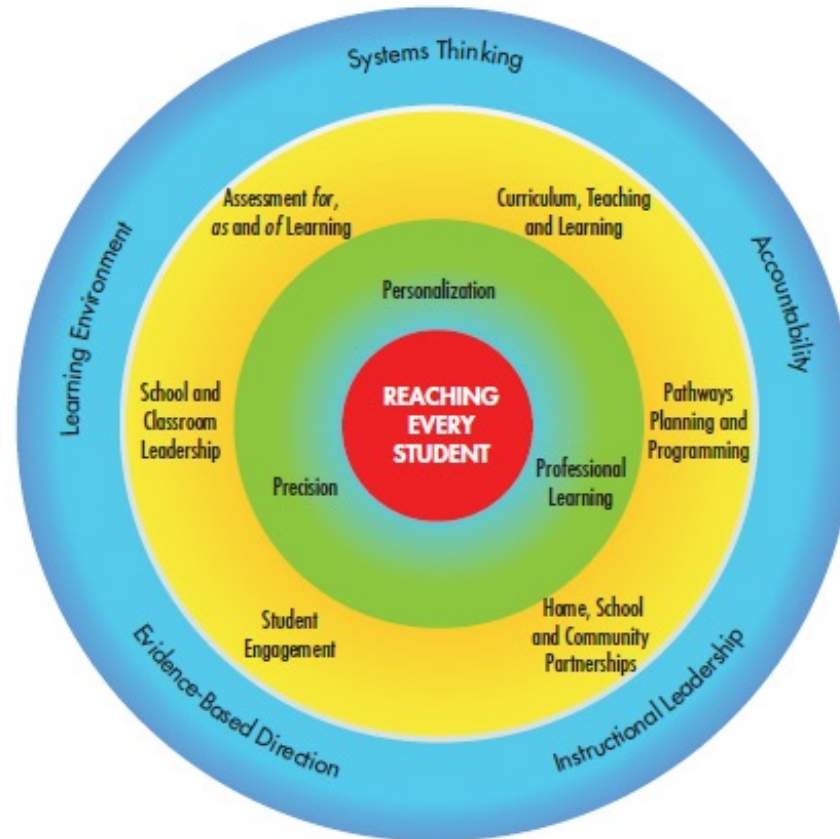


**ELEMENTARY SCHOOL IMPROVEMENT PLANNING  
2015-2016**

**SCHOOL: Prince Charles Public School**

**PRINCIPAL: P. Dendy**



## 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"> <li>● Report card marks</li> <li>● Learning Skills</li> <li>● Primary and Junior EQAO results</li> <li>● Common Assessments(PM, DRA etc.)</li> <li>● Readiness to Learn (EDI)</li> <li>● Sound Skills</li> <li>● Attendance</li> <li>● Suspensions and Exclusions</li> </ul>	<p>Who are our students? What trends do we see in our student populations and learning needs?</p> <ul style="list-style-type: none"> <li>● School Profiles</li> <li>● Data for all students</li> <li>● Data that has been disaggregated by subgroups that have been identified as requiring differentiated instructional strategies (Special Education, ESL etc.)</li> </ul>	<p>How are our programs and services effective in promoting successful outcomes for all students?</p> <ul style="list-style-type: none"> <li>● School Self -Assessment</li> <li>● Aligned and rigorous curriculum</li> <li>● Effective instructional practice</li> <li>● Positive school cultures focused on successful outcomes for all students</li> <li>● Parental, student and community engagement</li> </ul>

## 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

EQAO DATA- % at Level 3 and 4			
READING	2010/11	2011/12	2012/13
Primary	42	53	45
Junior	48	57	43
<b>WRITING</b>			
Primary	38	52	55
Junior	43	37	43
<b>MATH</b>			
Primary	29	32	41
Junior	28	17	36

REPORT CARD DATA	
READING	% at level 3 and 4
Primary	65
Junior	59
Intermediate	50
<b>WRITING</b>	
% at level 3 and 4	
Primary	56
Junior	64
Intermediate	64
<b>MATH</b>	
% at level 3 and 4	
Primary	71
Junior	68
Intermediate	66

EQAO DATA- % at Level 3 and 4 (Sp. Ed.)			
READING	2010/11	2011/12	2012/13
Primary	0	0	33
Junior	0	100	75
<b>WRITING</b>			
Primary	100	100	100
Junior	0	50	75
<b>MATH</b>			
Primary	0	0	0
Junior	0	0	100

FORMATIVE ASSESSMENT	
GRADE	% at Grade Level
Kindergarten	72%
Primary	61%
Junior	64%
Intermediate	63%

<b>TELL THEM FROM ME RESULTS</b>			
	<b>Measure</b>	<b>Grade 4, 5 and 6</b>	<b>Grade 7 and 8</b>
<b>Effective Learning Time</b>	<b>/10</b>	<b>7.5</b>	<b>6.6</b>
<b>Advocacy at School</b>	<b>/10</b>	<b>5.2</b>	<b>3.4</b>
<b>Expectations for Success</b>	<b>/10</b>	<b>7.9</b>	<b>7.4</b>
<b>Positive Sense of Belonging</b>	<b>%</b>	<b>67</b>	<b>68</b>
<b>Students who are Victims of Bullying/Bullying Extended</b>	<b>%</b>	<b>37</b>	<b>28</b>
<b>Students Feel Safe Attending School</b>	<b>%</b>	<b>70</b>	<b>76</b>

<b>SCHOOL GOAL: (What are the most urgent needs of our students?)</b>				
<b>Reading and Writing:</b>				
<b>Students in the Primary, Junior, and Intermediate Divisions will demonstrate a strength in responding to and evaluating texts (on Formative and Summative Classroom Assessments)</b>				
<b>How will we help our students learn?</b>		<b>How will we know the students are learning?</b>		
<b>High Yield Instructional Strategies (determined through your school self-assessment)</b>	<b>Indicators of Success from the SEF</b>		<b>Measuring and Monitoring</b>	
	<b>In classrooms teachers will ...</b>	<b>In classrooms students will.....</b>	<b>Evidence</b>	<b>Frequency</b>
<b>Descriptive Feedback</b>	Use Evidence-based teaching practices in classrooms	Use feedback based on the success criteria to revise and refine their demonstrations of learning	Written drafts of student work used at each CI meeting to compare and contrast progress	Daily
<b>Co-Created Success Criteria</b>	Provide timely, explicit, constructive and descriptive feedback and provide multiple opportunities to apply the feedback	Refer regularly to Co-Created Success Criteria to check for ways to Bump-it-Up and apply appropriately to their learning	Formative assessments compiled with CI group meetings to monitor progress	Daily
<b>Accountable Talk</b>	Teachers praise will focus on effort and strategies	Students will engage in conversations with peers and adults to consolidate their understanding of concepts and ideas		CI groups as appropriate
	Identify the intended student learning and the criteria necessary to perform the learning			On-going
	The learning environment is both intellectually challenging and developmentally appropriate for all students and is organized to optimize teaching and learning			
	Teachers will provide regular opportunities for planned, purposeful, and accountable talk			

### Safe Schools and School Improvement Plan Template (Elementary)

<b>SCHOOL GOAL: (What are the most urgent needs of our students?)</b>				
<b>Mathematics:</b>				
<i>Suggestion: Students in the Primary, Junior and Intermediate Divisions will demonstrate a strength in communication a problem-solving approach.</i>				
<b>How will we help our students learn?</b>	<b>How will we know the students are learning?</b>			
<b>High Yield Instructional Strategies (determined through your school self-assessment)</b>	<b>Indicators of Success from the SEF</b>		<b>Measuring and Monitoring</b>	
	<b>In classrooms teachers will ...</b>	<b>In classrooms students will.....</b>	<b>Evidence</b>	<b>Frequency</b>
<b>Balanced approach to practice and 3 – Part Problem Solving (Minds on Collaborative Group Work Gallery Walk)</b>	Create a Learning environment designed to ensure collaboration	Demonstrate purposeful, accountable talk when appropriate	Student work from Gallery Walks displayed in classrooms for reference	Daily / weekly
	Encourage risk-taking as the norm in numeracy and problem-solving	Show their thinking so it is visible and reflects the math currently being learned	Formative Assessments from Small-group work	Weekly
	Higher order thinking skills are consistently integrated	Select resources strategically to support problem solving and practice instruction	Anecdotal observation of small-group discussions	Weekly
	<b>Guided Practice</b>	A personal and local perspective is cultivated so that each student can make relevant links to the curriculum	Demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem with a personal connection	

**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):**

**Suggestion: Reduction of non-violent bullying by education and immediate and appropriate reaction from all staff members as it is encountered. Progressive discipline applied as appropriate. Students responding on the Tell Them From Me Survey (4-8) and PrevNet Survey (K-3) will agree or strongly agree that they have a positive sense of belonging while attending school.**

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"> <li>• <b>Tell-Them-From-Me Data: Student Feels Safe Data</b></li> <li>• Suspension data</li> <li>• Office Referrals</li> <li>• School Specific Incidents</li> <li>• Achievement Data</li> <li>• Safe Schools Team Consultation</li> </ul> <p>This information will inform the school specific goal(s).</p>	<ul style="list-style-type: none"> <li>• <b>Bill 157 Reporting &amp; Responding</b></li> <li>• <b>Whole School Approach</b></li> <li>• Staff Professional Learning</li> <li>• Conferences</li> <li>• Workshops</li> <li>• Board Training</li> <li>• WITS (SK-3)</li> <li>• WITS-LEADS (4-6)</li> <li>• Fourth R (7-8)</li> <li>• “Imagine a School without Bullying”</li> <li>• Police or Police Foundations presentations on cyber-safety</li> <li>• KFL&amp;A Public Health Resources</li> <li>• <b>Anti-Bullying Awareness</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Promotion of Healthy, Inclusive Relationships and Lifestyles</b></li> <li>• <b>Open communication between staff, students, and parents</b></li> <li>• <b>Engagement of community supports / partners</b></li> <li>• <b>Bullying Prevention Program (WITS, WITS-LEADS, Fourth R)</b></li> <li>• <b>Character Education Initiative</b></li> <li>• <b>Code of Conduct with clear expectations that are developmentally appropriate</b></li> <li>• <b>Teaching in the Classroom</b></li> <li>• <b>On-going Staff &amp; Student Training</b></li> <li>• Accessing the LDSB Human Rights Education Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timely, Sensitive, Proactive Response to all incidents and reports</b></li> <li>• <b>Accessing community supports</b></li> <li>• <b>Use of MEND and other restorative practices</b></li> <li>• <b>Use of Progressive Discipline</b></li> <li>• <b>Mandatory reporting from all Board Employees</b></li> <li>• <b>Mandatory responding from staff that work directly with students</b></li> <li>• <b>Disclosure Mechanism for Students</b></li> <li>• <b>Plan for supporting and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Grade/Division Forums</li> <li>• <b>School Council</b></li> <li>• Staff Meetings</li> <li>• High-Impact assemblies</li> <li>• Anonymous tip line</li> <li>• Let’s talk, Let’s Listen</li> <li>• <b>Code of Conduct</b></li> <li>• Board Pamphlets</li> <li>• Synervoice Messages</li> <li>• School Website</li> <li>• Community Supports Gallery at a Parents’ Night</li> <li>• School Newspaper</li> <li>• Grade Forums</li> <li>• Student Assemblies</li> <li>• Guest Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will... <b>Respond to all incidents as they happen and follow up with Administration</b></li> <li>• Students will... <b>Report all inappropriate behaviours</b></li> <li>• Parents and Community will... <b>Support students, teachers, and administration by helping maintain open communication</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe Schools Team</b></li> <li>• <b>TTFM Data (4-8): Sense of Belonging, Bully/Victim and Safety at School</b></li> <li>• Potential staff survey</li> <li>• Potential parent survey</li> <li>• Suspension data</li> <li>• Number of MEND conversations</li> <li>• Number of MEND circles</li> <li>• Office referrals due to student behaviour</li> <li>• Targeting areas of need based on survey results</li> </ul>

	<ul style="list-style-type: none"> <li>• MEND</li> <li>• BMS</li> <li>• TRIBES</li> <li>• <b>LDSB Character Education Framework (2008)</b></li> <li>• Kelso’s Choices</li> <li>• Youth Diversion REBOUND program</li> <li>• <b>Ministry anti-bullying resources</b></li> <li>• School-based PLCs</li> <li>• PEEL Region Public Health Website (Bullying Prevention)</li> <li>• Aboriginal Resource Centre</li> <li>• Threat Assessment Training</li> <li>• Friends for Friends Training</li> <li>• <b>Bullying Awareness Week Activities (3<sup>rd</sup> week in November)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect Committees or other Social Action Committees</b></li> <li>• <b>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</b></li> <li>• Mentorship/Modeling programs</li> <li>• Recognition awards/assemblies</li> <li>• Kelso’s Choices</li> <li>• Use of Peer Mediators, Yard Pals</li> <li>• Character Ed. Word Wall</li> <li>• Posting Classroom expectations</li> <li>• Friends for Friends Program</li> <li>• <b>School-wide Progressive Discipline Plan</b></li> <li>• <b>School Plan to address gender-based violence, homophobia, sexual harassment, and inappropriate sexual behavior</b></li> <li>• Roots of Empathy</li> </ul>	<p><b>protecting the Victim(s) and Perpetrators</b></p> <ul style="list-style-type: none"> <li>• <b>Addressing bystander behaviour</b></li> <li>• <b>Providing opportunity for improved behaviour</b></li> <li>• <b>Program modifications</b></li> <li>• Behaviour and/or Safety plans</li> <li>• Daily/Weekly “Check-ins”</li> <li>• <b>Referral to a community partner for support (ie Pathways, KAIROS, Home Base, Sexual Assault Crisis Line, etc...)</b></li> <li>• Referral to the SSC</li> <li>• BAT Referral</li> <li>• Ed. Services Consult</li> <li>• Peer mediation</li> <li>• Accessing the LDSB Human Rights Education Advisor</li> <li>• Kids Help Line</li> <li>• Case Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Forum</li> <li>• <b>Safe Schools Team</b></li> <li>• <b>Ministry definition of bullying communicated to staff, students, &amp; parents</b></li> <li>• <b>Clear statement that bullying will not be accepted must be communicated to staff, students, &amp; parents (see the statement above, below the overall goal)</b></li> </ul>		
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