

K-12 School Learning Plan

Harrowsmith Public School

2017-2018 School Year

COALC

How does the goal align with the needs identified in the Needs Assessment?

- How do the goals indicate what students will do differently?
- How do the goals relate to the curriculum?
- Have a small number of goals been established?
- How do the goals represent an urgent critical need and align with the analysis from the needs assessment?
- Are equity issues addressed? i.e special education, Indigenous
- Are the identified goals capable of delivering the most gain in student achievement?
- Is each goal:
- student focused does the goal represent the greatest area of need for some or all students?
- measureable
- «Has a haseline been established?
- o What evidence will best measure if the goal has been achieved?
- attainable Is the goal reasonable? What is the evidence? Is the goal ambitious yet attainable?
- results-oriented Why is it important to achieve this goal? For students? For staff? For schools? For the Board?
- time bound What is the timeframe for achieving this goal?

Success Indicators/Evidence of Student Growth

What evidence is there that the goal(s) have been achieved and how will lessons learned be applied to future improvement plans?

- Compared to the beginning of the year, what progress has been made in relation to the achievement of each goal(s)?
- Is the evaluation plan designed explicitly to describe the steps that should be taken to sustain successes and eliminate unsuccessful practices?
- Examine trailing data sources (IEP, credit accumulation, EQAO, mark distribution, etc.) to determine whether goal(s) had an impact on these measures.
- Has the achievement of all student sub-groups been reviewed in relation to the goal(s)? (ie. Special education, Indigenous, ESL, Child in Youth and Care, Student Course types)

INDICATORS SCHOOL EFFECTIVENESS FRAMEWORK

K-12 SCHOOL LEARNING PLAN ASSESSMENT TOOL 2015-16

Are the indicators in the School Effectiveness Framework reflected your improvement plan?

- How do the high yield strategies/actions identified in the improvement plan address the student need?
- How does the plan reflect shared responsibility for instructional leadership?
- Have staff conducted a school SEF self-assessment for the current year as part of the needs assessment?
- Have staff reviewed the components and indicators in the SEF K-12 to determine areas requiring attention in developing the school improvement plan.
- How do the success indicators align with the indicators/evidence outlined in the SEF?

MONITORING: How and Who

How does ongoing monitoring relate specifically to the achievement of the goal(s)?

- How are we making effective use of evidence already collected?
 What evidence needs to be collected?
- How does the monitoring plan describe explicit evidence to be collected and analyzed, when/how each goal will be monitored and who will be responsible for reporting progress for each goal?
- Does the plan include a continuous cycle of monitoring and opportunities for mid-course revisions?
- Are communication strategies in place so that all stakeholders understand the plan and know their respective roles?
- Is there a designated individual/team responsible for the support and monitoring process for each goal?
- Are we using observations, conversations and products to monitor student learning?

EVIDENCE-BASED STRATEGIES/ACTIONS ACROSS THE CURRICULUM

How will the strategies and actions change practice to achieve the goal(s)?

- How is student learning at the core of the strategies/ actions?
- How will these strategies/actions improve instruction?
- Are the strategies/actions limited and sufficiently clear so that all stakeholders can understand what is needed for effective implementation?
- Are all strategies/actions informed by research and/or effective classroom practice?
- Are interventions for schools and student sub-groups identified?
- Are there strategies/actions related to helping parents support student learning?
- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies/actions selected?



PROFESSIONAL LEARNING

How is professional learning responsive to the goal(s)? What adult learning needs to be addressed to sustain progress and momentum?

- How do the professional learning strategies and action steps maintain a school based and job embedded focus?
- Does the professional learning plan clearly indicate what educators need to learn to implement and monitor strategies?
- Do professional learning teams/ communities focus on student work?
- Are professional learning teams/ communities engaging in collaborative inquiry/professional learning?
- Are there opportunities built in for professional development?

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 and WELL BEING	DEMOGRAPHIC DATA	PROGRAM DATA				
What do we know about student achievement in our school?	Who are our students? What trends do we see in our student populations and learning needs?	How are our programs and services effective in promoting successful outcomes for all students?				
 Report card marks Learning Skills/Work Habits EQAO Achievement results Common Assessments (PM, DRA, PRIME) Readiness to Learn (EDI) Sound Skills Attendance School Climate Data Student Voice (Focus groups) Student/class profiles TTFM/EQAO questionnaire Other 	 School Profiles Data for all students Data that has been disaggregated by subgroups that have been identified as requiring differentiated instructional strategies Other 	 Aligned and rigorous curriculum Effective instructional practice Positive school cultures focused on successful outcomes for all students Parental, student and community engagement SEF/District Review/School Support Visits Other 				

EQAO DATA (OSSLT/EQAO)					
CURRICULUM AREA	SCHOOL	SCHOOL	SCHOOL	BOARD	PROVINCE
	2013/14	2015/16	2016/17	2016/17	2016/17
Reading- Primary	64	79	65	63	74
- Junior	93	66	72	75	81
Writing – Primary	89	85	77	60	73
- Junior	93	49	78	70	79
Mathematics -Primary	54	65	52	47	62
Junior	63	17	44	39	50

TELL THEM FROM ME RESULTS					
	MEASURE	GRADE	GRADE	GRADE	
Effective Learning Time	/10	Grade 4-6 8.3	Grade 7-8 7.1		
Advocacy at School	/10	Grade 4-6 6.8	Grade 7-8 2.8		
Expectations for Success	/10	Grade 4-6 8.3	Grade 7-8 7.8		
Positive Sense of Belonging	%	Grade 4-6 78	Grade 7-8 73		
Students who are Victims of Bullying	%	Grade 4-6 30	Grade 7-8 19		
Students Feel Safe Attending School	%	Grade 4-6 68	Grade 7-8 68		
Valuing School Outcomes	%	Grade 4-6 95	Grade 7-8 86		
Other (Related to School Goals)	%	Grade 4-6	Grade 7-8		

OBSERVATIONS FROM NEEDS ASESSMENTS

(Use questions from the Planning Assessment Tool to guide your thinking.)

Grade Three

Reading - modeling and explicitly teaching the use of MC questions

Writing - illegible or irrelevant answers for 3 students, short answers were problematic

Math - multiple step questions and math vocabulary were problems for students, as well pictures could confuse the students

Grade Six

Reading - development of their answers and not enough information in Open Responses, need to develop a topic sentence

Writing - OR and topic development were difficult for students, not enough detail supporting their opinions

Math - multiple step questions, fractions and ratios, converting units were problematic

WONDERINGS

Digging deeper into the data....

Sense of Belonging (gr 4-6) – our gr. 5 males and 5 females to focus on

Feeling Safe At School (gr. 4-6) – gr. 5 males and 5 females are lower than replica school, yet 6 males and 6 females are safer

Bullying and Exclusion (4-6) – grade 5 females and grade 5 males have higher results, grade 6 females are significantly lower

Advocacy at School (4-6) – grade 5 males are much lower and 5 females are much higher

Overall, our grade 5s are the group that need the most support based on the data provided. All students in grades 4-6 are low for expectations for success.

Last year's information....

Attitudes - data somewhat invalid as they reported not using technology in reading, writing and math which is inaccurate - strength is that students said they do their best

K-12 Focus: The Limestone District School Board will cultivate critical thinking for all students in responsive learning environments.

GOAL INDICATORS SCHOOL EFFECTIVENESS FRAMEWORK	STRATEGIES ACROSS ALL CURRICULUM AREAS	PROFESSIONAL LEARNING/ACTIONS	MONITORING: HOW AND WHO	SUCCESS INDICATORS/ EVIDENCE OF STUDENT GROWTH
Develop the understanding and application of numeracy skills (including the basics) within our learning community to solve complex problems (multi-steps). 1.2 A variety of relevan meaningful assessment is used by students and educators to continuou monitor learning, to invinstruction and to detern next steps. 1.3 Students and educabuild a common understanding of what students are learning by identifying, sharing and clarifying the learning gand success criteria.	strands - staff will continue or begin to use Math Talk methods to teach; subitizing will be taught in the early years and early primary programs (small and large group) - students are provided with support in direct relation to their learning (guided groups) - timetables reflect an uninterrupted block of time in math (whenever possible) - differentiated instruction is used in the instruction and assessment ie. Smartboard - most staff will use a variety of manipulatives/iPad Apps to support student thinking - students will revise and improve their work based on explicit teacher/peer feedback - all staff will use consistent math terminology as provided in the curriculum - teach how to answer multiple-choice questions? That each answer is a probable one	 - staff will participate in professional development that focuses on math – workshops at the Board Office after school (math processes, growth mindset, apps on iPads, sites to support math) - use of the 8 release days - workshops in Nov. Feb. and March available to staff - inviting consultants to work with a variety of teachers to coplan, co-teach math lessons (Mistene Clapp on 2 PD days) - staff will continue to engage in sharing best practices in their mathematics teaching - teachers will continue/begin to use PRIME as an assessment tool - use of the Leaps and Bounds resource - CODE (grade 3-6 staff), Krista and Sheila are working in a 7-10 collaborative project - IT and Math gurus to lead workshops – Lunch and Learn session provided by Math Lead 	monitored by the principal, vice principal, SST and the classroom teacher	 group problem solving work will be visible in the room and showing the problem solving skills and processes involved math work will be revised in their books, on charts while working in groups, on the Smartboard math learning goals will be posted in the room in child friendly language math learning goals will be shared in class newsletters or on blogs manipulatives are regularly being used by students PRIME assessments report card marks

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	SCHOOL	ACROSS ALL CURRICULUM AREAS		HOW AND WHO	EVIDENCE OF STUDENT GROWTH
	EFFECTIVENESS				
	FRAMEWORK				
Continue to	1.4 During learning, timely, ongoing, descriptive	Reporting & Responding	-Consents to share information with	Safe Schools Team	Suspension data
offer a safe	feedback about student	Whole School Approach	Maltby Centre staff (formerly Pathways)	• TTFM Data (4-8):	
and	progress is provided, based	Staff Professional Learning	and LDSB staff	Sense of Belonging,	Number of MEND
inclusive	on student actions and co- constructed success criteria.	Conferences		Bully/Victim and Safety	conversations
learning	constructed success criteria.	Workshops	Grade 6/7 class will be taught SNAP strategies	at School	
environmen	*6.2 Students, parents and	Board Training	Grade of Feliass will be taught siwn strategies	 Suspension data 	Number of MEND circles
t that foster	community members are	• WITS (SK-3)	Student Support Counsellor will work with individual and small	 Number of MEND 	
risk-taking	engaged and welcomed, as respected and valued	• WITS-LEADS (4-6)	groups, as needed, throughout the school year In three classrooms the Zones of Regulation was taught,	conversations	Office referrals due to
and growth	partners in student learning.	• Fourth R (7-8)	administration use the zones as well	 Number of MEND 	student behavior
mind-set in	*C 1 The Cahaal Council has	"Imagine a School without Bullying"		circles	
our school	*6.1 The School Council has a meaningful role in	STEP UP (Safe Teen) initiative		 Office referrals due to 	Number of Safe School
community	supporting learning, well-	Community Police Officer presentation on		student behaviour	Incident reports submitted
	being and achievement for	cyber-safety (if necessary)			
	students.	KFL&A Public Health Resources		Staff will teach and	
	6.4 Learning opportunities,	Anti-Bullying Awareness		ensure students to	
	resources and supports are provided to help parents	• MEND		report incidents.	
	support student learning and	• BMS			
	have productive parent-	• TRIBES		 Students will report 	
	teacher-student	• LDSB		any incidents to staff	
	conversations.			and parents (TTFM	
	5.3 Students, parents,			advocacy data)	
	families, and educators				
	understand the full range of pathways, programs, options			Parents and	
	and supports that are			Community will report	
	available.			incidents to school and	
	3.4 Students demonstrate a			teachers and support	
	wide range of transferable			their children with	
	skills, such as teamwork,			strategies.	
	advocacy, leadership and global citizenship.				
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Continue to help students apply and support (back up with evidence) critical thinking skills within our learning community.	4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.	Teachers will generate with the students and will post learning goals and success criteria so students clearly understand the expectations. Provide rubrics to students as well. Students will be able to articulate the learning goal. Teachers and students will provide descriptive feedback to further enhance the work generated. Students will be expected to apply the feedback and self-assess their work. Students will be given time, during the lesson to use the high yield strategies on a regular basis. Working in guided groups to build writing skills will be the norm. Students will be engaged in the writing process using Smartboards, netbooks, iPads	Staff will network with colleagues regarding writing strategies they use. Particularly with the use of technology (iPads) for organizing and recording thoughts. Grade 1/2 and 6/7 teachers will be co-learning with curriculum teacher Teacher participation in Learning Series sessions provided by the Board	classroom teacher, SST, EAs, principal and vice principal will monitor student engagement and work based on regular and timely feedback	classroom teacher observations (formative and summative work, student use of feedback, rubric and Bump It Up Wall etc.)