



SCHOOL IMPROVEMENT WORK PLAN

School: Nellie McClung P.S. 2011-12 to 2013-14

Superintendent of Education: **J Parrappally**

Principal/Vice-Principal(s): **Wendy Thompson/Candice Schlosser**

Revised: Oct. 19, 2012, February 11, 2013, March 20, 2013

| PLAN, DESIGN, AND IMPLEMENTATION STRATEGIES | | | | | | | MONITORING STRATEGIES | | |
|--|---|---|---|--|--|---|---|----------------|------------|
| NEEDS ASSESSMENT & ANALYSIS OF DATA | SMART Goal | SCHOOL EFFECTIVENESS FRAMEWORK INDICATORS | TARGETED, EVIDENCE-BASED STRATEGIES/ACTIONS | Literacy | PROFESSIONAL LEARNING | RESOURCES | MONITORING OF THE ACHIEVEMENT OF THE SMART GOALS (TIMELINES) | RESPONSIBILITY | EVALUATION |
| | | | | Numeracy | | | | | |
| | | | | Programs & Pathways | | | | | |
| | | | | Community, Culture, & Caring | | | | | |
| Parent Survey 2012 School Climate Survey 4-8 Student Bully Survey | By December 2013 , students will contribute as members of the school community to the development of a supportive environment that is healthy, safe, and environmentally responsible within their classrooms and schools as measured by: Perception Data at 85% Safe Environment Data at 85% | 3.1, 3.2, 3.4,4.6,6.1,6.2 | <ul style="list-style-type: none"> - Regular student lunch monitors in classrooms K-5 - Peer Mentors (i.e., reading /learning buddies) P/J/I - Engage students in PC4L leadership activities (e.g., Peace Tree Conference, Character Assemblies, Annual review Code of Conduct etc.) P/J/I - Partner with School Council to implement the SIP - Engage students in eco-responsible practices and strategies P/J/I - Eco Schools Certification - Participation in Community Clean Up P/J/I - Integration of Eco Unit into Science Curriculum delivery P/J/I - School-wide Restorative Training for each staff - 80% of Staff Tribes Trained - Healthy Schools implementation through following of Healthy Schools/Nutrition Mandates, Your the Chef Program etc P/J/I - Increase parent involvement by bringing parents/community members to volunteer - Bi-Monthly Character Matters Assemblies P/J/I - School Council encourages and organizes parent involvement in classroom activities (i.e., Scientists in the School, reading mentors, Anti | Tribes Training Restorative Practices System Equity Training C2L Modules around Equity and Inclusivity Ministry Webcasts Safe Schools Ministry Modules | Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy(2009) Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2009) Parents in Partnership: A Parent Engagement Policy for Ontario Schools (2010) Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) Equity and Inclusivity Resource 2012 Safe Schools Ministry Modules | 2013 Perception Data and Safe Environment Data Student Surveys around School Climate June 2012 June 2013 Gold Eco Certification 20% parent volunteerism by June 2013 Variety of lunch and/or afterschool programs are available to students | PC4L Committee Classroom Teachers PC4L Committee Administration Eco Committee Eco Committee/Classroom Teachers PC4L Committee Healthy Schools Committee Admin/Classroom Teachers/School Council | | |

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| | | | <ul style="list-style-type: none"> Bullying Week etc.) A positive school climate is fostered to encourage, value and consider parent and community perspectives Partnerships with community organizations are established so that students and their families have access to programs and services on the school premises during and outside of regular school hours (i.e., tutoring, athletic programs, Artistic programs, academic programs, JFCS, York Centre, Kinark, Blue Hills, Green Acres and other lunch programs etc.) P/J/I VIP Program J School-wide presenters (i.e. cyber bullying, JFCS) J/I Safe Schools Ministry Modules Using Tribes set up an environment that allows risk taking in order to be comfortable P/J/I | | | | | Admin/School Council | |
| <p>Literacy Our past EQAO data indicates that we are currently below expected provincial standard in Primary writing 62%, Primary Reading 68%, Junior Math 62%.</p> <p>Our population consists of 26% ELL students</p> <p>7% of students are on a growth plan</p> <p>7% are on an IEP</p> <p>17% of students come to us from outside YRDSB</p> <p>3.57% students who received N on responsibility and self regulation from our progress report data Nov. 2011</p> | <p>By September 2014 student achievement will increase.....</p> <p>About 13% increase from 62% to 75 % in Primary Writing and an 8% increase from 85% to 93% in Junior Writing.</p> <p>Students will demonstrate an integrated strategic response when writing with precision for a variety of purposes and audiences include open response and multiple choice questions using higher order critical thinking skills as measured by EQAO and reflected in school based data(i.e., writing samples, portfolios, report cards)</p> | <p>1.2 Ongoing descriptive feed back based in success criteria</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>4.2 Clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school</p> | <ul style="list-style-type: none"> Ongoing/regular participation in grade team common planning P/J/I Evidence of opportunities to engage in critical thinking challenges. Teacher prompts and/or anchor charts, day plans etc., reflect integration of critical literacy and high order questioning P/J/I Anchor Charts/Rubrics/Exemplars routinely used and referred to P/J/I The posted Criteria Checklists are also made available for individual student use for a variety performance tasks P/J/I Assessment for and of learning tasks infuse elements of inquiry based learning and engage students in the critical thinking process. P/J/I Teacher role as facilitator and student role as active thinker. P/J/I | <p>In-services around guided practice and job embedded development, on TLCP, cross curricular planning, differentiated instruction, purposeful conversations and critical inquiry and 3 part math lessons</p> <p>Professional development for all staff-between the bells</p> <p>Developing and embedding critical challenges into big idea, mini lessons, and culminating task</p> <p>BLIINK network Power Writing</p> | <p>BWW curriculum sites</p> <p>Ministry of Education monograms: Grand Conversations in Primary Classrooms Junior Purposeful Conversations</p> <p>Teacher-Learning Critical Pathways</p> <p>TC2 web site</p> <p>Garfield Gini-Newmann</p> <p>Shirly Clark Unlocking Formative</p> | <p>Feb. reading review process</p> <p>June reading review process</p> <p>October, January, March Staff meeting data board review and celebration</p> <p>SEF walk through data</p> <p>Report Card Data November, February, June</p> | | <p>Whole School Running Record DRA Pm Benchmarks Report Card Data Observation and anecdotal notes</p> <p>Grade teams observations Data collection Pre-post task of teacher learning critical pathway data walls</p> | |

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| <p>Grade 3 EQAO data and PM data are inconsistent</p> <p>About 30 % of our students are at level 2 or lower as indicated in our DRA data</p> <p>1. Fall 2011 DRA/PM Collect Data from Fall 2011, June 2012, Fall 2012, June 2013, and EQAO Sept 2012</p> | | | <ul style="list-style-type: none"> A differentiated approach before writing (i.e., Intentional talk/conversation, drama, art) to facilitate children's ability to communicate in writing for a variety of purposes and in a variety of contexts. P/J/I Use questioning and instructional prompts as feedback to promote deeper levels of student thinking P/J/I TLC grade partners use critical thinking activities- (1-2 per term) using co-planning and co-assessment P/J/I 4Cs Model P/J/I Moderated Marking twice per year P/J/I Power Writing K-6 Direct teaching of conventions and cross curricular focus of conventions and forms Literature Circles as an Oral Language Strategy Gr3-8 Create a K-8 Conventions AND Writing Continuum of Teaching | <ul style="list-style-type: none"> Fountas & Pinnell Primary Reading Assessment Pilot Project 6 Traits Writing Book Study Sept 2013- Sept 14 Conventions School Standard Editing Marks | <p>Assessment Jan Chappuis -7 Strategies for Assessment for Learning</p> <p>Growing Success Document</p> <p>Ruth Culham</p> | | | | |
| <p>Mathematics</p> <p>Our EQAO data, indicates that our Junior math scores are below (62%) the board standard. Based on the information from the IIR, the majority of students struggled with Number Sense and Numeration, followed by Geometry and Spatial Sense. More specifically, students had difficulty with problem solving, and open response questions.</p> <p><i>The specific strategies outlined, can be used by primary and intermediate teachers as well.</i></p> | <p>By June 2013, the grade 6 EQAO will increase 13% from 62% to 75 % in Junior Math (board standard) or higher.</p> <ul style="list-style-type: none"> Students will demonstrate a thorough understanding of fraction, decimals and percents and how they are related Students will demonstrate a thorough understanding of angles, three dimensional figures, the Cartesian plane and transformations. <p>Junior students will demonstrate an understanding of the interrelationship of fractions, decimals and percents and apply it to real life situations</p> | | <ul style="list-style-type: none"> Ongoing/regular participation in grade team common planning P/J/I Explicit teaching of place value using manipulatives (clear up their understanding of a number and a digit) Multiple approaches for instruction including three part math for problem solving Teachers are to provide ample questions that relate specifically to Application and Thinking questions in relation to the achievement chart. Teachers are going to co-construct mathematic walls to help students build connections between words and concepts and explicitly teach Math vocabulary Continue to provide opportunities for students to answer both open-response and multiple-choice questions and require students to explain their answers | <p>-4C's model</p> <p>- Professional development provided by teaches or the board consultant</p> <p>- TLC</p> <p>- in school data analysis of student achievement in relation to three part math</p> <p>- Manipulative Use(e.g., fraction strips)</p> <p>- Achievement Chart and its application to the creation of assessments</p> <p>-</p> | <p>- BWW curriculum sites</p> <p>- Ministry monographs (L&NS)</p> <p>- EQAO sample questions, IIR, Profile of Strengths and Needs and scoring guides</p> <p>- Ministry Curriculum expectations</p> <p>- Professional videos</p> <p>- Nellie McClung created instructional videos for problem solving</p> <p>- Marian Small</p> <p>- FosNot</p> <p>- MathGains site</p> | <p>-Teacher collected data from TLC</p> <p>- Progress reports</p> <p>- Term 1 & Term 2 report card data</p> <p>- EQAO scores</p> <p>- Rounds</p> | <p>- All teachers and Administration</p> | <p>The goals and strategies will be addressed at the end/beginning of each school year.</p> | |

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| | | | <ul style="list-style-type: none"> Model how to answer open-response questions using accurate and precise written communication of mathematical thinking. (post anchors) J/I Use problems including EQAO sample questions, scoring guides and Ministry Exemplars to stimulate discussions and help students become aware of common errors and misconceptions and the requirements for a complete solution Weekly Problem Solving Opportunities (fewer and deeper) Model Positive disposition toward Math so perception data will increase for girls (e.g., 39% Gr. 6 Females say they like math 2011-12 EQAO) <ol style="list-style-type: none"> Number Sense and Numeration: <ul style="list-style-type: none"> Promote and encourage mental math. Give students opportunities to be exposed to a variety of mental math strategies Teach the conceptual understanding of fractions, decimals, percents through diagrams and manipulatives Geometry and Spatial Sense <ul style="list-style-type: none"> Have students use Venn diagrams to organize sorting. Teach them the relationships among all regions of a Venn diagram Provide students with opportunities to perform rotations with points in, on and outside the shape being rotated. Require students to give accurate descriptions that include all necessary details for the three types of transformations J/I <p>Family Math Night Winter 2012/13 and Fall 2013</p> | | | - A Guide to Effective Instruction in Math | | | |