

Improvement Plan for The Grove Education Centre

2019 to 2021

Vision statement

Our Vision:

Being at the forefront of Special Education. Engaged learners with unlimited possibilities.

Our Mission:

We will work collaboratively to prepare every student for optimal post school pathways.

Our Values:

Professional Integrity - Evidence Based - Collaborative - Respectful



Government
of South Australia
Department for Education

The Grove Education Centre 2021

Goals	Target	Challenges of Practice	Success Criteria
<p>Improvement Goal 1: To increase student achievement in writing</p> <p>Specifically we will see students generate increasingly complex grammatically correct sentences.</p>	<p>By the end of 2021, 8/13 students will move from level 8 to level 9 on the Developmental Writing Scale.</p>	<p>We will implement a common evidence based approach to daily writing instruction in every classroom.</p> <p>Specifically we will use explicit teaching strategies to model writing one good sentence including little words and co-constructing one good sentence specifically focused on including little words.</p>	<p>From the analysis of writing samples, pre/post test and collaborative moderation of the Developmental Writing Scale4 we will see students:</p> <ul style="list-style-type: none">- Writing one or more complete sentences with a subject phrase and verb phrase (moving from level 8 to level 9 of the DWS)- Writing one or more complete sentences using little words (articles, conjunctions, prepositions)

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Goals	Target	Challenges of Practice	Success Criteria
<p>Improvement Goal 2: Increase students' reading achievement</p>	<p>By the end of 2021, 85% of students will achieve their individual explicit reading goals.</p>	<p>We will continue to develop our explicit differentiated teaching of the reading strategies-</p> <p>Comprehension groups will use the explicit strategy of Anchor Read Apply</p> <p>Shared Reading groups will use Great 8 techniques</p> <p>Explicit strategies; level 1-AIR, letters in name. level 2-Share the AIR, Link to letters CROWD, I have a question, teach vocabulary, Do you have a question level 3 & 4 Share the AIR, Link to letters CROWD, I have a question, teach vocabulary, Do you have a question, print referencing, rhymes and sounds</p>	<p>From the analysis of the Literacy Battery data sets (Conventional, Transitional, Late Emergent, emergent and early Emergent), pre/post observations and daily checklists we will see an improvement in students' skills within regular classroom activities and personalized reading goal progress.</p> <p>Specifically we will see: Conventional and transitional students:</p> <ul style="list-style-type: none"> - Hearing and transcribing sounds in words when writing - Hearing initial sounds in one syllable words - Hearing final sounds in one syllable words - Hearing medial sounds in one syllable words - Hearing a number of medial sounds in multisyllabic words and improved ability to decode words when reading <p>From the analysis of the Bridge and Emergent Literacy Assessments we will see an improvement students' engagement and concepts about print.</p> <p>Specifically we will see: Late Emergent students:</p> <ul style="list-style-type: none"> - Choosing words that rhyme/don't rhyme and recognising initial sounds <p>Emergent students:</p> <ul style="list-style-type: none"> - Recognising letter names and sounds <p>Early Emergent students:</p> <ul style="list-style-type: none"> - Increased joint attention, appreciation, print awareness and story comprehension