# SCHOOL IMPROVEMENT WORK PLAN
## 2014-2018
### Version 3.0 Updated January 2014
#### -Draft-

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| PLAN, DESIGN, AND IMPLEMENTATION STRATEGIES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **NEEDS ASSESSMENT & ANALYSIS OF DATA** | **SMART Goal** | **SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS** | **TARGETED, EVIDENCE- BASED STRATEGIES/ACTIONS** | **PROFESSIONAL LEARNING** | **RESOURCES** | **MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES)** | **RESPONSIBILITY** | **EVALUATION** |
| | | | Literacy, Numeracy | | | | | |
| | | | Programs & Pathways, | | | | | |
| | | | Community, Culture, & Caring | | | | | |
| *Consider the following data sets and the problem of practice*<br><br>EQAO Data -2011-2012 (PARTICIPATING)<br>-Grade 3 (R69-%, W83-%, M72-%)<br>-Grade 6 (R94-%, W94-%, M84-%)<br><br>**Areas of Need**<br>-Primary Reading and Primary Math<br>-Open Response<br><br>EQAO Data -2012-2013 (PARTICIPATING)<br>-Grade 3 (R87%, W91%, M83%)<br>-Grade 6 (R95%, W98%, M73%)<br><br>**Areas of Need**<br>-student maintaining or improving in R and W<br>-Open Response<br>-Junior Math (declining from gr. 3 to gr.6<br>-Trending:<br><br>EQAO PERCEPTUAL DATA 2012-2013<br>49% of students don't read at home with parents<br>-38% mean--mostly speak a language other that English at home<br>-Grade 3 48%/Grade 6 29% "sometimes" think about the steps they use to solve word problems | **By June 2015 each student will demonstrate continued growth in their critical thinking  (i.e., Reading Expectations 1.5 -1.9) over baseline data as measured by common assessments.**<br><br>Past Successes<br> A 14% increase (from 73% to 87%) in Primary Reading EQAO<br>Cohort data for reading increase from 71% to 92%<br><br>**Indicators:**<br>- Continue to meet previous goal of  7% increase (from 66.9% to 73.9%) in EQAO responses linked to overall expectation number one (mean of implicit, explicit and making connections)<br><br>-Analysis of  Report data term 1 vs term 2:<br>-By June 2014, there will be a 25% increase of students who **improve** in the areas of literacy (reading) and numeracy based report card data illustrated in Venn Diagrams.<br><br>**By June 2015, through the exploration of big ideas, all students (age, level, placement/ability, background) will use critical thinking skills to develop a deep conceptual** | **1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers**<br><br>**1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstration of student learning is analyzed to ensure consistency with success criteria.**<br><br>**4.4 Learning is deepened through authentic, relevant and meaningful student inquiry**<br><br>**4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning** | Teachers:<br><ul><li>Anchor Charts/Learning Goals/Success Criteria and exemplars are used consistently in classrooms to scaffold student learning, provide feedback and set high expectations (L, N)</li><li>Interviews, conferences and on-going verbal feedback with small groups, pairs and/or individual students are used to clarify understanding of students' achievement of the learning goals throughout the lesson and /or unit</li><li>Students have multiple opportunities to revise and refine their demonstration of learning; based on descriptive feedback</li><li>Students will provide constructive, descriptive feedback to peers</li><li>Rich performance tasks are created using the Math Inquiry Process</li><li>Cross curricular authentic tasks are created using the big idea</li><li>Develop units that are problem based and incorporate authentic and real-world issues (LNPC)</li><li>Ensure a 'culture of inquiry' by embedding frequent and purposeful self and peer assessments (LN)</li><li>Embed critical thinking in all</li></ul> | <ul><li>Professional Development Days</li><li>Staff Meetings</li><li>Divisional Meetings</li><li>Literacy @ School Classroom Visits</li><li>Common Prep</li><li>Co-planning & teaching with the Literacy teacher(s)</li><li>School wide initiatives (TLCP planning cycle & release time; AIM planning & moderation)</li><li>On- & Off-site conferences & workshops (Literacy Through Technology, Quest, etc.)</li><li>On-site professional in-services (consultants, CRT, TRT)</li><li>Technology focused learning through on-site and online PLN</li><li>Digital media focused learning</li></ul> | <ul><li>SEF</li><li>SEAL</li><li>Board Documents</li><li>Open Response Questions</li><li>Workshops</li><li>Staff</li><li>Network Schools</li><li>Shared units between schools</li><li>Blooms Taxonomy</li><li>Ontario Writing Assessment (OWA)</li><li>Dr. Small Resources</li><li>TC$^2$</li><li>Nelson Literacy (Guided Reading) & Inquiry-based units</li><li>Fosnot kits (Mathematics)</li><li>Library resources (primary & J/I book rooms)</li><li>Moodle (MCES learning commons) shared resources</li></ul> | <ul><li>SEF Self Assessment</li><li>Network Critical Friends Visit</li><li>Reading & Numeracy Venn Diagram tracking - per term</li><li>Annual EQAO data analysis</li><li>Report Data Term 1 versus Term 2</li><li>Walk through visits</li><li>PM and DRA -teacher directed</li><li>OWA -teacher directed</li><li>Open Response -teacher directed</li><li>Regular updating of IEP's</li></ul> | Staff, leadership Team & administration | Review of Long Range Plans |

3. SCHOOL CLIMATE SURVEY-2011
A) 74-75% feel their opinions are usually respected by other students and staff willing to take suggestions from students
B) 68% find work interesting
C) 32% find work is too easy
D) 77-79% of students feel opportunities to explore (help out with)local and global issues
E) 47% of students are comfortable discussing issues with teachers
F) 79% of students feel they have enough Leadership opportunities
G) 51% of students have felt uncomfortable or unwelcome at school (due to grades, appearance)
H) 20 to 40% of students are often learning about (gender, race, religious, socio-economic)
I) Frequency of unsafe occurrences: (31%)fighting and 17% insults, name calling, gesturing (very often to sometimes)
J) 35% of students feel they are bullied because of race, gender or appearance
K) 92% of students feel safe at school, on their way home and in neighbourhood
L) 31%to 76% of students (often to sometimes feel that fighting among students occurs
M)86% of students feel they get the support they need at school to learn to the best of their ability

**understanding across all curricular areas as measured by rich, authentic tasks embedded in daily tasks, lesson plans, unit plans and long range plans.**

Indicators:
-Developing rich and critical daily tasks, lessons & units, as extensions to Long Range Plans with embedded big ideas
- All teachers are invited to participate in teacher-directed PLC sessions, which have a math or literacy foci

-**Shared-Units** on an online learning space (e.g., Google Drive, Wiki-Units)

- By June 2015, there will be a 5% increase (from 89% (cognitive engagement-SCS) in 2011 and/or new data from 2014 perceptual survey "Every Student Count") in the extent to which students find school cognitively engaging as per School Climate Survey.

By June 2014, teachers will regularly use assessment data to differentiate learning tasks and mode of instruction as measured by rich authentic tasks embedded in daily/unit plans.

**Indicators:**
- differentiation as evident in plans (i.e., daily, unit) and seen through walkthroughs /ROUNDS visit
- IEPs implementation
- school based survey (support teachers, students with exceptionalities, etc.)

**By June 2015, staff and students, along with the PC4L team will work together to build a welcoming and inclusive student-centered school/community, as measured by a wide perceptual data survey.**

● A 5-10% increase (from 2014 perceptual survey 'every student counts) of students will feel more comfortable and welcome at school, as determined by a school-based survey.

aspects/stages of unit/lessons through modeling and intentional practices (LN)
● Develop units based on big ideas (LNPC):
● Create a class profile (learning styles, working strategies, abilities, levels, multiple intelligence, interest) and use the data to design differentiated and personalized learning experiences (LNP)
● Intentional groupings of students to accommodate interests, level, and social compatibility (LNPC)
● On-going and frequent assessment of the effectiveness of the programs; accommodations and modifications are monitored and remain fluid throughout the school year to reflect student progress (LNP)
● Provide choices and alternative assessments to allow students equitable opportunities to demonstrate what they have learned (LNPC)
● Share learning goals in a clear and concise manner that allow multiple access points (LNPC)
● Accommodate students whose first language is not English; allow them to develop ideas in their first language (LNPC)

Leadership Team:
● Along with teaching staff will plan an interactive student/parent night focussing on Literacy and Numeracy strategies to focus on at home. (LNC)
● Implementation of common assessments of learning are developed collaboratively with grade partners (i.e., Open Response Questions)
● Teacher moderation is used to plan and adapt instruction to meet the needs of each student
● Creation of School Wide Writing Assessment and Continuum using OWA.

through web 2.0 tools (Moodle) and social media (i.e., Google Apps for Education)
● Peer Mentoring
● Co-planning with SERTs & ELL teacher(s)