



School Plan for Continuous Improvement – Curriculum Implementation and Student Achievement

School: **Reesor Park 2008-2011**

Indicators of Success What success looks like – observable skills and behaviours.	Goals All goals should be written in SMART goals format.	Data Coordination & Monitoring	Strategies Actions/activities
<ul style="list-style-type: none"> • Increased EQAO scores • Increased DRA/PM scores • Higher Report card marks 	1.1 Beginning in June 2009, students achieving level 3 and/or level 4 will increase by 1% in reading and writing in each of the next three years. Therefore, by June 2011, 78% of students will achieve at or above level 3 and/or level 4 in reading and writing.	<ul style="list-style-type: none"> • Annual PM/DRA scores • EQAO scores • Report cards 	<ul style="list-style-type: none"> • Continuance of dedicated Language block (LC Parameter 3) • Continued emphasis on cross curricular literacy (LC Parameter 13) • Continued work with Higher Order Thinking (HOT) (Markham Learning Network) • Emphasis on student voice and engagement • Focus on ongoing assessment and evaluation practices • Continue Intensive support • Literacy Team: Consultation and coaching for staff • Use of technologies to support student learning (Smart-Ideas, Moodle, on-line data bases) • Implementation of balanced literacy programs • First 20 Days • The Daily 5 • Guided Reading • Guided writing • Levelled text • Access to demonstration classrooms

			<ul style="list-style-type: none"> • Reading Recovery • Writer's workshop • Tutoring/Homework Club • Tracking Wall
<ul style="list-style-type: none"> • Increased EQAO scores • Increased DRA/PM scores • Higher Report card marks • Improved learning skills • Greater student engagement 	<p>1.2 Beginning in June 2009, 5% of students achieving level 1 and/or level 2 in reading will increase one level in each of the next three years. By June 2011 we will have moved 15% of our Level 1 or 2 students up one level.</p>	<ul style="list-style-type: none"> • Fewer red folders • Less carry-over of red folders from year to year 	<ul style="list-style-type: none"> • Case management meetings • Increased in-class support from SERT/EA • Continue use of assisted technologies • Use of technologies to support student learning • Continue Intensive support • Continue strategies to enhance student engagement (through teacher librarian) • Continued work with HOT (Markham Learning Network) • Emphasis on student voice and engagement • Focus on ongoing assessment and evaluation practices • Continued emphasis on cross curricular literacy • First 20 Days • The Daily 5 • Guided reading • Guided writing • Levelled text • Red Folder tracking • Tracking Wall • Reading Recovery • Writer's workshop

School Plan for Continuous Improvement - School Climate

School: **Reesor Park 2008-2011**

Indicators of Success What success looks like – observable skills and behaviours.	Goals All goals should be written in SMART goals format.	Data Coordination & Monitoring	Strategies Actions/activities
Students participating in DPA	2.1 By June 2009, all students will be participating in an organized structured DPA routine.	<ul style="list-style-type: none"> • Survey & Tally for classes (Dec and May) – tracking of minutes for DPA. 	<ul style="list-style-type: none"> • Supply teachers with resources (scheduling ideas). • Implementing DPA in our staff meeting. • DPA time together amongst divisions.
Primary students engaged in structured activities during recess on Tuesday and Thursday	2.2 By June 2009, there will be a decrease 50% in office referrals for conflict resolution or non sports related injuries.	<ul style="list-style-type: none"> • Observation by duty teachers. • Office tracking records for injuries and purple sheets. 	<ul style="list-style-type: none"> • Establish and train PLAY leaders to play with primary students at recess. • Implementation of tracking records in the office. • House Team event opportunities (Winter and Summer Activity Festivals).
More intermediate students meet the baseline for fitness in the fitness test.	2.3 By June 2009, there will be improved results 10% in fitness testing for our intermediate students.	<ul style="list-style-type: none"> • Fall baseline measure of fitness • Rubrics • Records collection 	<ul style="list-style-type: none"> • Introducing the fitness test tasks. • Practice time. • Train other Physical Education teachers to implement the fitness test.

School Plan for Continuous Improvement - Parental, Family and Community Engagement

School: **Reesor Park 2008-2011**

Indicators of Success What success looks like – observable skills and behaviours.	Goals All goals should be written in SMART goals format.	Data Coordination & Monitoring	Strategies Actions/activities
Outreach to families will be more targeted and focused as a result of our understanding of parent feedback.	3.1 By June 2009, 50% of family members and 100% of staff will complete baseline surveys, and the data will be analyzed.	C.E. lead and principal will analyze and communicate results to community and staff	LEAD students survey families at Student Conferences (December 2008) Staff survey at December 2008 staff meeting
Increased opportunities for family feedback and an increase in response rate.	3.2 By June 2009, 100% of families will have the opportunity to provide feedback in a variety of methods, with a 25% completion rate.	Principal and C.E. lead will tabulate the responses to surveys and communicate responses. Principal will track family contact.	Use three different methods to gather data (newsletter surveys, LEAD surveys, attendance at events) Incentives for survey completion and return Survey results communicated back to families and staff.
Increased student achievement as a result of more positive, focused and productive school/family collaboration.	3.3 By June 2010, strategies will be developed to increase positive and productive interactions between families and staff.	Family and Staff surveys collated LEAD students & teachers track attendance at events	Principal will use a tracking chart to monitor family referrals This data in conjunction with family and staff feedback will form the basis of further strategies to address this school goal.