School Improvement Plan

School: Elora PS | Principal: Viveiros | Date : 2011-2012 School Year

Overall Needs Assessment

Achievement Gaps:

2011 EQAO Results % of students at level 3&4

	grade 3	grade 6	grade 6 in gr 3
Reading	79	80	59
Writing	82	58	69
Math	74	46	69

According to EQAO there were needs identified in both grades 3 and 6.
Grade 6 :
Writing- Large discrepancy between reading and writing (80-58)
-There were 20% less boys at or above standard than girls

Math-Overall very low score of 46
-Historical movement of students from level 3 to 2

Grade 3:
Reading-Huge discrepancy between female and male students at or above Provincial standard 100 to 65

Math- Nearly one quarter of the students are at level 2
-over time the number of students at level 2 has been steadily increasing and level three decreasing

2011 CASI Results
Grades 4-6 - extremely low results (only 5 to 15% meeting expectation) in comprehension and text forms and features
Grades 7-8 - Only 15-20 meeting expectations in comprehension and only 20-25% in point of view

At Risk Screening- 9% of students are screened as at-risk

Suspensions - less than 10 in each of the last two years

School Effectiveness Framework Components of Focus

Assessment for, as, and of Learning

1.2 During learning, students receive ongoing, descriptive feedba

Curriculum, Teaching and Learning

4.3 Teaching and learning incorporates 21st century: content, gl

Other Indicators from School Self-Assessment
(please select 1 or 2 additional indicators)

4.4 learning deepened through authentic, relevant and meaningful student inquiry

3.3 students are partners in discussions around school improvement

Literacy Long Term SMART Goal(s) (i.e., specific, measurable, attainable, results-oriented, time bound)
EQAO Gr. 6 Scores-70% in Reading, Writing Gr. 3 Scores-65% in Reading, Writing * the gap between Reading and Writing will be no greater than 5% Student Feedback Retention Students will retain 75% of the feedback that is given Every student will improve by one level in at least one learning skill from the Progress Reprot to the Term 2 Report Card

Numeracy Long Term SMART Goal(s) (i.e., specific, measurable, attainable, results-oriented, time bound)
EQAO Gr.6 Scores-70% in Math Gr. 3 Scores-65% in Math *the gap between Math and Reading/Writing is less than 10% Student Feedback Retention Students will retain 75% of the feedback that is given Teachers will use the 3 Part Problem Solving Lesson approach in 50% of their instruction Every student will improve by one level in at least one learning skill from the Progress Reprot to the Term 2 Report Card

Pathways Strategies to Support Student Achievement Goals
We will encourage our at-risk students to participate in the hands-on technology challenges at Skills Canada We will encourage all students to participate in 3-4 extra-curricular activities before the end of the school year Our information for parents/students (course calendars, Information Nights,…) clearly communicates the variety and value of the four different path We will plan transition/orientation activities for our students and parents (pre-school to school, Kindergarten to Grade 1, Grade 6 to Grade 7, Grade

Community, Culture and Caring Strategies to Support Student Achievement Goals
We will promote school community participation in “3 Up/2 Down” (increase sleep, fruits & veggies, exercise; decrease screen time and sugar). We will implement a “Give me 5 and Take 5" program to empower our students with conflict resolution skills and to develop good character in all of We will use Restorative Justice practices to limit the number of incidents of missed instruction and to build a positive relationship with all staff and st We will continue to use the Colloborative Problem Solving approach to helping our at-risk students We will continue to use student profiles with our at-risk students to address their needs