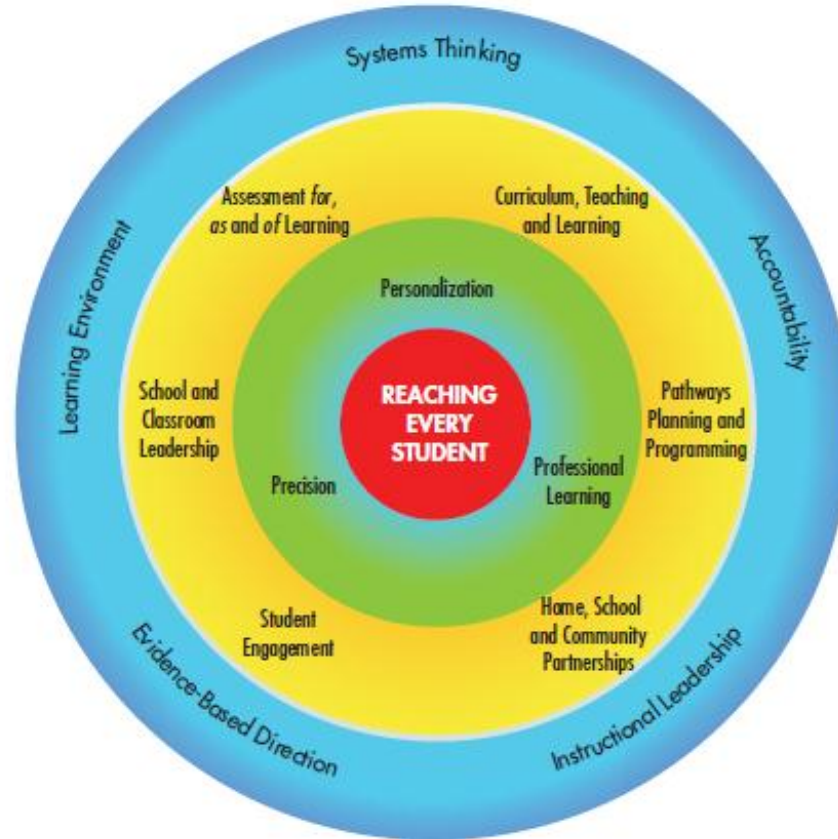


**ELEMENTARY SCHOOL IMPROVEMENT PLANNING
2013-2014**

SCHOOL: Yarker Family School

PRINCIPAL: Tiffany Mountenay



NEEDS ASSESSMENT

In order to be current and comprehensive, the needs assessment must consider curriculum, assessment, instruction, culture, family and community support, professional learning, leadership, resource allocation and the planning process.

How does the collection and analysis of data inform the needs identification and resulting school goals?

STUDENT ACHIEVEMENT

What do we know about student achievement in our school?

- Report card marks
- Learning Skills
- Primary and Junior EQAO results
- Common Assessments (PM, DRA etc.)
- Readiness to Learn (EDI)
- Sound Skills
- Attendance
- Suspensions and Expulsions

DEMOGRAPHIC DATA

Who are our students?
What trends do we see in our student populations and learning needs?

- School Profiles
- Data for all students
- Data that has been disaggregated by subgroups that have been identified as requiring differentiated instructional strategies (Special Education, ESL etc.)

PROGRAM DATA

How are our programs and services effective in promoting successful outcomes for all students?

- School Self -Assessment
- Aligned and rigorous curriculum
- Effective instructional practice
- Positive school cultures focused on successful outcomes for all students
- Parental, student and community engagement

ANALYSIS OF DATA

Review previous year's goal outcomes. If goal has not been achieved, is it carried forward?

What are the patterns and trends identified through School Self-Assessments and District Reviews? (School Effectiveness Framework)

What are the areas of strengths?

Which identified student needs is of greatest concern?

What factors cause these needs of greatest concern to occur?

How are the adult actions impacting on successful outcomes for all students? i.e. teaching strategies, assessment practices, feedback, curriculum and monitoring?

What supports can be put in place to address needs in these areas?

Prioritize those cause factors capable of delivering the most gain in student achievement or supporting capacity building for staff.

Are equity issues addressed? i.e. Specific sub-populations, low performing schools

SECTION TWO: NEEDS ASSESSMENT

STUDENT ACHIEVEMENT

EQAQ DATA- % at Level 3 and 4			
READING	2010/11	2011/12	2012/13
Primary	62	58	70
Junior			
WRITING			
Primary	62	83	70
Junior			
MATH			
Primary	50	67	80
Junior			

EQAQ DATA- % at Level 3 and 4 (Sp. Ed.)			
READING	2010/11	2011/12	2012/13
Primary	100	40	25
Junior			
WRITING			
Primary	100	60	50
Junior			
MATH			
Primary	0	40	75
Junior			

REPORT CARD DATA	
READING	% at level 3 and 4
Primary	73
Junior	
Intermediate	
WRITING	% at level 3 and 4
Primary	46
Junior	
Intermediate	
MATH	% at level 3 and 4
Primary	74
Junior	
Intermediate	

FORMATIVE ASSESSMENT	
GRADE	% at Grade Level
Kindergarten	
Primary	
Junior	
Intermediate	

STUDENT VOICE

TELL THEM FROM ME RESULTS			
	Measure	Grade 4, 5 and 6	Grade 7 and 8
Effective Learning Time	/10		
Advocacy at School	/10		
Expectations for Success	/10		
Positive Sense of Belonging	%		
Students who are Victims of Bullying/Bullying Extended	%		
Students Feel Safe Attending School	%		

SCHOOL GOALS: (What are the most urgent needs of our students?)

Reading: By June 2014, there will be an increase in the number of Primary students able to demonstrate strength in analyzing and synthesizing text on the EQAO Assessment of Reading, Writing and Mathematics, Spring 2014.

Writing: By June 2014, there will be an increase in the number of Primary students able to demonstrate strength in developing a main idea with supporting details and organizing information and ideas in a coherent manner on the EQAO Assessments of Reading, Writing and Mathematics, Spring 2014.

How will we help our students learn?	How will we know the students are learning?			
High Yield Instructional Strategies (determined through your school self-assessment)	Indicators of Success from the SEF		Measuring and Monitoring	
	In classrooms teachers will ...	In classrooms students will.....	Evidence	Frequency
<p>Explicitly stating/posting Learning Goals for students</p> <p>Sharing success criteria with students and co-creating the success criteria when appropriate</p> <p>Providing students with descriptive feedback related to success criteria</p> <p>Guided Practice</p> <p>Gradual Release of Responsibility Model</p> <p>Accountable talk</p>	<p>Post Learning Goals to identify intended student learning</p> <p>Co-create and post Success Criteria</p> <p>Use a variety of assessment strategies and tools to improve learning and inform instruction</p> <p>Provide timely, explicit, constructive and descriptive feedback</p> <p>Teach, model and practice self-assessment skills</p> <p>Provide multiple opportunities for students to demonstrate their learning</p>	<p>Engage in authentic and relevant performance tasks that are connected to their learning goals</p> <p>Describe what they are learning, the purpose of the learning and what it looks like</p> <p>Co-construct success criteria linked to learning goals</p> <p>Articulate their understanding of the learning goals and the success criteria that will be used to assess their learning</p> <p>Use the learning goals and success criteria to assess and improve their own learning</p>	<p>EQAO Results (Fall 2014)</p> <p>Report Card Data</p> <p>6+1 Traits</p> <p>Student achievement data will be collected throughout the CI (beginning, middle, end)</p>	<p>All staff will participate in at least one collaborative inquiry during the school year with a focus on using high yield strategies to improve student achievement based on the needs assessment completed in September.</p> <p>At least every 4 to 6 weeks.</p>

	<p>Use flexible groupings</p> <p>Model, teach and practice critical thinking skills</p> <p>Provide opportunities for purposeful, accountable talk</p>	<p>Use descriptive feedback, based on the success criteria, to revise and refine their demonstrations of learning and set individual learning goals</p> <p>Provide accurate, constructive and descriptive feedback to themselves, their classmates, and educators in relation to the predetermined success criteria</p> <p>Engage in learning conversations</p> <p>Use critical literacy skills to think more deeply about the texts they read (situations and problems) and the texts they create (interpretations and solutions)</p>		<p>Monitored by Principal, Vice Principal and all teachers</p>
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Safe Schools and School Improvement Plan Template (Elementary)

Overall Goal: Creating a positive school climate that supports a safe learning and teaching environment in which every student can reach his/her academic potential.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

School Specific Goal(s): By the end of June 2014, there will be an increase in the number of students who feel a positive sense of belonging as measured on the Tell Them From Me survey.

Training Strategies & Resources for School Climate and Bullying	Prevention and Awareness-Raising Strategies for a Positive School Climate and Bullying	Intervention and Support Strategies for School Climate Concerns and Bullying	Communication and Outreach Strategies regarding School Climate and Bullying	Responsibilities & Actions	Monitoring and Review Process (Include Timelines)
<ul style="list-style-type: none"> • Bill 157 Reporting & Responding • Whole School Approach • Staff Professional Learning • WITS (SK-3) • KFL&A Public Health Resources • Anti-Bullying Awareness • MEND • BMS • LDSB Character Education Framework (2008) • Ministry anti-bullying resources • Bullying 	<ul style="list-style-type: none"> • Promotion of Healthy, Inclusive Relationships and Lifestyles • Open communication between staff, students and parents • Engagement of community supports/partners • Bullying Prevention Program (WITS/LEADS) • Character Education • Code of Conduct with clear expectations that are developmentally appropriate • Teaching in the 	<ul style="list-style-type: none"> • Timely, Sensitive, Proactive Response to all incidents and reports • Accessing community supports • Use of MEND and other restorative practices • Use of Progressive Discipline • Mandatory reporting from all Board Employees • Mandatory responding from staff that work directly with students 	<ul style="list-style-type: none"> • Newsletters • School Council • Staff Meetings • High-Impact assemblies • Code of Conduct • Board Pamphlets • School Website • Student Assemblies • Guest Speakers • Safety Week • Safe Schools Team • Ministry definition of bullying communicated to staff, students, & parents • Clear statement that bullying will not be accepted must be communicated to staff, students, & parents (see the statement above, 	<p>All staff will respond to incidents in a timely, sensitive, and proactive manner</p> <p>Staff will use the Progressive Discipline model to address inappropriate behaviours</p> <p>Students will report incidences of bullying to staff</p> <p>Students will demonstrate appropriate social skills that enable them to work constructively with the group and/or</p>	<ul style="list-style-type: none"> • Safe Schools Team • TTFM Data (4-8): Sense of Belonging, Bully/Victim and Safety at School • Suspension data • Number of MEND conversations • Office referrals due to student behaviour • Targeting areas of need based on survey results

<p>Awareness Week Activities (3rd week in November)</p>	<p>classroom</p> <ul style="list-style-type: none"> • On-going staff and student training • Respect Committees or other Social Action Committees • Providing opportunities for members of the school community to increase their knowledge of issues like homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, racism, critical media literacy and safe internet use • Recognition Assemblies • Posting classroom expectations • School-wide progressive discipline plan • School plan to address gender based violence, homophobia, sexual harassment and inappropriate sexual behaviour 	<ul style="list-style-type: none"> • Disclosure Mechanism for Students • Plan for supporting and protecting the Victim(s) and Perpetrators • Addressing bystander behaviour • Providing opportunity for improved behaviour • Program modifications • Behaviour and/or Safety plans • Daily/Weekly "Check-ins" • Referral to a community partner for support (ie Pathways, KAIROS, Home Base, Sexual Assault Crisis Line, etc...) • Referral to the SSC • BAT Referral • Ed. Services Consult • Case Conference 	<p>below the overall goal)</p>	<p>classroom community</p>	
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