



Herman Street Public School

School Improvement Plan - 2015-2016



JK/SK

If we participate in daily conversation with our students in a math talk (5-10 minutes) - concentrating on the numbers 5 and 10—depending on the students **then** we will see an increase in number sense as well as students using conversations to assist with their learning.

Monitoring—every 6-8 weeks there will be individual meetings to discuss progress as well as struggling students

Educator Learning—

Resources - *Number Talks* (daily math talks), Lucy West ideas and articles, manipulatives, games, *box cars and one-eyed jacks*, SST support, meetings with Numeracy Facilitator

Junior

If we engage our students in daily math talks (5-10 minutes), building on accountable talk within their discussions and use manipulatives daily **then** we will see an increase in mental math facts/strategies and understanding as well as students using conversations to assist with their learning in all areas.

Monitoring—every 6-8 weeks there will be individual meetings to discuss progress as well as struggling students

Educator Learning—

Resources - EQAO questions, SST support, meeting with Numeracy Facilitator to get started, Lucy West Talk Moves, *Number Talks* -book—using daily number talks in the classroom

French

If we engage students in meaningful and relevant French language learning tasks **then** students will increase their confidence to interact in French. As they are developing their proficiency in authentic French situations, they are becoming social actors.

Monitoring— every 6-8 weeks there will be individual meetings to discuss progress as well as struggling students

Educator Learning—

Resources - CEFR, Francais Intensif, Chansons, AIM, Carole Soucy, Communi-Quete, Smart-board, Languages for All—Katy Arnett

Special Education

If we focus on our struggling students with 4-6 week interventions focusing on specific targeted goals based on diagnostic information then we will assist our students with their needs and help decrease gaps.

SEF Focus

Assessment for, as and of Learning—

- 1.1—assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction;
- 1.2—A variety of relevant and meaningful assessment is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.

School and Classroom Leadership—

- 2.1 collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning

Curriculum, Teaching and Learning—

- 4.5—Instruction and assessment are differentiated in response to student strengths, needs, and prior learning.

At Herman Street Public School, we are collaboratively improving and reflecting on the success of all of our students regardless of their abilities by meeting monthly in our divisions to discuss specific students and their progress and what we can do to support our students.

Questions we must consider—

- Are we helping our students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve?
- Are we consistently using anchor/criteria charts/rubrics / or exemplars to scaffold student learning, and providing descriptive feedback?
- How precise is our descriptive feedback?
- Are our students using this to enhance their learning?

We need to ensure we ...

- have a common understanding of learning goals/success criteria;
- have an understanding and are using descriptive feedback;
- are using valid and reliable data to monitor and inform next steps

We value ...

- Job embedded professional learning to build school-wide capacity;
- a culture of high expectations that all students can learn

Primary

If we involve our students in daily math talks (5-10 minutes), and build on accountable talk within their discussions as well as use manipulatives daily **then** we will see an increase in mental math facts/strategies and flexibility with numbers as well as students using conversations to assist with their learning in all areas.

Monitoring—every 6-8 weeks there will be individual meetings to discuss progress as well as struggling students

Educator Learning—

Resources - *Number Talks* (daily math talks), Lucy West ideas and articles, manipulatives, games, *box cars and one-eyed jacks*, EQAO questions, SST support, meetings with Numeracy Facilitator

Intermediate

If we engage our students in daily math conversations during math talks and problem solving (with a focus on strategies and the process) as well as using manipulatives daily **then** we will see an increase in mental math facts/strategies, problem solving strategies and understanding as well as students using conversations to assist with their learning in all areas.

Monitoring—every 6-8 weeks there will be individual meetings to discuss progress as well as struggling students

Educator Learning—

Resources - *Number Talks* (daily math talks), *Academic Conversations*, Marian Small resources and info, Ruth Beatty resources, Lucy West ideas and articles, manipulatives, technology, vocabulary wall

Character Education

If we focus on devoting time daily to specific students **then** we build a report with them to increase their confidence with adults and school as well provide a trusting and caring environment.

Monitoring—every 6-8 weeks there will be individual meetings to discuss progress as well as struggling students

Educator Learning—

Resources - *Calm, Alert, and Learning*—Stuart Shanker, Destination Imagination—done with SSC and classroom teachers

Measures of Success:

Progress will be monitored every 6-8 weeks with division meetings and evidence specific to learning goals. In February 2016 we will monitor our success thus far based on November's Progress Report, Term 1 report card data, PM Benchmark data, PRIME data, and School Climate Surveys. Triangulation of evidence will be used throughout to assist in measuring our success—**C.O.P. (conversations, observations, products)**