

Jean Little Public School 2011-2012

REACHING EVERY STUDENT

K - 12 School Effectiveness Framework

Assessment for, as and of Learning

- Students and teachers share a common understanding of the **learning goals** and related success criteria.
- During learning, students receive ongoing **descriptive feedback** based on the success criteria, from the teacher and from peers.
- Students are taught, and regularly **use self-assessment skills** to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (I.E.P.).
- Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.
- variety of valid and reliable assessment data is used by students and teachers to **continuously monitor learning**, to inform instruction and assessment and to determine next steps.
- Assessment of learning provides **evidence for evaluating** the quality of student learning at or near the end of a period of learning.
- **Ongoing communication** is in place to allow students, teachers and parents to effectively monitor student learning.

Curriculum, Teaching and Learning

- A culture of **high expectations** supports the believe that all students can learn, progress and achieve.
- A clear emphasis on **high levels of achievement** in literacy and numeracy is evident throughout the school.
- Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
- Learning is deepened through authentic, relevant and meaningful student inquiry.
- Instruction and assessment are **differentiated** in response to student strengths, needs and prior learning.
- Resources for students are relevant, current, accessible and inclusive.
- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

Programs and Pathways

- Programs, pathways, and career planning meet the learning needs and interests of all students.
- **Authentic learning experiences** and experiential learning are built into all subject areas and programs.
- Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.
- Students have **opportunities to build on in-school** and out-of-school experience and activities to further explore personal interests, strengths and career options.

LITERACY

- * Anchor Charts and Success Criteria in each classroom.
- * Home reading program in every primary classroom.
- * Guided reading is taught in every classroom.
- * Collaborative planning and moderated marking.
- * Common assessment tools developed by grade teams are used along with descriptive formative feedback.
- * Technology is used in classrooms to support differentiated instruction.
- * Precise, formative feedback for students.

NUMERACY

- * Integrated problem solving approach using the 3-Part math lesson.
- * Reflections by teachers and students.
- * Common assessment tools developed by grade teams are used along with descriptive formative feedback.
- * Use of manipulatives for differentiated learning.
- * Precise, formative and descriptive feedback for students.
- * Anchor Charts and Success Criteria in each classroom.

PATHWAYS

- * Plan and implement transition/orientation activities for our students and parents (pre-school to school, Kdg. to Grade 1, Grade 6 to Grade 7, Grade 8 to Grade 9)
- * We will encourage our junior students to participate in the hands-on technology challenges at Skills Canada
- * Grade 7 & 8 students will use MYBlueprint to plan their pathway.

COMMUNITY, CULTURE AND CARING

- * **We will** encourage good citizenship through Dragon assemblies and activities
 - i.e., participate in "green" school programs
 - respond to the UN Millenium Development Goals
 - establish and empower a student council
- * **We will** use Restorative Justice practices and progressive discipline
- * **We will** promote school community participation in "3 UP/2 Down" (increase sleep, lifestyle, decrease sugar and screen time). And, encourage healthy choices such as walking to school, participating in "Active and Safe Routes to School", theTerry Fox Run, etc.
- * **We will** we increase the presence of our Equity team in a variety of settings

PROFESSIONAL LEARNING

- * All teachers are members of a Professional Learning Community
- * Annual Learning Plans and Professional Learning Community Goals are linked to the School Improvement Plan and School Effectiveness Framework
- * PLC's will participate in Math Hub professional development

DATA		2009/2010	2010/2011	2011/2012 (Goals)
EQAO Grade 3 (At level 3/4)	Reading	84%	62%	78%
	Writing	84%	75%	80%
	Mathemat-ics	81%	72%	77%
EQAO Grade 6 (At level 3/4)	Reading	79%	72%	78%
	Writing	86%	83%	80%
	Mathemat-ics	69%	39%	70%
PM Benchmarks		Grade SK— 59% at level 2 or above Grade 1 — 68% at level 16 or above Grade 2— 58% at level 23 or above Grade 3 — 66% at level 26 or above		
CASI		Grade 4— 57% at level 3 or above Grade 5— 79% at level 3 or above Grade 6— 56% at level 3 or above Grade 7— 49% at level 3 or above Grade 8 — 66% at level 3 or above		

