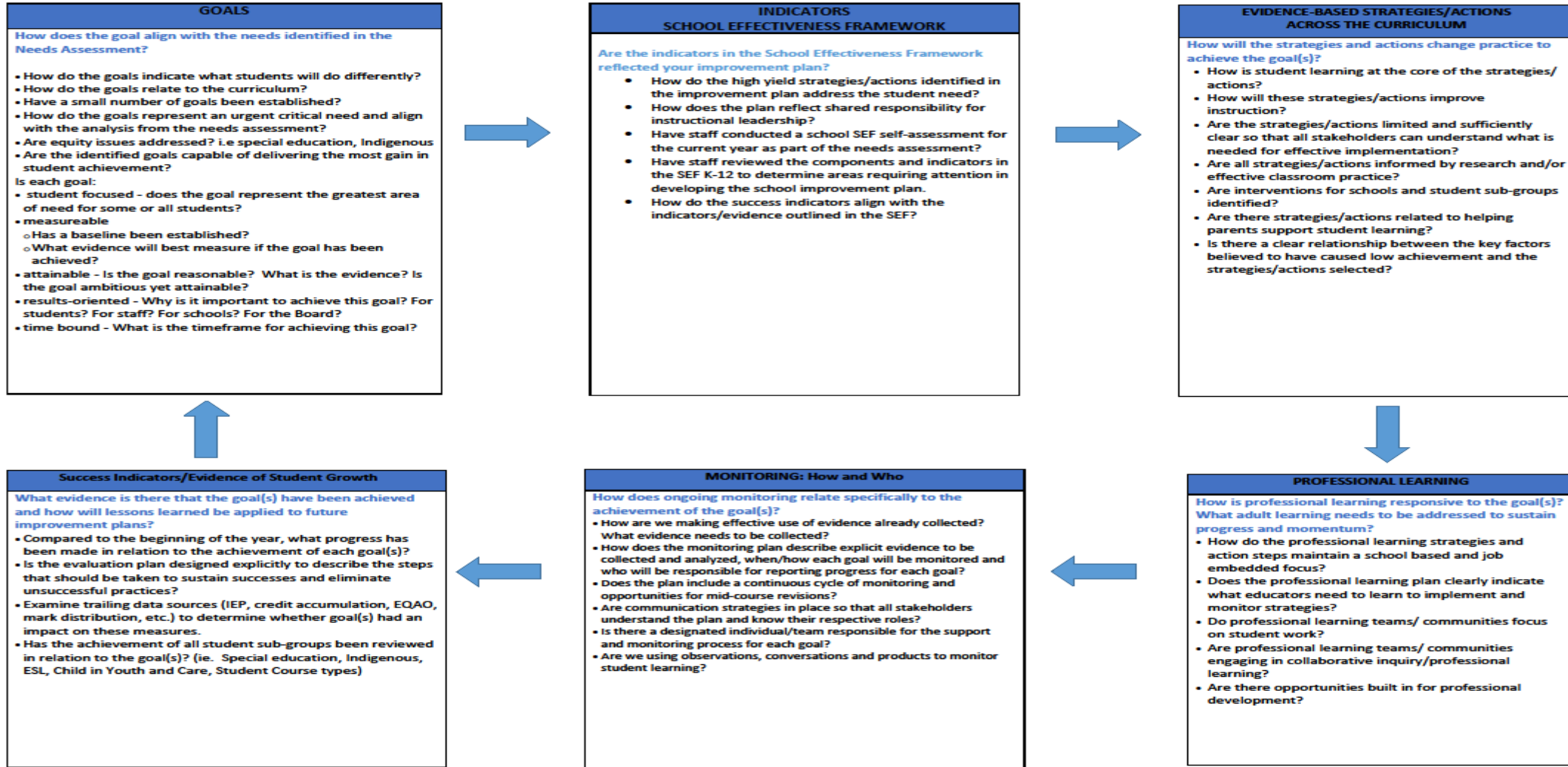


# K-12 School Learning Plan

Harrowsmith Public School

2017-2018 School Year

K-12 SCHOOL LEARNING PLAN ASSESSMENT TOOL 2015-16



<b>NEEDS ASSESSMENT</b>		
<p>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.</p> <p><b>How does the collection and analysis of data inform the needs identification and resulting school goals?</b></p>		
<b>STUDENT ACHIEVEMENT and WELL BEING</b>	<b>DEMOGRAPHIC DATA</b>	<b>PROGRAM DATA</b>
<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/Work Habits</li> <li>• EQAO Achievement results</li> <li>• Common Assessments (PM, DRA, PRIME)</li> <li>• Readiness to Learn (EDI)</li> <li>• Sound Skills</li> <li>• Attendance</li> <li>• School Climate Data</li> <li>• Student Voice (Focus groups)</li> <li>• Student/class profiles</li> <li>• TTFM/EQAO questionnaire</li> <li>• Other</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</li> <li>• Other</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>• 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> <li>• SEF/District Review/School Support Visits</li> <li>• Other</li> </ul>

EQAO DATA (OSSLT/EQAO)					
CURRICULUM AREA	SCHOOL 2013/14	SCHOOL 2015/16	SCHOOL 2016/17	BOARD 2016/17	PROVINCE 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 ASESMENTS
<p><b>(Use questions from the Planning Assessment Tool to guide your thinking.)</b></p>
<p><b>Grade Three</b>                      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</p> <p><b>Grade Six</b>                      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</p>

WONDERINGS
<p><b>Digging deeper into the data....</b></p> <p><b>Sense of Belonging (gr 4-6) – our gr. 5 males and 5 females to focus on</b>  <b>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</b>  <b>Bullying and Exclusion (4-6) – grade 5 females and grade 5 males have higher results, grade 6 females are significantly lower</b>  <b>Advocacy at School (4-6) – grade 5 males are much lower and 5 females are much higher</b>  <b>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.</b></p> <p><b>Last year’s information....</b>  <b>Attitudes - data somewhat invalid as they reported not using technology in reading, writing and math which is inaccurate</b>                      - strength is that students said they do their best</p>

**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
<p>Develop the understanding and application of numeracy skills (including the basics) within our learning community to solve complex problems (multi-steps).</p>	<p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</p> <p>1.3 Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</p>	<ul style="list-style-type: none"> <li>- staff will continue modeling effective and meaningful real-world problem solving consistently for their students in math strands</li> <li>- 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)</li> <li>- students are provided with support in direct relation to their learning (guided groups)</li> <li>- timetables reflect an uninterrupted block of time in math (whenever possible)</li> <li>- differentiated instruction is used in the instruction and assessment ie. Smartboard</li> <li>- most staff will use a variety of manipulatives/iPad Apps to support student thinking</li> <li>- students will revise and improve their work based on explicit teacher/peer feedback</li> <li>- all staff will use consistent math terminology as provided in the curriculum</li> <li>- teach how to answer multiple-choice questions? That each answer is a probable one</li> </ul>	<ul style="list-style-type: none"> <li>- 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)</li> <li>- use of the 8 release days - workshops in Nov. Feb. and March available to staff</li> <li>- inviting consultants to work with a variety of teachers to co-plan, co-teach math lessons (Mistene Clapp on 2 PD days)</li> <li>- staff will continue to engage in sharing best practices in their mathematics teaching</li> <li>- teachers will continue/begin to use PRIME as an assessment tool</li> <li>- use of the Leaps and Bounds resource</li> <li>- CODE (grade 3-6 staff), Krista and Sheila are working in a 7-10 collaborative project</li> <li>- IT and Math gurus to lead workshops – Lunch and Learn session provided by Math Lead</li> </ul>	<p>monitored by the principal, vice principal, SST and the classroom teacher</p>	<ul style="list-style-type: none"> <li>- group problem solving work will be visible in the room and showing the problem solving skills and processes involved</li> <li>- math work will be revised in their books, on charts while working in groups, on the Smartboard</li> <li>- math learning goals will be posted in the room in child friendly language</li> <li>- math learning goals will be shared in class newsletters or on blogs</li> <li>- manipulatives are regularly being used by students</li> <li>- PRIME assessments</li> <li>- report card marks</li> </ul>

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<p>Continue to offer a safe and inclusive learning environment that foster risk-taking and growth mind-set in our school community</p>	<p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.</p> <p>*6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners in student learning.</p> <p>*6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.</p> <p>6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.</p> <p>5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.</p> <p>3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.</p>	<p>Reporting &amp; Responding</p> <ul style="list-style-type: none"> <li>• Whole School Approach</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>• STEP UP (Safe Teen) initiative</li> <li>• Community Police Officer presentation on cyber-safety (if necessary)</li> <li>• KFL&amp;A Public Health Resources</li> <li>• Anti-Bullying Awareness</li> <li>• MEND</li> <li>• BMS</li> <li>• TRIBES</li> <li>• LDSB</li> </ul>	<p>-Consents to share information with Maltby Centre staff (formerly Pathways) and LDSB staff</p> <p>Grade 6/7 class will be taught SNAP strategies</p> <p>Student Support Counsellor will work with individual and small groups, as needed, throughout the school year In three classrooms the Zones of Regulation was taught, administration use the zones as well</p>	<ul style="list-style-type: none"> <li>• Safe Schools Team</li> <li>• TTFM Data (4-8): Sense of Belonging, Bully/Victim and Safety at School</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> </ul> <p>Staff will teach and ensure students to report incidents.</p> <ul style="list-style-type: none"> <li>• Students will report any incidents to staff and parents (TTFM advocacy data)</li> <li>• Parents and Community will report incidents to school and teachers and support their children with strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension data</li> <li>• Number of MEND conversations</li> <li>• Number of MEND circles</li> <li>• Office referrals due to student behavior</li> </ul> <p>Number of Safe School Incident reports submitted</p>

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<p>Continue to help students apply and support (back up with evidence) critical thinking skills within our learning community.</p>	<p><b>4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.</b></p> <p><b>4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.</b></p>	<p>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.</p> <p>Students will be able to articulate the learning goal.</p> <p>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.</p> <p>Students will be given time, during the lesson to use the high yield strategies on a regular basis.</p> <p>Working in guided groups to build writing skills will be the norm.</p> <p>Students will be engaged in the writing process using Smartboards, netbooks, iPads</p>	<p>Staff will network with colleagues regarding writing strategies they use. Particularly with the use of technology (iPads) for organizing and recording thoughts.</p> <p>Grade 1/2 and 6/7 teachers will be co-learning with curriculum teacher</p> <p>Teacher participation in Learning Series sessions provided by the Board</p>	<p>classroom teacher, SST, EAs, principal and vice principal will monitor student engagement and work based on regular and timely feedback</p>	<p>report card marks</p> <p>classroom teacher observations (formative and summative work, student use of feedback, rubric and Bump It Up Wall etc.)</p>