage students as partners in their learning; including the use of evolving technologies. (LNPC) Engage board level PC4L supports and resources and focused on improving school climate (LNPC) 	<p>student achievement and well-being</p> <ul style="list-style-type: none"> PC4L meetings with staff PC4L Student Ambassadors Staff meetings and PA days PC4L newsletters school climate, staff and parent surveys Parenting and Family Literacy Centres 				
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