

School Plan for Continuous Improvement: **Curriculum Implementation and Student Learning**

Goals for Year 1
Goals for Year 2
Goals for Year 3 ■

3 Year Priority: Language and Mathematical Literacy Skills

3 Year Performance Target: 85% of students perform at level 3 or better in both languages.

Date of Review: **May 2007**

<p>School Goals</p> <p>All goals should be in terms of student learning and/or relate to supporting conditions for student success</p>	<p>Indicators of Success</p> <p>What success looks like – observable skills & behaviours</p>	<p>Measures</p> <p>Data sources, assessment tools</p>	<p>Strategies</p> <p>Actions /activities</p>	<p>Resources</p>	<p>Responsibility</p>	<p>Timeline</p>
<p>Students demonstrate reading/writing skills appropriate for their grade level in a variety of situations and for different purposes</p> <p>At-risk students will be supported by specific strategies to help them meet grade specific expectations</p> <p>Students use a variety of reading comprehension skills to make meaning of texts</p> <p>Students use higher level thinking skills in their writing</p> <p>Students demonstrate strong mathematical literacy and numeracy skills reflected through their oral and written communication</p>	<p>Students demonstrate reading/writing fluency</p> <ul style="list-style-type: none"> - determine word meaning - monitor their own understanding - use the 7 reading comprehension strategies appropriately - apply strategies to ensure writing achieves its purpose - use appropriate language conventions - use a variety of vocabulary and language structures in appropriate ways - recognize and write standard form(s) of writing (First Steps) - organized thoughts in an appropriate manner - use proper pronunciation <p>Increase number of students who will meet levels 3 and 4 in reading and writing. Manage case of at-risk students</p> <p>Students demonstrate mathematical skills</p> <ul style="list-style-type: none"> - understand big ideas - develop problem solving in real-life contexts <p>Increase number of students achieving levels 3 & 4 in Math. Manage case of at-risk students</p>	<ul style="list-style-type: none"> ▪ Initial diagnostic reading assessment of all Grade 1 students; ▪ DRA Grades 4-8; ▪ Grade 6 Language EQAO results; ▪ Alpha-Jeunes in Primary Grades (3 times/year except Gr1: twice a year); ▪ Alizé French reading assessment in Junior Grades (3 times/year) & review ▪ Reading French Comprehension assessment in Intermediate Grades (3 times/year); ▪ Report card data; ▪ Development of additional school-wide continuum as needed: (e.g.: math, writing, reading, language scope and sequence); ▪ Identify, support through case management of at-risk students; ▪ Grades 3 & 6 Mathematics EQAO results; ▪ Develop consistency in use of Mathematics journals; ▪ Continue to update and refine electronic data collection. 	<ul style="list-style-type: none"> ▪ Small-group guided reading- in grades 1-8, daily in primary; ▪ Make regular connections between reading, oral and writing. Provide more opportunities for differentiated instruction and assessment; ▪ Early intervention/remediation for Grade 1-3 students experiencing reading difficulties; ▪ Intentional teaching of all reading comprehension strategies based on school-developed scope and sequence; ▪ Cross-curricular development of Literacy skills in the content areas; ▪ Opportunities for classroom teachers to observe and work with Literacy coach(es); ▪ Tracking of At-Risk Students; ▪ Use reading and writing exemplars; ▪ Use assessment to inform practice. Experience variety of test types; ▪ Develop test taking strategies; ▪ Intentionally teach study skills; ▪ PD to increase teacher understanding of literacy components, assessment strategies, and Instructional Intelligence strategies; ▪ Broaden Book Clubs for staff; Literacy & Climate book studies; ▪ Participation in LC (Junior /Intermediate Divisions); ▪ Use of word wall; ▪ Continue “Reading Buddy” program; ▪ Participation in Mathematics Collaborative Board P.D.; ▪ Participation in Board P.D. opportunities to support literacy development; ▪ Monthly P.D. to increase teacher understanding of Mathematics strategies at school level; ▪ Provide modeling sessions in class. 	<ul style="list-style-type: none"> ▪ Reading/writing assessment materials in both English and French; ▪ Exemplars-school and Ministry generated ▪ Additional leveled texts for guided reading: Junior & Intermediate; ▪ Additional Shared Reading Resources in Primary Guided Room; ▪ Variety of fiction and non-fiction and cross curricular materials; ▪ Scope and sequence of phonics in primary; ▪ Scope and sequence of language units and reading comprehension skills across the grades; ▪ Classroom libraries; ▪ First Steps Writing; ▪ Comptine document and La phonétique- Grade 1 document; ▪ Reading Binder and Graphic Organizers; ▪ Reading extension program: lunch clubs in French; ▪ Book Talks (Scholastic, authors/illustrators); ▪ Literacy Teacher as model; ▪ Classroom posters for reading Comprehension strategies and book marks for Guided Reading groups. 	<ul style="list-style-type: none"> ▪ <u>All staff</u> with leadership provided by Administration and Literacy and Numeracy lead and mentor teachers; ▪ Provide modeling sessions in class; ▪ School financial resources, both Board and SSA generated; ▪ Board P.D. through Literacy consultants; ▪ Ministry’s “A Guide to Effective Instruction in Reading”; ▪ Ministry’s “A Guide to Effective Instruction in Mathematics”. 	<p>2007-2008</p>