

# School Improvement Plan 2014 - 2015



## Northern Gateway Public Schools

**School:** Whitecourt Central School

**Principal:** Tammy McKeever

This document is created to share the goals, strategies and success indicators for the school. It is a legislative requirement as part of the 3 Year Education Plan and Annual Education Results Review (AERR). It is meant to share the local context and priorities and document school improvement direction. This is an organic document, which is open to change and modification as circumstances, results, and local context dictate.

## Section I

### School Improvement

a. What are the strengths within the school?

Whitecourt Central School has several strengths:

- educated, collaborative team of teachers
- dedicated, experienced support staff
- inclusive setting
- willingness to incorporate new strategies to assist with student learning - Daily 5 and RTI
- clean and inviting learning environment
- adequate space for service providers
- a love of students
- energy and enthusiasm
- communication with parents and community through newsletters, website, twitter, Remind101 and phone calls home
- one to one chromebooks
- Success Team
- involved and dedicated parent council

b. What are the areas of growth? What is the data that supports this?

Whitecourt Central School needs to grow in these areas:

- using Fountas and Pinnell data to guide instruction and intervention
- developing literacy skills in those students who struggle
- continue focus on incorporating the Daily 5 program into classroom instruction
- continued development of intervention strategies within the grade level groups
- continued development of proactive strategies for behavioural interventions
- fostering an understanding with parents regarding Program of Studies and the implications of art, music, drama and computer
- fostering an understanding with parents regarding the skills learned at this level are setting the foundation for future learning

c. How are the school goals aligned to the NGRD Combined Approach Plan?

**“Whitecourt Central School is committed to a focus on literacy and numeracy to provide a greater opportunity for student success within an inclusive setting using differentiated instruction and a variety of assessment strategies.”**

Goal 2: Success for Every Student

- Students demonstrate proficiency in literacy and numeracy.
- Students achieve student learning outcomes as engaged thinkers and ethical citizens with an entrepreneurial spirit
- NGRD is working to eliminate the achievement gap between FNMI and all other students.
- Effective learning and teaching within caring, respectful, safe and healthy environments

**Goal 3: Quality Teaching and School Leadership**

- The education system demonstrates quality teaching and school leadership through collaboration.
- Our goal is specifically aligned with Goal 2 and 3 of the NGRD Combined Approach Plan.

d. What resources will inform the plan? Include research studies, education texts and programs.

- The Daily Five – Gail Boushey (2006)
- Teaching in Today’s Inclusive Classrooms – Richard Gargiulo (2010)
- Benchmark Assessment System – Irene Fountas and Gay Su Pinnell (2010)
- Building Your School’s Capacity to Implement RTI – Patricia Addison and Cynthia Warger (2011)
- The Paraprofessional’s Handbook for Effective Support in Inclusive Classrooms – Julie Causton-Theoharis (2009)
- Accountability Pillar Results

**Section II**

**Planning for Growth**

Qualitative and quantitative data may be used.

Qualitative data provide rich, transferable descriptions of individuals’ experiences of educational phenomena, with a focus on process, meaning and human behaviours as they occur in context.

Current Situation	Student Learning Goals	Strategies	Success Indicator(s)
-Some students are struggling with their literacy skills which impact all subject areas. -Teachers are becoming unified in their Fountas and Pinnell testing and the Daily 5 delivery.	-To improve literacy for student success	-Past AISI cycle resources will be used to enhance literacy skills -Benchmark assessments given in September and then at every term for red flagged students -Reading diagnostics	-An increase in test scores -Classroom Walkthrough data will indicate a greater focus on literacy groupings -Assessment portfolios containing term 3 reading and

		<p>given to other students to establish reading level</p> <ul style="list-style-type: none"> <li>-Professional Learning Communities will focus on literacy strategies at each grade level</li> <li>-RTI discussions regarding interventions to assist struggling learners</li> <li>-Daily 5 Program</li> <li>-Reading A to Z website</li> <li>-Raz Kids website to track student progress</li> <li>-Teachers will use the interest and learning inventories to incorporate best practices into their classrooms</li> <li>-One on one Chromebooks</li> <li>-SLA data (Grade 3)</li> </ul>	<p>writing results will follow students to the next year's class in order for teachers to be aware of any issues</p> <ul style="list-style-type: none"> <li>-Teachers will be able to communicate to parents where their children are struggling or excelling by using the Benchmark assessment data</li> <li>-Students will read the correct level of literature to avoid frustration – Reading A to Z</li> <li>-Students will feel more confident in their skills</li> </ul>
<p>-Some students are struggling with the identification of numeracy skills.</p>	<p>To improve numeracy for student success</p>	<ul style="list-style-type: none"> <li>-Interpret the math outcomes into I Can statements for the students to understand</li> <li>-To review curricular outcomes and plan multi-level activities</li> <li>-Teachers will give term assessments to evaluate student growth in math concepts</li> <li>-Manipulatives will be used to help solidify concepts</li> <li>-Assessment For</li> </ul>	<ul style="list-style-type: none"> <li>-Students are able to identify the curricular outcomes in student friendly language</li> <li>-Students are provided with a variety of ways to demonstrate their understanding</li> <li>-Students can communicate with parents the purpose behind lessons and activities</li> </ul>

		<p>Learning activities will be used as a guide for planning</p> <ul style="list-style-type: none"> <li>-First Steps in Math</li> <li>-SLA data (Grade 3)</li> </ul>	
<ul style="list-style-type: none"> <li>-Students who struggle with concepts or behaviours are pulled out and worked with outside the classroom.</li> <li>-Educational Assistants are predominately in one classroom and focus on the Special Needs students or are doing tasks for the teacher.</li> <li>-Educational Assistants only pull individual students or small groups from their assigned classroom.</li> </ul>	<p>To focus on inclusion to promote student success</p>	<ul style="list-style-type: none"> <li>-Teachers will implement more tiered assignments to meet the needs of the students in their classes</li> <li>-Educational Assistants will be moving around the classroom to assist students with their needs while fostering some independence.</li> <li>-Educational Assistants may pull small groups of students from Gr level classrooms to work on specific skills when their students are engaged in an activity.</li> <li>-Educational Assistants may also supervise the class while a teacher is working with a small group of students in the classroom.</li> <li>-Dr. Canniff will circulate in classrooms to advise on strategies that will assist with specific students.</li> </ul>	<ul style="list-style-type: none"> <li>-All students will be engaged in the classroom activities.</li> <li>-Educational Assistants will fluidly move from assigned classroom to assigned classroom helping students with skills.</li> <li>-Educational Assistants will continually be changing students in groups because success has been achieved.</li> <li>-Teachers and Educational Assistants will develop more strategies for their tool kits after working with Dr. Canniff</li> </ul>

## Section III

### Technology Plan

#### 1. Describe your current situation:

How are the students using technology to leverage learning?

Each classroom at Whitecourt Central School is equipped with a Smartboard and document camera as well as a teacher computer and a chromebook for each student. This equipment is used on a daily basis in lessons, demonstrations and other activities by both teachers and students. In addition to the chromebooks, we have a lab of 25 portable laptops and a cart of 25 netbooks to use in case the chromebooks are not compatible with a program. The school has also purchased 3 Asus tablets and 2 I pads to be used by our Special Needs students.

#### 2. Plans in 2014 – 2015:

**Please include:**

- a. Incorporating student owned devices
- b. PD/Plans to integrate technology to leverage student learning
- c. Enhancing/evergreening school-based technology

With Whitecourt Central School being grades 3 to 5, we recognize that students are going to have personal devices that come to school. We are currently communicating our technology policy to both students and parents so they understand the parameters. This will help to ensure safe and respectful use of these devices. Guest speakers will be invited into the school to speak to students regarding technology safety and responsibility. Teachers will also have the opportunity to request in-services on technology. Our second staff meeting each month will focus on technology. We currently have a NGRD technology technician upgrading and analyzing our current technology position.

## Section IV

### FNMI Plan

a. Provide an overview of your school's FNMI profile.

Provincially funded students

Whitecourt Central School has a population of approximately 346 students with 50 of them being self declared FNMI.

Grade 3: 14

Grade 4: 18

Grade 5: 18

b. Describe how the goals, strategies and success indicators align with Goal 2 (Success for all Learners) of the Combined Approach Plan. How will you implement your FNMI Plan to ensure the needs of your FNMI students are met? Include the FNMI Provincial funding and budget for these measures.

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-Teachers will be using learning style inventories and interest inventories to collect information regarding learning styles and strengths of students. This information will then be used when planning lessons and activities as well as assessments.

-Reading assessments and benchmark assessments will be given throughout the terms to identify areas in which intervention is needed.

-Technology - one on one chromebooks

-Breakfast Program - a good start to the day

-Dr. Canniff - as a resource for any issues such as attendance, fellowship. Leadership etc

## **Section V**

### **Staff Planning and Development Outline**

#### **Staff Planning and Development Day: August 28 & 29, 2014**

Focus of professional development:

A. Intended Goal/Outcome(s):

-We will focus on the change to Google, the new email system, Powerschool, awards and Teacher Quality Standards.

B. Pedagogical Focus:

-Teachers will be aware of the standards that administrators are looking for when conducting supervision visits in their classroom.  
-Teachers will be aware of the changes in the communication system throughout the Division.

C. Learning Strategies:

-Professional discussions around each topic and ideas.  
-Group activity to determine the meaning of the TQS standards and best practices.

D. Implications on Classroom Practice:

-Teachers will identify areas in their practice that can be improved.  
-Teachers are able to use the new mail/Powerschool system.

#### **Staff Planning and Development Day: September 19, 2014**

Focus of professional development:

A. Intended Goal/Outcome(s):

-Staff will review the Academic Excellence criteria and establish guidelines for giving these year-end awards.  
-Staff will work more with the Google platform and establish groups etc within this new email system.

B. Pedagogical Focus: To establish a common understanding of the Acad. Excellence criteria.

-Creating a common understanding about Google and how it differs from First Class.

C. Learning Strategies: Brainstorming and discussion, trial an error

D. Implications on Classroom Practice: Heightened attention to student achievement, resource for classroom projects



**Staff Planning and Development Day: October 10, 2014**

Focus of professional development: Response to Intervention

- A. Intended Goal/Outcome(s): Teachers will have discussions about their students and identify their placement on the RTI boards
- B. Grade 5 teachers will be introduced in the Collaborative Response Model software

B. Pedagogical Focus: Instruction and intervention to meet the students' needs

C. Learning Strategies: discussions and experimentation with software

D. Implications on Classroom Practice: Teachers will use the information to guide their instruction and practice.

**Staff Planning and Development Day: November 28, 2014**

Focus of professional development:

A. Intended Goal/Outcome(s): Troubleshooting with technology

B. Pedagogical Focus: Teachers will be able to troubleshoot small problems or help one another with technology issues

C. Learning Strategies: Identify the most common problems and discuss how to fix them.

D. Implications on Classroom Practice: Teachers will be more confident when using the technology.

**Staff Planning and Development Day: January 30, 2015**

Focus of professional development:

A. Intended Goal/Outcome(s): Chromebook and tech sessions

B. Pedagogical Focus: technology for all levels

C. Learning Strategies: small group sessions focusing on needs and wants of teachers

D. Implications on Classroom Practice: success for students who require alternate activities

**Staff Planning and Development Day: Alternative Convention Days  
(Feb 5-6 or Mar 5-6, 2015)**

Focus of professional development:

A. Intended Goal/Outcome(s): Grade 5 teachers will introduce the Response to Intervention Software to the other teachers

B. Pedagogical Focus: Programming for the tiered students

C. Learning Strategies: Planning and discussion time

D. Implications on Classroom Practice: Interventions will be readily available for the students

**Staff Planning and Development Day: June 29, 2015**

Focus of professional development:

A. Intended Goal/Outcome(s): Review of the year and make any needed changes for the following year.

B. Pedagogical Focus: Reviewing the school goal and determining what needs to be implemented next year

C. Learning Strategies: Discussions

D. Implications on Classroom Practice: Aligned set of best practices and standards

## **Section VI**

### **School Community Communication**

Describe how the school (staff and student) community has been included in the development your school plan.

<b>Approach</b>	<b>Key Contact(s)</b>	<b>Implementation</b>
The plan will be shared with the parents council and parental feedback and input will be utilized in the future development of the plan.	Nicky Birtles - President of Parent Council	The 2014-2015 School Improvement Plan will be review periodically throughout the school year
School staff and grade level professional learning communities collaborated in outlining goals and strategies for school improvement. They will continue to provide feedback and be involved in implementing and improving the plan.	Grade level groups	Discussions in staff meetings and on Professional Development Days. Information will also be shared and processes implemented during PLC time and RTI sessions.
Parents, students and staff were surveyed (Tell Them For Me and Provincial Accountability Pillar surveys) and the results of the surveys were utilized in the formation of the outlined goals.	School Administration	Staff and school administration studied the surveys and outlined noted areas of concern

## **Section VII**

### **School Improvement Plan Collaboration/Communication**

List the strategies which will be used to communicate this plan to the school's community.

- \*section in monthly newsletter describing the plan
- \*discussions at Parent Council Meetings
- \*discussions and collaboration sessions with staff on the plan
- \*collaborative work with students in small group settings
- \*website
- \*Twitter
- \*teacher newsletters

It is expected that this School Improvement Plan is a result of a collaborative effort among students (if appropriate), parents, School Council, staff members and the administrative team.

- a. Student involvement
- b. Staff involvement
- c. Parent/School Council involvement

Student Representative(s): _____		
Staff Representative(s): _____		
Parent/School Council: _____		
Principal: _____		
Assistant Principal: _____		