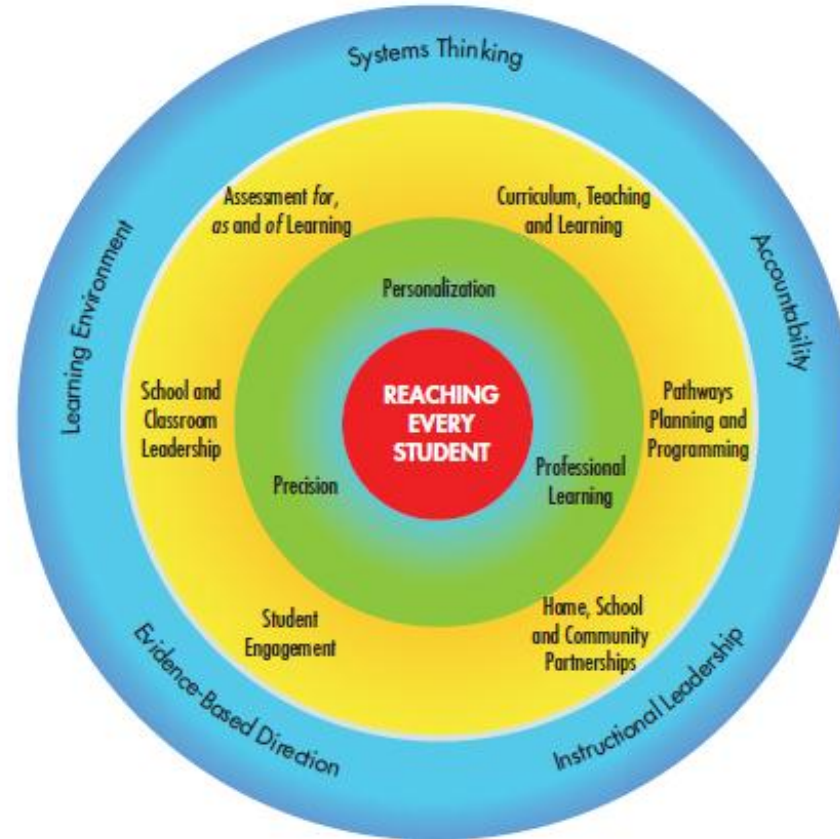


ELEMENTARY SCHOOL IMPROVEMENT PLANNING
2013-2014

SCHOOL:

PRINCIPAL:



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 | DEMOGRAPHIC DATA | PROGRAM DATA |
|--|--|--|
| <p>What do we know about student achievement in our school?</p> <ul style="list-style-type: none"> ● Report card marks ● Learning Skills ● Primary and Junior EQAO results ● Common Assessments (PM, DRA etc.) ● Readiness to Learn (EDI) ● Sound Skills ● Attendance ● Suspensions and Exclusions | <p>Who are our students? What trends do we see in our student populations and learning needs?</p> <ul style="list-style-type: none"> ● 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.) | <p>How are our programs and services effective in promoting successful outcomes for all students?</p> <ul style="list-style-type: none"> ● 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

| EQAQO DATA- % at Level 3 and 4 | | | |
|--------------------------------|---------|---------|---------|
| READING | 2010/11 | 2011/12 | 2012/13 |
| Primary | | | |
| Junior | | | |
| WRITING | | | |
| Primary | | | |
| Junior | | | |
| MATH | | | |
| Primary | | | |
| Junior | | | |

| EQAQO DATA- % at Level 3 and 4 (Sp. Ed.) | | | |
|--|---------|---------|---------|
| READING | 2010/11 | 2011/12 | 2012/13 |
| Primary | | | |
| Junior | | | |
| WRITING | | | |
| Primary | | | |
| Junior | | | |
| MATH | | | |
| Primary | | | |
| Junior | | | |

| REPORT CARD DATA | |
|------------------|--------------------|
| READING | % at level 3 and 4 |
| Primary | |
| Junior | |
| Intermediate | |
| WRITING | % at level 3 and 4 |
| Primary | |
| Junior | |
| Intermediate | |
| MATH | % at level 3 and 4 |
| Primary | |
| 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 GOAL: (What are the most urgent needs of our students?) | | | | |
| 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) | Indictors of Success from the SEF | | Measuring and Monitoring | |
| | In classrooms teachers will ... | In classrooms students will..... | Evidence | Frequency |
| | | | | |

| | | | | |
|---|--|---|---------------------------------|------------------|
| SCHOOL GOAL: (What are the most urgent needs of our students?) | | | | |
| 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 |
| | | | | |

| | | | | |
|---|--|---|---------------------------------|------------------|
| SCHOOL GOAL: (What are the most urgent needs of our students?) | | | | |
| 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 |
| | | | | |

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):

| Needs Assessment (Based on...) | 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"> • Tell-Them-From-Me Data: Sense of Belonging, Bully / Victim, and School Safety • Suspension data • Potential Staff Survey • Potential Parent Survey • Office Referrals • School Specific Incidents • Achievement Data • Safe Schools Team Consultation <p>This information</p> | <ul style="list-style-type: none"> • Bill 157 Reporting & Responding • Whole School Approach • Staff Professional Learning • Conferences • Workshops • Board Training • WITS (SK-3) • WITS-LEADS (4-6) • Fourth R (7-8) • “Imagine a School without Bullying” • STEP UP (Safe Teen) initiative • Police or Police Foundations presentations on cyber-safety • KFL&A Public Health Resources • Anti-Bullying Awareness • MEND • BMS • TRIBES • LDSB | <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, WITS-LEADS, Fourth R) • Character Education Initiative • Code of Conduct with clear expectations that are developmentally appropriate • Teaching in the Classroom • On-going Staff & Student Training • Accessing the LDSB Human Rights Education Advisor • Respect Committees or other Social Action Committees • Providing opportunities for members of the school community to | <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 • Disclosure Mechanism for Students • Plan for supporting and protecting the Victim(s) and Perpetrators • Addressing bystander behaviour • Providing | <ul style="list-style-type: none"> • Newsletters • Grade/Division Forums • School Council • Staff Meetings • High-Impact assemblies • Anonymous tip line • Let’s talk, Let’s Listen • Code of Conduct • Board Pamphlets • Synervoice Messages • School Website • Community Supports Gallery at a Parents’ Night • School Newspaper • Grade Forums • Student Assemblies • Guest Speakers • Safety Week • Parent Forum • Safe Schools | <ul style="list-style-type: none"> • Staff will... • Students will... • Parents and Community will... | <ul style="list-style-type: none"> • Safe Schools Team • TTFM Data (4-8): Sense of Belonging, Bully/Victim and Safety at School • Potential staff survey • Potential parent survey • Suspension data • Number of MEND conversations • Number of MEND circles • Office referrals due to student behaviour • Targeting areas of need based on survey results |

| | | | | | | |
|---|---|--|--|--|--|--|
| <p>will inform the school specific goal(s).</p> | <p>Character Education Framework (2008)</p> <ul style="list-style-type: none"> • Kelso’s Choices • Youth Diversion REBOUND program • Ministry anti-bullying resources • School-based PLCs • PEEL Region Public Health Website (Bullying Prevention) • Aboriginal Resource Centre • Threat Assessment Training • Friends for Friends Training • Bullying Awareness Week Activities (3rd week in November) | <p>increase their knowledge of issues like homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, racism, critical media literacy, and safe internet use</p> <ul style="list-style-type: none"> • Mentorship/Modeling programs • Recognition awards/assemblies • Kelso’s Choices • Use of Peer Mediators, Yard Pals • Character Ed. Word Wall • Posting Classroom expectations • Friends for Friends Program • School-wide Progressive Discipline Plan • School Plan to address gender-based violence, homophobia, sexual harassment, and inappropriate sexual behavior • Roots of Empathy | <p>opportunity for improved behaviour</p> <ul style="list-style-type: none"> • 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 • Peer mediation • Accessing the LDSB Human Rights Education Advisor • Kids Help Line • Case Conference | <p>Team</p> <ul style="list-style-type: none"> • 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, below the overall goal) | | |
|---|---|--|--|--|--|--|

