

**SCHOOL IMPROVEMENT PLAN 2006 / 2007**

<b>Focus Area</b>	<b>Strategies/Actions</b> (What will we do?)	<b>Indicators of Success</b> (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	<b>Resources</b> (What do we need to make it happen?)	<b>Responsibility</b> (Who will do what by when, and who is responsible for monitoring?)	<b>Cost</b>	<b>Timeline</b> (Beginning and ending dates)
<b>Home /School/Community Partnerships</b>	Reading Intervention – train staff and parent volunteers to deliver a reading support program for primary students	Monitor student progress on a term-by-term basis. Track improvement on the class profile sheet.	Primary Language Intervention Program Training Book. RI kits	This program will be monitored by the SE. teacher and Eileen Coutts.	\$200.00 per year	Sept. - June
	Communication: Continue to produce the monthly School Newsletter to provide present and future information about events in the school. Classroom teachers will create newsletters for parents providing class information.	Response from parents.	Board template	Staff members contribute, principal edits & contributes, secretary prints	\$8.00 per month	Once a month on the first school day of the month
	Communication: Build a School Website to provide more detailed information about school and School Improvement planning.	Number of visitors, comments.	Website co-coordinator – Brad Lewis	Brad will construct and maintain - staff will contribute.	\$500.00 per year	Sept - June
	School Advisory Committee – Elect the committee, facilitate regular meetings in order to: communication, advice to principal, organization of community events. Parent rep for each class – provide information to class parents.	Informed parents, survey, and parental attendance at events.	SAC binder (Ministry), Ministry documents	Principal – secretary, one teaching staff member, one none teaching, all parents, one community member	Varies	Meet 4 times per year
	Parent Literacy Night, organize and schedule a parent night for the Fall of 2006	Attendance, response	Ministry information, websites, parent handout, Family Literacy Kit – CD.	Staff, SAC, principal	\$150.00	Fall - 2006

## SCHOOL IMPROVEMENT PLAN TEMPLATE

Focus Area	Strategies/Actions (What will we do?)	Indicators of Success (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	Resources (What do we need to make it happen?)	Responsibility (Who will do what by when, and who is responsible for monitoring?)	Cost	Timeline (Beginning and ending dates)
Professional Learning Teams	Schedule and attend Staff Meetings: all staff members meet.	Complete staff attendance and involvement in discussion. Follow-up of suggestions in school. Informed staff members.	Meet during lunch recess.	Schedule and agenda- principal, input: all staff.	Varies	Once a month during lunch recess.
	Schedule and attend: Teacher Meetings – teachers only meet about specific items. 2005-2006 – focus is Writing Development -	Follow-up of strategies in class. Rich dialogue between staff members. Better link between curriculum and assessment.	Curriculum documents, Ministry support documents. 6+1 Writing books.	All teachers, principal.	\$400.00	Once per term
	Schedule and attend: Divisional PLC's – discuss writing development	Improved writing skills in student samples.	6+1 Writing books, Ministry Writing Exemplars	Each teacher will design 1 exercise per term based on the Writing Planner See appendix	Varies	Meet twice per term
	Schedule and attend: Teacher/Principal meeting – discuss current topics for class and school.	The term plans; writing samples will indicate growth and progress. Information charted on the class profile.	Writing Planner – 1 per term. Exemplars.	Language teachers need to develop a term plan.	Varies	Meet once per term at the beginning of the term.
	Schedule and attend: Shared Reading – school team and cluster.	Teachers will employ the strategies of Shared Reading and CASI in junior classes.	Shared Reading binder, CASI program, and additional handouts.	Implement: Pam Haid, Christine Hesch, Monitor: John McCarroll	Varied – AM. Petrasek's budget	Meet 8 times 2006
	Schedule and attend: Boys' Literacy Team – put together strategies to improve the literacy development in boys. Grade 3 (2005-2006) will be the focus group	2006 Baseline data taken via EQAO scores and attitudinal surveys will be compared to 2008 results. We hope to increase the interest and ability in the area of reading.	Boys' Literacy Symposium CD, Boy's Literacy Support CD, Me Read? No Way!, Creating a Literacy Environment for Boys, Ministry documents.	BLT: AM. Petrasek, C. Buchanan, P. Haid, G. Haid, C. Hesch, L. Ayotte, JA. Haid, J. McCarroll, D. Cassone	\$11, 575.00 Ministry Grant	Feb. 2006- June 2008
	Schedule and attend: Principal PLC, take part in professional discussion.	Principals will revise practice for assessment, literacy, professional development	Various documents, <u>On Common Ground</u> , Dufour	Rotating chair, Perth county elementary prin., Superintendent	Nil	Once per month

## SCHOOL IMPROVEMENT PLAN TEMPLATE

<b>Focus Area</b>	<b>Strategies/Actions</b> (What will we do?)	<b>Indicators of Success</b> (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	<b>Resources</b> (What do we need to make it happen?)	<b>Responsibility</b> (Who will do what by when, and who is responsible for monitoring?)	<b>Cost</b>	<b>Timeline</b> (Beginning and ending dates)
<b>Intervention and Special Assistance</b>	Reading Intervention: Identify primary students who are still in the emergent and early stages of reading development. Provide reading support for 20 minutes each day.	Students reading level will be monitored for improvement. Interest and confidence in reading will increase. Grade 3 EQAO	Primary Language Intervention Program Training Book. RI kits	This program will be monitored by the SE. teacher and Eileen Coutts.	\$200.00 per year	Sept. - June
	Identify junior students who would benefit from language support. Use the Soar to Success program – Junior reading support	Students reading level will be monitored for improvement. Interest and confidence in reading will increase. Grade 6 EQAO	Soar To Success Program. Reading support documents.	Junior teaches, resource teacher.	\$300.00 - 2004	Sept-June
	Assign and utilize Resource assistance using the DI model to support students in the class.	Higher degree of engagement from identified students. Resource teacher scheduled in the morning during literacy block.	Education for All, All the Differentiated Learning documents	All staff, resource teacher, principal	Nil	Sept.- June
	Incorporate the Tech. Support – Dragon Dictate, Kurzweil into the language support programs	Students will use supports independently	Computer programs, Staff Inservice	Classroom teacher, resource teacher, parent	Varies	Sept. - June
	Schedule and coach Reading Buddies to provide extension of reading for fun	Foster relationships between the junior and primary students. High level of engagement for primary students.	Leveled books	Librarian, classroom teachers	Nil.	Once a week
	Schedule and attend In-service for literacy development	Staff will incorporate new ideas	Mary Lou McKinley workshop, 5 <sup>th</sup> Block Inservice Primary Writing workshops, Junior Shared Reading.	Primary teachers, library resource	\$200	August 2005

## SCHOOL IMPROVEMENT PLAN TEMPLATE

Focus Area	Strategies/Actions (What will we do?)	Indicators of Success (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	Resources (What do we need to make it happen?)	Responsibility (Who will do what by when, and who is responsible for monitoring?)	Cost	Timeline (Beginning and ending dates)
School And Class Organization	Literacy Block – Designate a 2-hour morning block to be used for literacy.	Students will be fully involved in literacy (reading, writing, speaking) during the lit. block. Quality of performance tasks will improve.	Revised timetable (2004), Literacy support documents.	Primary, Junior and Intermediate teachers	Nil	Sept- June.
	Daily Active Fitness – provide 20 minutes of exercise each day	Student concentration, energy will improve	DAF guidelines	Deb Ross will incorporate this into French class and in phys-ed. periods	Nil.	Sept. – June.
	Schedule Resource teacher time	Teacher scheduled into classes with highest need. Assistance during literacy block.	Tech. Resources, Reading Intervention, Soar to Success, class materials	Resource and classroom teacher	Special Ed. School budget.	Ongoing
	Designate and promote Book Room	All professional books to be stored in 137 (Special Education) Teachers will access the books on a regular basis.	Professional books, space, sign – out system.	Teachers	Varies. \$500.00 per year.	Ongoing
	Revise the process for Announcements limited to basic morning exercises.	Our Father, O’Canada played in the morning. Attendance done following this. Only important announcements will be made in am. Other announcements during lunch period. Morning bell 8:55, announcements 9-9:05	Announcement package.	Secretary, principal, students	\$75.00 per year	Sept. - June
	Encourage the Teacher to focus on highest needs. Special focus on boys and literacy development	Measured gains in level 1-2 students.	Differentiated Resource materials, Reading Intervention, Soar to Success, Accelerated Reader.	All teachers, principal, support staff, parents	\$400.00 BL grant. (\$11 575)	Sept- June Boys Literacy: 2006-2008
	Align practice with board model: Classrooms set up for balanced literacy	Students engaged in all four blocks, working towards independence. Excitement over literacy.	Four Blocks binder, workshops, PLCs.	Primary teachers, literacy coach, literacy coordinator, principal.	Covered	Ongoing

**SCHOOL IMPROVEMENT PLAN TEMPLATE**

<b>Focus Area</b>	<b>Strategies/Actions</b> (What will we do?)	<b>Indicators of Success</b> (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	<b>Resources</b> (What do we need to make it happen?)	<b>Responsibility</b> (Who will do what by when, and who is responsible for monitoring?)	<b>Cost</b>	<b>Timeline</b> (Beginning and ending dates)
<b>Classroom Teaching Strategies</b>	Incorporate Diagnostic Assessment into delivery model– (TRSI, CTP, DRA, Reading Conferences, Yopp-Singer, CCAT, Writing Samples, Running Records, Rosner, CASI, Gates MacGinitie) – see assessment for learning	Diagnostics are done in pairs, first is baseline, second indicates growth. Goal is to see gains in all students. <b>Assessment will be used to drive instruction.</b>	Individual tests. Schedule time.	See assessment of learning schedule.	Varies.	Sept- June, see schedule
	Continue to use Four Blocks Strategies: Guided Reading, self selected reading, Shared reading, read alouds, guided writing, shared writing, independent writing, word walls, word study.	Reading levels will improve (DRA chart), literacy blocks will be active with all students engaged, students will be helping to direct the learning process	Guiding Readers and Writers, Four Blocks Guide, Reading with Meaning, Strategies that Work, Literacy Coach, 6+1 Workshop	All Primary Teachers, Linda Kistner, Cathy B-6+1 Workshop, principal	\$600.00	Sept- June
	Incorporate Junior/ Intermediate literacy strategies: shared reading, 6=1 traits of writing, writing exemplars, anchor charts, inquiry approach, modeling, literature circles. Accelerated Reader	Reading levels will improve (CASI chart), literacy blocks will be active with all students engaged, and students will be helping to direct the learning process. AR levels will improve.	Guiding Readers and Writers, Reading in the Content Areas, Six Plus One Traits, On the Same Page, 6+1 Workshop	All junior & intermediate teachers, Pam Haid 6+1 workshop, principal	\$800.00	Sept- June
	Promote and begin Differentiated Instruction – using diagnostic assessment tailoring the instruction, performance tasks etc. to meet student need. <b>Assessment will be used to drive instruction.</b>	Progress will all students, variation in delivery and performance task, all students engaged, improvement in learning skills	Education For All, Fulfilling the Promise, Differentiated Instructional Strategies, Joanne Lombardi, DI workshop	All teachers, resource teacher, principal, Joanne Lombardi	\$100.00	Sept. - June

### SCHOOL IMPROVEMENT PLAN TEMPLATE

Focus Area	Strategies/Actions (What will we do?)	Indicators of Success (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	Resources (What do we need to make it happen?)	Responsibility (Who will do what by when, and who is responsible for monitoring?)	Cost	Timeline (Beginning and ending dates)
Standards and Targets	Incorporate Diagnostic & Ongoing Assessment – (TRSI, CTP, DRA, Reading Conferences, Yopp-Singer, CCAT, EQAO, Writing Samples, Running Records, Rosner, CASI, Gates MacGinitie) – see assessment for learning	Targets set for EQAO – Grade 3 2006-7 Reading 75, Writing 75, Math 75; Grade 6, Reading 80, Writing 80, Math 80 – see EQAO target planner. Measurable gains in three subject areas.	Tests, PLC’s, Support materials, workshops	All teachers, EA’s resource teacher and principal.	\$200.00	Sept - June
	Follow the guide: Assessment for Learning – see template	Gains between first and second diagnostic tests.	Tests, PLC’s, Support materials, workshops	All teachers, EA’s resource teacher and principal.	Varies.	Sept - June
	Develop and utilize the Writing Portfolio – each student will produce three published writing pieces per year	Use the “Writing Planner”, modeling leading up to the production and editing. Rubric designed using the exemplars	Ministry Writing Exemplars, Writing Curriculum, 6+1 Traits of Writing	Writing teachers, principal, literacy co-coordinator, literacy coach (primary)	\$600.00	Sept.- June, meeting once per term
	Establish and work toward DRA Targets	<p><b>DRA June Target, SK Level 1-2, F/P = A-B, TSRI 1 = poor, 5 = excellent.</b></p> <p><b>DRA Grade 2: Fall – 16, Spring – 20, June – 24</b></p> <p><b>DRA Grade 3: Fall –28, Spring – 30, June - 34</b></p>	Leveled books, DRA testing sheets	Primary teachers, principal	Board Cost	Sept - June
	Establish and work CASI targets	TBA	All CASI materials	Junior teachers, principal	Board Cost	Sept - June
	Establish and work AR Accuracy Rate	90 % for student to move on.	AR books and tests, computers.	Junior & Intermediate teachers	\$500.00	Sept - June

## SCHOOL IMPROVEMENT PLAN TEMPLATE

Focus Area	Strategies/Actions (What will we do?)	Indicators of Success (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	Resources (What do we need to make it happen?)	Responsibility (Who will do what by when, and who is responsible for monitoring?)	Cost	Timeline (Beginning and ending dates)
Monitoring and Assessment	Document reading data on DRA Wall – DRA Chart	Children will be charted on the large DRA board and the smaller “Murray” template. Students reading level will fall into the emergent, early, transitional, and fluent categories. Progress will be evident by using targets and tracking growth.	Leveled books, RI program, DRA testing package, charts and templates.	Primary teachers, literacy coach, principal.	Covered	Sept. – June.
	Document assessment information in Class Profiles. All diagnostic and assessment data will be charted for each student/class. (See Class profiles)	Class profile will provide a snapshot of the individual and class growth. <b>Assessment will be used to drive instruction.</b>	Diagnostic tests, summative evaluation, profile list.	Classroom teachers, resource teacher, principal	School budget	Sept - June
	Utilize Assessment for Learning	All diagnostic and assessment data will be charted for each student/class. <b>Assessment will be used to drive instruction.</b>	Diagnostic tests, summative evaluation, profile list.	Classroom teachers, resource teacher, principal	School budget	See schedule.
	Initiate and complete TPA’s Follow the TPA format to evaluate teachers on a three-year basis.	Teachers will direct their own professional development. Principal will not growth in focus areas.	TPA binders, MVAL program.	Principal, teachers, HR.	Covered.	Once every three years, following a transfer
	Utilize Diagnostic Assessments	TRSI, CTP, DRA, Reading Conferences, Yopp-Singer, CCAT, Writing Samples, Running Records, Rosner, CASI, Gates MacGinitie see assessment for learning <b>Assessment will be used to drive instruction.</b>	Diagnostic tests, summative evaluation, profile list.	Classroom teachers, resource teacher, principal	School budget	Sept - June
	Create and distribute Surveys - School survey, CASI survey, and class questionnaire, Safe school Survey – Intermediates.	Survey used to gather information from students, parents and staff. Yearly comparison will provide details of growth.	CASI materials, Ministry EQAO surveys, School survey	Classroom teachers, resource teacher, principal	School budget	Annual

## SCHOOL IMPROVEMENT PLAN TEMPLATE

Focus Area	Strategies/Actions (What will we do?)	Indicators of Success (What does success look like? What will I see to tell me we have achieved our goal? What will be different for our students?)	Resources (What do we need to make it happen?)	Responsibility (Who will do what by when, and who is responsible for monitoring?)	Cost	Timeline (Beginning and ending dates)
Leadership And Coordination	Provide opportunities for collective discussion: Shared ideas, decisions, planning. Staff input for goals and strategies	Discussion of data, areas for improvement, focus for professional development, staff surveys.	Staff Meetings, PLC's – divisional, special topic workshops, teacher/principal meetings, cluster meetings (lateral capacity)	All staff, principal, literacy coach, literacy coordinator, PST, Superintendent	School budget	Sept -June
	Attend professional Inservice, complete professional reading. Principal as lead learner	Principal participates in assessment, literacy, numeracy, faith development and intervention workshops. Information incorporated into the staff meetings, PLC's, teacher meetings. Principal guides professional learning community discussion, School Improvement process,	Four Blocks binder, Effective Elementary Assessment and Evaluation Classroom Practices, On Common Ground, PLC seminar, Crevola School Improvement Model. Differentiated Learning resources and workshops.	Principal, PST, Superintendent, Literacy Coordinator, Literacy Coach	Approximately \$ 1000.00 per year	Ongoing
	Discuss and assign domain to each staff. Support professional growth in domain areas. Capacity building	Balancing responsibility in divisions. Each staff member becomes an expert in one/two areas. Staff meetings and PLC's are opportunities to share knowledge.	Workshops, literacy, numeracy, assessment support materials – central storage (special ed. Room)	All staff, principal, literacy coach, literacy coordinator, PST, Superintendent	\$200.00 per teacher	Ongoing
	Schedule, plan and monitor divisional staff meetings. Regular meetings, agenda, minutes etc.	PLC's will be monitored with agenda, minutes and attendance records. Principal will have ongoing dialogue with the divisions about direction and progress.	Staff Meetings, PLC's – divisional, special topic workshops, teacher/principal meetings, cluster meetings (lateral	All staff, principal, literacy coach, literacy coordinator, PST, Superintendent	School Budget	Sept -June

