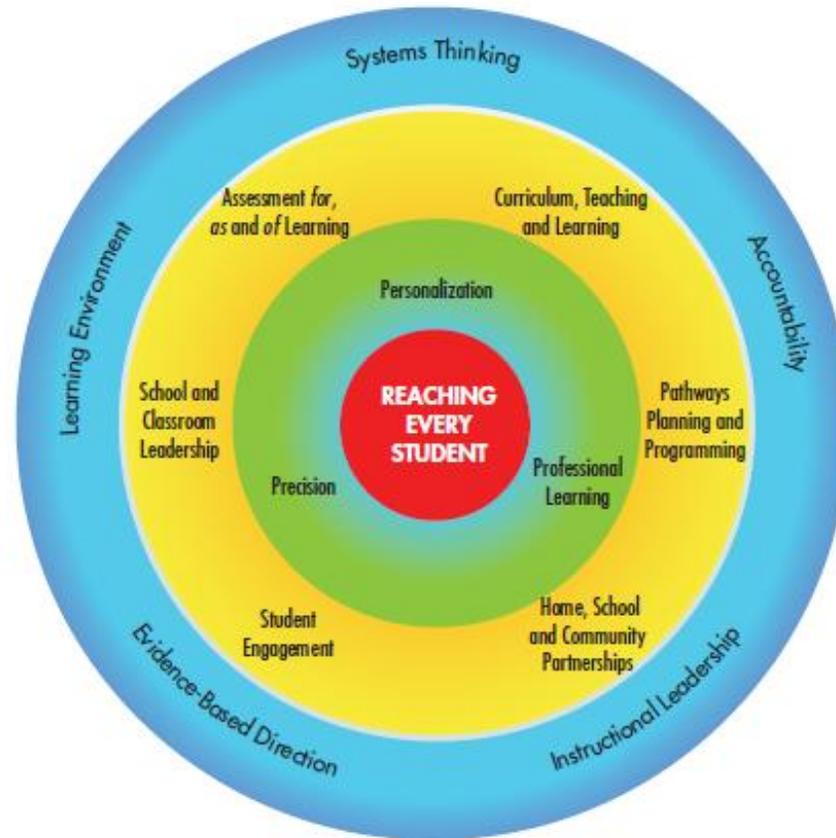


**ELEMENTARY SCHOOL IMPROVEMENT PLANNING  
2013-2014**

**SCHOOL: Centennial PS**

**PRINCIPAL: K. Nitschke**



## 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>
<h3>ANALYSIS OF DATA</h3>		
<p>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</p>		

## SECTION TWO: NEEDS ASSESSMENT

STUDENT ACHIEVEMENT

EQAO DATA- % at Level 3 and 4			
READING	2010/11	2011/12	2012/13
Primary	48	59	81
Junior	66	50	97
<b>WRITING</b>			
Primary	55	59	86
Junior	69	38	74
<b>MATH</b>			
Primary	38	55	72
Junior	49	33	47

EQAO DATA- % at Level 3 and 4 (Sp. Ed.)			
READING	2010/11	2011/12	2012/13
Primary	19	30	66
Junior	31	12	100
<b>WRITING</b>			
Primary	43	40	93
Junior	31	12	70
<b>MATH</b>			
Primary	19	30	47
Junior	23	12	40

REPORT CARD DATA	
READING	% at level 3 and 4
Primary	68
Junior	79
Intermediate	NA
WRITING	% at level 3 and 4
Primary	55
Junior	69
Intermediate	NA
MATH	% at level 3 and 4
Primary	79
Junior	76
Intermediate	NA

FORMATIVE ASSESSMENT	
GRADE	% at Grade Level
Kindergarten	
Primary	72
Junior	71
Intermediate	NA

### TELL THEM FROM ME RESULTS

	Measure	Grade 4, 5 and 6	Grade 7 and 8
Effective Learning Time	/10	7.7	NA
Advocacy at School	/10	4.6	NA
Expectations for Success	/10	7.6	NA
Positive Sense of Belonging	%	81	NA
Students who are Victims of Bullying/Bullying Extended	%	40	NA
Students Feel Safe Attending School	%	84	NA

STUDENT VOICE

<b>SCHOOL GOAL: (What are the most urgent needs of our students?)</b>				
<b>By June 2014, 72% of Primary students will read with fluency and comprehension at Grade level and 72% of Junior students will read with fluency and comprehension at grade level as evidenced by their formative assessment results (PM Benchmark or DRA).</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>
<p>Learning Goals and Success Criteria are visible, linked and differentiated based on student need and the work in guided practice groups.</p> <p>Strategic groupings of students.</p> <p>Explicit Feedback given to students.</p> <p>Self and Peer Assessment.</p> <p>Goal setting</p>	<p>Implement Guided Practice with strategic groupings of students in reading to target specific learning goals for students at the sound, letter, word, sentence and text levels based on individual student needs.</p> <p>Provide authentic opportunities for learning reading comprehension skills across different curricular areas.</p>	<p>*Students are engaged in guided practice in reading based their own learning goals. Students can articulate those goals.</p> <p>*Students are given explicit feedback on how to improve their reading and begin to set personal goals for improvement.</p> <p>*Students are practicing with “Just right texts”</p> <p>*Students are involved in assessing their own reading fluency and comprehensions, as well as providing feedback to peers.</p> <p>*Students will improve their overall achievement in the mechanics of reading (Decoding and fluency) and therefore more of their cognitive power can be spent on thinking critically about the text they are reading.</p>	<p>Running Records, Phonics Assessments, Sound Skills, PM, DRA, Words Their Way</p> <p>School Wide Data wall tracks individuals and is colour coded by grade level.</p>	<p>PM/DRA data will be collected on an ongoing basis as teachers deem necessary to determine individual student progress and plan for continuing guided practice and/or remediation where necessary.</p>

<b>SCHOOL GOAL: (What are the most urgent needs of our students?)</b>				
<b>By June 2013, 60% of our Grade 3 and 6 students will achieve a Level 3 or 4 on the understanding form and style questions on the Primary and Junior EQAO assessment. 70 % of students from Kindergarten to Grade 6 will achieve at Level 3 or 4 in understanding form and style of writing on summative assessments during collaborative inquiry projects.</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>Learning Goals and Success Criteria are co-created and are visible.</b>  <b>Explicit Feedback given to students.</b>  <b>Self and Peer Assessment.</b>  <b>Performance Walls/ Writing Continuum</b>  <b>Collaboratively created Anchor Charts</b> <b>Graphic Organizers</b>	<b>Consistent Implementation of Shared/Modeled Writing.</b>  <b>Provide timely, explicit, constructive and descriptive feedback to students on their writing.</b> <b>Co-construct the learning goals, anchor charts and success criteria that students and teachers will use to assess writing.</b> <b>Students are given explicit instruction (shared/modeled) and feedback on the use of form and style in writing.</b>	<b>Use the learning goals and success criteria for writing that are connected to the performance walls/continuum.</b> <b>Students are able to use success criteria to accurately assess their own and peers' writing.</b> <b>Students use graphic organizers to plan their writing.</b> <b>Student will produce quality pieces of writing that demonstrate a clear understanding of the use of form and style in writing.</b>	<b>Baseline writing assessments</b>  <b>Student work that is shared and moderated throughout the teaching cycle every three weeks or more often if necessary.</b>  <b>Ongoing discussion and sharing of student work between teachers, SST/VP and Principal.</b>  <b>Inquiry Project results</b>	<b>Throughout the teaching and learning cycle. For the purposes of inquiry projects of an 8-10 week period.</b>

<b>SCHOOL GOAL: (What are the most urgent needs of our students?)</b>				
<b>By June 2014, XX % of Primary students and XX% of Junior students will demonstrate grade level understanding of the Number Sense and Numeration concepts as evidenced by their formative assessment results (PRIME).</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>Learning goals and success criteria are visible, linked and differentiated based on the student need and work in guided practice groups.</b>  <b>Self Assessment</b>	<b>Provide explicit instruction and timely feedback on students numeracy work.</b>  <b>Implement guided practice in mathematics with a particular emphasis on the strategic grouping of students who are struggling with a below grade level understanding of numeracy concepts as determined by diagnostic assessment.</b>	<b>Monitor their understanding of the specified learning goals and be able to articulate when additional support is required.</b>	<b>PRIME Diagnostic Assessment, ongoing mathematics work.</b>	<b>Numeracy assessment data will be collected on an ongoing basis as the teacher deems necessary to determine individual student progress and plan for continued guided practice and remediation.</b>

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**Safe Schools and School Improvement Plan**

**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:**

**By Spring of 2013, 88% of Grade 4 to 6 students will report that they feel a positive sense of belonging at Centennial on the Tell Them From Me Survey.**

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)
• <b>Tell-Them-</b>	• <b>Bill 157</b>	• <b>Promotion of Healthy,</b>	• <b>Timely, Sensitive,</b>	• Newsletters	• Staff will be	• <b>Safe Schools</b>

<p><b>From-Me Data: Sense of Belonging, Bully / Victim, and School Safety</b></p> <ul style="list-style-type: none"> <li>• Suspension data</li> <li>• Achievement Data</li> <li>• Safe Schools Team Consultation</li> </ul> <p>This information will inform the school specific goal.</p>	<p><b>Reporting &amp; Responding Approach</b></p> <ul style="list-style-type: none"> <li>• Whole School Approach</li> <li>• Staff Professional Learning</li> <li>• Board Training</li> <li>• WITS (SK-3)</li> <li>• WITS-LEADS (4-6)</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> <li>• MEND</li> <li>• BMS</li> <li>• <b>LDSB Character Education Framework (2008)</b></li> <li>• Kelso’s Choices</li> <li>• <b>Ministry anti-bullying resources</b></li> <li>• PEEL Region Public Health Website (Bullying Prevention)</li> <li>• Aboriginal Resource Centre</li> <li>• <b>Bullying Awareness Week Activities (3<sup>rd</sup> week in November)</b></li> </ul>	<p><b>Inclusive Relationships and Lifestyles</b></p> <ul style="list-style-type: none"> <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> <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,</li> </ul>	<p><b>Proactive Response to all incidents and reports</b></p> <ul style="list-style-type: none"> <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 protecting the Victim(s) and Perpetrators</b></li> <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> </ul>	<ul style="list-style-type: none"> <li>• Grade/Division Forums- Student Voice</li> <li>• <b>School Council</b></li> <li>• Staff Meetings</li> <li>• High-Impact assemblies</li> <li>• <b>Code of Conduct</b></li> <li>• Board Pamphlets</li> <li>• School Website</li> <li>• Community Supports Gallery at a Parents’ Night</li> <li>• Student Assemblies</li> <li>• Guest Speakers</li> <li>• Safety Week</li> <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>	<p>approachable to students and provide opportunities for students to feel connected to their school</p> <ul style="list-style-type: none"> <li>• Students will be involved in their school both in the classroom and beyond. Self advocate</li> <li>• Parents and Community will provide opportunities for families to get to know the school through evening events, parent council meeting and other parent engagement opportunities.</li> </ul>	<p><b>Team</b></p> <ul style="list-style-type: none"> <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>• Office referrals due to student behaviour</li> <li>• Targeting areas of need based on results</li> <li>• Student engagement and participation in school clubs, events, spirit days, colour house activities and intramurals</li> </ul>
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