SCHOOL IMPROVEMENT WORK PLAN

School: Morning Glory Public School

Superintendent of Education: Dianne Hawkins

Principal/Vice-Principal(s): Tony Lorbetskie, Cathi Robinson

PLAN, DESIGN, AND IMPLEMENTATION STRATEGIES							MONITORING STRATEGIES		
NEEDS ASSESSMENT & ANALYSIS OF DATA	SMART Goal	SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS	TARGETED, EVIDENCE-BASED STRATEGIES/ACTIONS	Literacy / Numeracy / Programs & Pathways / Community, Culture, & Caring	PROFESSIONAL LEARNING	RESOURCES	MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES)	RESPONSIBILITY	EVALUATION
Primary Reading -based on PM benchmark, formative assessments -grade 1 to 3 cohort data – grade 1 reading→grade 3 EQAO 69% of students achieving at level 3/4 -EDI data students are entering school with low language acquisition	**1)** By October 2012 student achievement at or above the Provincial Standard, will increase in the following priority areas: **1.1)** A 5% increase in **Primary Reading**: Students will demonstrate an integrated strategic approach to reading and respond to a variety of text forms using higher order critical thinking skills as measured by EQAO, formative assessments and reflected in school-based data. Students will proficiently be able to explain their thinking while reading a variety of texts as the level becomes more difficult. **Grade 1** 68% at risk (reading level below PM 5 benchmark) - to increase grade 1 reading scores (level 16 – 21) 5% increase (4 students)	1.1 Students and teachers share a common understanding of the learning goals and related success criteria. 1.2 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 (I.E.P.). 1.3 Assessment tasks are aligned Students and teachers share a common understanding of the learning goals and related success criteria. 1.4 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 (I.E.P.). 1.5 Assessment tasks are aligned relevant, current, accessible and inclusive. 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.3 Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies. 4.4 Learning is deepened	**Teachers:** -use rich, high yield assessment based instructional strategies and approaches, to meet the personalized needs of students. (LNPC) -(K-3) work collaboratively to facilitate children's ability to communicate by listening and speaking to others for a variety of purposes and in a variety of contexts. (LNC) -develop oral language, phonological awareness, concepts about print and print awareness. (LN) -use early intervention resources (internal and external) to support learning of at risk students.(LNPC) -ensure that planning for effective literacy and numeracy instruction includes opportunities for the development of robust thinking. (LN) - use questioning and instructional prompts as feedback to provoke deeper levels of student thinking. (LN) -use case management approaches such as teacher moderation. (LNPC) - engage students in Accountable Talk. (L) - work collaboratively through a professional teaching and learning cycle. (LNPC) **School Leadership Team:** -align and integrate their approaches to School Improvement Planning. (LNPC) - embed continuous monitoring processes in school practice. (LNPC) -differentiate supports for vulnerable students and students at risk drawing on school, board and community supports and resources (e.g.		**Oral Language** -Carmel Crevola -Professional Learning Community - primary teams **Sutton Early Literacy Focus on Running Records –** Early literacy focus k-3 **Morning Glory Running Records -** -analysis of running records to focus instructional decisions -Use to inform instructional practice, appropriate text selection **Intensive Consultant support** **Sutton Network of Learning** **Staff meetings**	- Reading Recovery Leveled books - Teacher resource books - OWA - Primary book room - Junior/intermediate book room **PDT funds –** -teacher professional release time, professional learning communities **Program Enhancement funds – 1:1** release time teachers/administration intentional discussions related to school plan **Expert Panel report –** Kindergarten to grade 3 **A Guide to Effective Instruction** in Reading, Kindergarten to Grade 3 www.eworkshop.ca	**Case Management –** -cyclical review of 2-4 students per class -teacher release time and planning -use data from beginning of assessment and data at end for a comparison -conversations observations and products **2 students per class** will move from one level to the next based on the teaching practices informed by assessments and through the case management approach	-School Administration -Literacy Teacher -P+ teacher -Intensive support Consultant -SERTs -Teachers -Support Staff **School Planning teams –** School Improvement team -Leadership team -Divisional teams **Sutton Network of Learning**	

					through authentic, relevant and meaningful student inquiry.	Student Success Teams, Community Resource Facilitators, Intervention Team, COMPASS). (LNPC)			
					4.6 Resources for students are relevant, current, accessible and inclusive.	-encourage teacher's effective use of 21st century learning technologies. (LNPC)			
					4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.	-utilize early Intervention programmes and processes for students at risk regarding literacy development e.g. (Reading Recovery, Multi-Disciplinary In-School teams). (L)			
						-use EDI data to engage the community in planning services and programs to prepare children for school. (LNC)			
						-use EDI data to develop community partnerships and increase awareness of the importance of the early years. (LNC)			

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 / Numeracy / Programs & Pathways / Community, Culture, & Caring	RESOURCES	PROFESSIONAL LEARNING	MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES)	RESPONSIBILITY	EVALUATION
Mathematics -2010, 2011 - grade 3 to 6 cohort data indicates a decline of 44% of the students who were achieving at level 3,4 (From 34 to 19 students at levels 3,4) -	A 9% Increase (from 44% to 53%) in achievement in Gr. 9 Applied Math: **Students will participate actively as they persevere to solve multi-step mathematical problems and improve their ability to articulate mathematical thinking in different** ways as measured by report card mark distribution and EQAO.	1.1 Students and teachers share a common understanding of the learning goals and related success criteria. 1.2 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 (I.E.P). 1.3 Assessment tasks are aligned Students and teachers share a common understanding of the learning goals and related success criteria. 1.4 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 (I.E.P).	**Math –** **Teachers:** -Teach through problem solving using a three-part lesson structure. (N) -create safe and inclusive "math talk" learning communities in the classroom that support the social, emotional and academic learning needs of students. (N) -use questioning and instructional prompts as feedback to provoke deeper levels of student thinking. (N) -engage students in Accountable Talk.(N) -build shared understanding about math content in teacher professional learning sessions. (N) -(Math and Special Education) collaborate to provide specific resource support (NC) - implement the IEPs for students with special education needs, through demonstrated alignment of Individual targets and success criteria with IEP goals/learning expectations. (N)		**AIM – Assessment and Instruction in Mathematics** -grade 6,7,8, SSC, Lead SERT -3 part math lesson structure -100% of teachers engaged in the 4C cycle **Sutton Network of Learning** **Staff meetings —**carousel learning • Common language • Rich tasks • Accountable talk • Oral language • 4cs • Inquiry based math • PD through staff	**Capacity Building Series** **Expert Panel Report on Numeracy,** Grades 4 to 6 **A Guide to Effective Instruction** in Math, Grades 4 to 6 Number Sense and Numeration: **A Guide to Effective Instruction in Math**, Kindergarten to Grade 6: **Leading Math Success –** Mathematical Literacy grades 7-12	**Case Management –** -cyclical review of 2 students per class -teacher release time and planning **2 students per class** will move from one level to the next based on the teaching practices informed by assessments and through the case management approach	-School Administration -Literacy Teacher -P+ teacher -Intensive support Consultant -SERTs -Teachers -Support Staff **School Planning teams –** School Improvement team -Leadership team -Divisional teams **Sutton Network of Learning**	

		Indicators	Strategies		
		1.5 Assessment tasks are aligned relevant, current, accessible and inclusive. 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.3 Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. 4.6 Resources for students are relevant, current, accessible and inclusive. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.	- facilitate the planned, consistent and effective use of Assistive Technology by students as an integral part of teaching and learning. (NC) -(Intermediate grades 7-10) in families of schools will work collaboratively to develop shared responsibility for the academic, social and emotional progress of students as they transition from elementary to secondary Math programming. (N C) **School Leadership Team:** -use case management approaches such as teacher moderation (LNPC)	meetings, Learning Networks AIM/RR/OL	**Edu GAINS** website resources Math Manipulatives to be purchased per classroom/division	

| 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 / Numeracy / Programs & Pathways / Community, Culture, & Caring	RESOURCES	PROFESSIONAL LEARNING	MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES)	RESPONSIBILITY	EVALUATION
Special Education **Review of IEPs:** -indicate that there is limited use of assistive technology in mathematics, - need regarding Intentional Implementation of IEPs across grade/subjects, - need for alignment of Individual targets and success criteria with IEP goals/learning expectations, - need to use Assistive Technology as an integral part of teaching and learning, - focus on oral language development and phonological awareness for students detected as vulnerable in the early years.	A 6% increase (from 31% to 37%) in Junior Math: Students indentified with a **Learning Disability** will increase in achievement as measured by EQAO A 10% increase for Students identified with a Learning Disability A 6% increase in Junior Math: Students indentified with a Learning Disability will increase in achievement as measured by EQAO	1.1 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 (I.E.P). 4.6 Resources for students are relevant, current, accessible and inclusive. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.	**Special education -** - engage in Intentional Implementation of IEPs for students with special education needs, through demonstrated alignment of Individual targets and success criteria with IEP goals/learning expectations across grade/subjects. (LNPC) -provide targeted accommodations to the learner. Particularly the Special Needs Learner, and males. (LNPC) - personalize learning by identifying and deconstructing related curriculum expectations and cross-curricular connection with IEP expectations and goals. (LNPC) - facilitate the planned, consistent and effective use of Assistive Technology by students as an integral part of teaching and learning. (LNPC) - provide targeted accommodations and		**AIM – Assessment and Instruction in Mathematics** -grade 6,7,8, SSC, Lead SERT -3 part math lesson structure -100% of teachers engaged in the 4C cycle **Sutton Network of Learning** **Staff meetings —**carousel learning • Common language • Rich tasks • Accountable talk • Oral language	Education for All Learning Disabilities Modules BWW LD waterfall chart Vocalinks	**Case Management –** -cyclical review of 2 students per class -teacher release time and planning	- School Administration -Literacy Teacher -P+ teacher -Intensive support Consultant -SERTs -Teachers -Support Staff **School Planning teams** – School Improvement team -Leadership team -Divisional teams **Sutton Network of**	

NEEDS ASSESSMENT & ANALYSIS OF DATA							Learning	
EQAO Data for students with learning disabilities grades 3 and 6 EQAO.			differentiated learning and assessment tasks to the learner based on student profiles. (LNPC) -ensure the Intentional Implementation of IEPs for students with special education needs, through demonstrated alignment of Individual targets and success criteria with IEP goals/learning expectations across grade/subjects. (LNPC) -address transitional learning needs (Gr. 6-10). (LNPC)	• 4cs • Inquiry based math PD through staff meetings, Learning Networks • AIM/RR/OL				

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** **Numeracy** **Programs & Pathways** **Community, Culture, & Caring**	**RESOURCES**	**PROFESSIONAL LEARNING**	**MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES)**	**RESPONSIBILITY** · **EVALUATION**
System Survey: - Students indicated a need for stronger engagement of students in their learning and in personalized learning activities as they progress through school. Safe environment: 80% positive environment: 77% personalized learning activities:74% cognitive engagement: 78% behavioural engagement: 74% affective engagement: 71%	**3)** By December 2012, students will be more engaged through appropriate programming and learning experiences that are personalized, collaborative and differentiated as measured by perception data from the **System Survey.** **(School Climate Survey –** specific data to be reviewed) Safe environment: 80% →85% positive environment: 77% →82% personalized learning activities:74% →79% cognitive engagement: 78% →84% behavioural engagement: 74% →79% affective engagement: 71% →77%	2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment. 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences. 3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population. 3.3 Students are partners in conversations about school improvement. 3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy. 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.	-Student participation in Me to We conference -student leadership team initiated -student/staff team attend CAYRE conference	**Staff meetings –** Staff will have an understanding of data and have input to have an impact in key areas	E Principal System Survey 2012 2010/2011 Student Climate Survey Results	System Survey Results January 2011 Report Card Learning Skills November, January and June - Learning Skills Honour Roll December 2012 (board survey)	Teachers Support staff/CYW team P+CYW – student leadership team Leadership team Principal/vice principal School council Positive Climates for Learning Team