

SCHOOL IMPROVEMENT PLAN 2016 – 2017

School: Palmer Rapids Public		Principal: Jude Kelley					
Student Learning Needs to be Addressed What are the student learning needs – including those for students with learning disabilities?	Professional Learning Needs to be Addressed Related to Student Learning Needs	Action and Responsibilities (School, Board, Ministry SAO Participation)	Intended Outcomes How will we know learning has happened throughout your journey?	Resources (including Funding)	Time Lines	How Will We Document, Analyze Evidence of Student and Educator Learning and Monitor our Progress?	Change in Student Learning; Changes in Assessment and Instructional Practice
<p>Primary - Literacy If we use RTI to address student areas of weakness in reading, and high yield strategies such as ECHO reading, Chalk n`Sock and Guided Reading, students reading abilities will increase.</p> <p>If students effectively identify and deconstruct important information from pieces of writing, then they will be able to communicate and apply their knowledge and thinking to answer questions and express opinions, in both oral and written form.</p> <p>Primary - Plus All Junior Math Included</p>	<p>Literacy Activities that support and reinforce acquisition of sight words.</p> <p>Language Integration (Social Studies, Science, Arts)</p>	<p>Principal - Support initiatives through Primary Division.</p> <p>Teachers - Engagement in NTIP Mentoring Activities and Division Collaboration.</p> <p>Teachers/SERT - Student Monitoring.</p>	<p>Students will achieve grade appropriate reading levels.</p> <p>Students oral and written comprehension will improve.</p>	<p>NTIP</p>	<p>October 7 - PA Day</p> <p>Ongoing</p>	<p>Marker Students</p> <p>PM Benchmark Assessment</p> <p>Sight Word Assessment</p> <p>Observations</p> <p>Opportunities for visual, oral and written assessment</p> <p>Self-assessment</p> <p>Feedback Sheets</p>	<p>Developing skill centres to incorporate authentic kinesthetic educational opportunities</p> <p>Developing consolidation through the use of cooperative learning using such strategies as: talk moves; circle time; KWL's; four corners; and inside outside circle.</p> <p>Differentiated instructional approach and learning tasks including creating parallel tasks, use of visual cues and supports, attention redirection, and kinesthetic manipulatives.</p> <p>Reading and Reading Intervention Strategies - ECHO Reading, Guided Reading Groups, Sight Words, Word Families, Chalk n`Sock.</p> <p>Use of Self Assessment and Self Reflection to increase student achievement. Metacognition</p> <ul style="list-style-type: none"> - checking for understanding - explicit reflection time - journals - check in/thumbs up <p><i>How will thinking about our thinking and assessing our efforts attribute to our achievements?</i></p>

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Junior - Math If we use student engagement strategies to facilitate student unpacking of the question in order to provide an entry point for everyone, student engagement and achievement will increase.	Teachers will engage in MAD FOS co-learning professional learning inquires - Junior Math teachers. Build a common understanding of the difference between an EQAO question that looks at Thinking and a question that looks at Application. Build a shared understanding of the Five Math Proficiencies and their relationship to the Seven Processes. <i>How can we foster a deeper understanding of the math questions, in order to allow students to demonstrate their thinking?</i> <i>How can we help students unpack/deconstruct/ pull apart math questions in order to fully understand their task?</i>	Ministry - Renewed Math Strategy - funding Board - Renewed Math Strategy Team - meetings 4 times Principal - Roll out of PLC's together with Junior Teachers. Reflection and monitoring. Carry through to staff meetings. Teachers - Engagement in PLC. Student Monitoring. Math Lead - Co Teaching Across all Classrooms.	There will be more student to student interaction within the classroom. More active student engagement and accountability in the classroom. Students will be better able to articulate their thinking, then apply their thinking to paper. Students will be able to make their thinking visible. Students recognize that numeracy extends beyond the math classroom. All teachers have a shared numeracy vision and can recognize how numeracy extends beyond math class. Teacher reflection in regards to professional learning.	Junior Math PLC's MISA Funding EQAO questions PRIME Thanks for the Feedback TELT-C, SST	Sept 22 - EQAO October 3 - MAD FOS Meeting 1 October 7 - PA Day November 14 - MAD FOS Meeting 2	Level 2 Marker Student Level 2 Marker Student with LD Student Interviews EQAO attitude and behaviour data Moderated Marking Self Assessment Math Journals EQAO data Observations Feedback Sheets	Teacher Talk Moves to make Student Thinking Visible - number talks - non vertical white boards - community circles - collaborative work that encourages the sharing of student thinking - support for risk taking - physical setup of the room <i>What is the next teacher move that is going to elicit deeper thought and further understanding?</i> Use of Self Assessment and Self Reflection to increase student achievement. Metacognition - checking for understanding - explicit reflection time - journals - check in/thumbs up <i>How will thinking about our thinking and assessing our efforts attribute to our achievements?</i> Problem Solving Authentic Questions

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Intermediate - Math If we give students more thinking time and engage in open discussion about their thinking, including misconceptions, then student engagement and achievement will increase.	Build a common understanding of the difference between an EQAO question that looks at Thinking and a question that looks at Application. Build a shared understanding of the Five Math Proficiencies and their relationship to the Seven Processes. <i>How can we foster a deeper understanding of the math questions, in order to allow students to demonstrate their thinking?</i> <i>How can we help students unpack/deconstruct/ pull apart math questions in order to fully understand their task?</i>	Principal - Reflection and monitoring. Math Best practices at staff meetings. Teachers - Student Monitoring. Math Lead - Co Teaching Across all Classrooms.	There will be more student to student interaction within the classroom. More active student engagement and accountability in the classroom. Students will be better able to articulate their thinking, then apply their thinking to paper. Students will be able to make their thinking visible.	Staff Meetgins Junior Math PLC's TELT-C	October 7 - PA Day Ongoing	Level 2 Marker Student Level 2 Marker Student with LD Student Interviews Self Assessment Math Journals Observations	Teacher Talk Moves to make Student Thinking Visible - number talks - collaborative work that encourages the sharing of student thinking - support for risk taking - physical setup of the room <i>What is the next teacher move that is going to elicit deeper thought and further understanding?</i> Use of Self Assessment and Self Reflection to increase student achievement. Metacognition - checking for understanding - explicit reflection time - journals - check in/thumbs up <i>How will thinking about our thinking and assessing our efforts attribute to our achievements?</i> Longer Time Spent on Problems Increase Discussion Growth Mindset Increased oral component Provide thinking marks on clarity.

**This is a living document to be revisited throughout your learning journey.

Fall Check In Dates	October 3, November 14,
Spring Check In Dates	January 18 th , March, April, May