




SCHOOL IMPROVEMENT PLANS

Wikwemikong Board of Education
Maxine Ferguson
Coordinator First Nation Student
Success Program
September 2, 2010



AGENDA

- Overview
- What is an Improvement Plan
- Components of an Improvement Plan
- The Template
- Learning Communities
- SMART GOALS

Overview

- Involve all schools
- Teams from each school and Principal
- Everyone in the school owns the plan
- Everyone is responsible for the plan
- Continuous cycle of improvement
- BENEFIT OF THE CHILDREN
- FOCUS ON LEARNING
- ACCOUNTABILITY

What is an Improvement Plan?

- Road map
- Sets out the changes a school needs to make to improve the level of student achievement
- Shows how and when these changes will be made.
- What will we focus on now?
- What will we leave until later?
- Mechanism through which parents and community hold schools accountable for student success.
- Based on data collected through assessments- EQAO; CASI; PM Benchmarks

- Improvement planning is a continuous and cyclical process of analysis, planning and implementation designed to enhance student achievement measurably over time
- An improvement plan should focus only on those things that we intend to improve or refine , not everything that we are already doing.

Improvement plan

- Focus on the most urgent learning needs of our students
- Set priorities for this point of time.
- A living document
- Every teacher has a copy
- Every teacher is working on goal in classroom
- Establish a framework where improvement plans represent the **MOST IMPORTANT** work of each school
- Errs on the side of simplicity and clarity
- Rigorous performance standard –representative of best practice and research.

COMPONENTS OF SCHOOL IMPROVEMENT

- Planning: Needs assessment, inquiry, SMART goals
- Implementation: research based strategies, design, professional learning, parental engagement
- Monitoring: Plan, Frequency, Measuring Progress

Template

- Plan we will be using
- Secondary template is designed around departments: Arts/Science/Social Science
- Each school will have a team-Principal and a teacher from each grade level
- Secondary-Principal and representative from each department
- As coordinator I will be working with each team
- We want first goal implemented by October
- Reviews will be done frequently

School: _____

SCHOOL IMPROVEMENT PLANNING PROCESS

GOAL:

PERFORMANCE TARGET:

Evidence of Learning Needs

(how do we know it is an issue?)

Hypotheses

(what are possible explanantions?)

Strategies

(how will we get threw?)

Time lines

(when will we get there?)

Responsibility

(who will do it?)

Resources

(What wil you need to do it?)

Communication Plan

(how will we let others know we are there?)

Indicators of Success

(how will we know we are there?)

Principal's Signature _____

Date: _____

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School: _____

SCHOOL IMPROVEMENT PLANNING PROCESS

Principal's Checklist

Work with staff to identify the following during your goal settling process.

Professional Development Required	
Required resources	
Blueprint for Budget Allocation	
Specific Assessments Used to Inform Teaching and Drive Improvement	
Community Involvement Parental and School Council	

Principal's Signature

Date



School: _____

Department: _____

SECONDARY SCHOOL DEPARTMENT IMPROVEMENT PLANNING PROCESS

Arts / Science / Social Sciences

Work with teachers to identify the following during your goal setting process.

Professional Development Required	
Required Resources	
Blueprint for Budget Allocation	
Specific Assessments Used to Inform Teaching and Drive Improvement	

Principal's Signature _____

Date _____

School: _____

Department: _____

SECONDARY SCHOOL DEPARTMENT IMPROVEMENT PLANNING PROCESS

GOAL:

PERFORMANCE TARGET:

Evidence Of Learning Needs

(how do we know it is an issue?)

Hypotheses

(what are possible explanations?)

Strategies

(how will we get there?)

Time Lines

(when will we get there?)

Responsibility

(who will do it?)

Resources

(what will you need to do it?)

Communication Plan

(how will we let others know we are there?)

Indicators of Success

(how will we know we are there?)

Principal's Signature

Date

LEARNING COMMUNITIES

- Definition : Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job – embedded learning from educators (Dufour, Dufour, Eaker & many,2006)

LEARNING COMMUNITIES

- Educators are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.
- LCs operate under the assumption that the key to improved learning for students is continuous ,job-embedded learning for educators.
- (Dufour)

Characteristics of a Learning Community

- Shared mission, vision, to continuous improvement values, goals
- Collaborative teams focused on learning
- Collective enquiry into best practice and current reality
- Action orientation and experimentation
- Commitment to continuous improvement
- Results orientation

QUESTIONS FOR SCHOOLS

- Does the teacher receive timely , relevant feedback on the attainment of his/her student
- How does the teacher use the information
- Do teachers come together as a team to identify and celebrate strengths and learning and identify areas that need additional attention
- Are teachers working together to support one another in seeking to improve individual and team results.

PRIORITIES

- Focus on collaborative culture
- Focus on improved learning from students
- Provide timely relevant information

FOCUS ON COLLABORATIVE CULTURE

- CREATE TEAM STRUCTURES
- CREATE MASTER SCHEDULES
- CREATE A FOCUS FOR THE TEAM
- (Develop written protocols or norms. Principal attends team meetings when possible to provide feedback and encouragement. Teams generate feed-back sheets. Teams do self-evaluation)

THE BIG IDEAS OF A LC

- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams.
- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.

LCs FOCUS ON THE CRITICAL QUESTIONS OF LEARNING

1. What is it we expect them to learn?
2. How will we know when they have learned?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

NEED FOR A COLLABORATIVE CULTURE

- Creating a collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the effectiveness of their school.

SMART GOALS

- **Strategic and specific:** *Have you articulated precisely what you want to achieve and have priorities been strategically selected*
- **Measurable** :*Are you able to assess/measure your progress?*
- **Attainable/Achievable:** *Is the goal within your reach and within your control? Are targets ambitious yet attainable?*
- **Results-oriented:** *Have established base-line data and targets where you want to end up?*
- **Time-bound:** *What is the dead-line for completing your goal?*

Example

- 76% of primary and junior students will achieve Level 3 or 4 in “making connections” (Curriculum Reading expectations- (1.5 Making inferences/interpreting text, 1.6 extending understanding, 1.7 analyzing text, 1.8 responding to and evaluating text and 1.9 point of view) in reading as measured through the primary and junior EQAO assessment by May 2008. Currently 65% of primary students and 59% of junior students are achieving level 3 or 4.

- Using the example - discuss in your group if these are SMART goals.

IDENTIFYING SMART GOALS

- We will develop and implement four common assessments in the area of writing.
- We will increase the use of cooperative learning activities in our reading classrooms by 25%

SMART GOAL WRITING

- Group work:
- Using the data below in your group write a SMART GOAL:
- 1. EQAO results: Percentage of boys at or above the provincial standard in reading was 25%. Percentage of girls at or above the provincial standard in reading: 50%

2.

- Data from a grade 5 standardized test:
- 35% are competent in analysis of text (making inferences and drawing conclusions from text, and identifying literary techniques and expressions.) 65% are low. Write a SMART goal using this data.

SOURCES

- Dufour and Dufour and associates
- The literacy and numeracy Secretariat
- Education Improvement Commission-
School improvement planning: A
Handbook for principals, teachers and
School Councils
- Marjatta Longston