

**C. B. Smith School  
SCHOOL IMPROVEMENT ACTION PLAN  
2002-2003**

<b>Feedback of Results (01-02)</b>	
<b>Evidence / Knowledge of Results</b> (What did we learn?)	<b>Recommendations</b> (What do we need to do differently?)
<p><b>Curriculum</b></p> <p>Looking at our summative SAI writing results, we can see that we did make our target of 80% or more of the K-3 population scoring “meets” or “exceeds” on the final assessment. Some of the grade levels far exceeded this target. The staff and SIP team consistently followed the Writing Plan (PDSA Action Research Plan) throughout the year. In their “Improvement Plans” that were created after the fifth data point was collected, each grade level found the need to target organization and support for improvement. A children’s literature specialist was brought in for a grade level meeting in order to help support the plans. Using a relations diagram tool, teachers agreed that lack of background knowledge was sometimes a barrier to successful writing experiences.</p> <p>During the year, teachers also became very adept at using the grade level rubrics. This also helped teachers teach the expectations to their students. Across the grade levels, teachers worked very hard to establish Writer’s Workshop and the lower primary grades worked very hard to incorporate the Four/Building Block structure which also has a Writer’s Workshop component.</p>	<p>Teachers wish to continue to extend their knowledge in the area of writing instruction. They do not want to use as many data collection points as was used this year, but progress should still be monitored and tracked. The grade level rubrics should continue to be used.</p> <p>Teachers wish to continue the kinds of writing activities that they have started this year (i.e. continue Writer Workshop development, develop more ideas for mini-lessons, concentrate on using more modeling activities, continue to use the Four Square organizer, and use grade level rubrics to aid in writing evaluation as well as help children understand writing expectations).</p> <p>Kindergarten teachers wish to start writing later in the year. They wish to spend time during the beginning of the year developing fine motor skills.</p>

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**Professional Development**

The teachers felt that needs were met this year. Outside resources were brought in to support our writing plan. Teachers also sought outside inservices/workshops to support their own instruction. Release time (grade level meetings) was used to view/analyze data on a continuous basis. Teachers also used the time to collaboratively support each other's writing instruction and assessment.

**Technology**

Technology is being used for communication purposes at Smith. This year it has also been used for data collection and analysis that supported our school goal. Teachers feel they make good use of their computers in the classroom. The school website has been maintained and updated this year as we prepared the for Quality Assurance visit. The school improvement website continues to be updated.

Teachers wish to continue to have monthly collaboration time. They are eager to continue this practice so that they can share information, teaching strategies and assessment. Resources relating to services also need to be shared. Title teachers and the learning center teacher will be in attendance at all grade level meetings. Perhaps we need to look at some inservices relating to other areas other than writing. Whenever teachers attend outside training/workshops, they should share their information with the staff.

Teachers feel they need time to preview software and work on teacher websites during inservices. Teachers feel strongly that we need staff training in all tech areas (instruction, support, internet usage) here at Smith. The tech plan needs to be revisited. New software needs to be investigated.

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<p><b>Home/School Partnership</b> We have a minimal amount of volunteerism.</p> <p><b>Communication of Student Progress</b> Conferences twice a year is still a good idea. Parents like the new kindergarten checklist that was put in place this year.</p>	<p>Teachers and specialists (PE and music) will work together to create a performance using grade level children that will illustrate activities that students engage in during specialist times. We will continue to have social events that invite parents into the school so that they can have positive experiences (PTA generated activities and student performances). The school also needs to provide experiences where parents can be part of the education process along with their children (i.e. provide take home activities where student and parent work together on a project). Parents need to be kept informed of learner expectations.</p> <p>Continue having conferences twice a year and reporting to parents on student progress 3 times during the year. We may want to consider having a end of the year conference time at the lower primary level. Children should be more in charge of graphing their own progress and self monitoring throughout the year.</p>
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