



**PORTLAND ESTATES ELEMENTARY SCHOOL  
IMPROVEMENT PLAN 2005-2006**

***Upcoming events: April 20 – Learning Through Manipulatives Session for Parents  
All grades will participate in a morning that will involve using concrete materials for mathematical problem solving showing there are different representations of math.***

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***Summary:*** Having met with teaching staff, teachers reviewed their progress and determined those practices that they have in place which support the Planning For Improvement initiatives for our school for the 2005 – 2006 school year. Two questions were critical during our discussions: What have we done to achieve our goal and how do we know?

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**PRIORITY: COMMUNICATIONS**

**TARGETS**

- Establish communication with students, teachers and parents regarding curriculum initiatives outlined in the School Improvement Plan.
- Continue to communicate changes regarding assessment and evaluation as it relates to individual student progress.

**STRATEGIES**

- Curriculum night in September 2005 will focus on communicating the targets of the School Improvement Plan.
- School Communication Plan will be updated.
- Professional Development on the new Provincial Report Card will be provided.
- Information Session for parents on the new Provincial Report Card will be held.
- Create secure areas on our school web site to post and share information supporting our initiatives in literacy and math.
- Clarify curriculum/learning expectations to the students.

**INDICATORS OF SUCCESS**

- Curriculum Night will be held.
- Updated communication plan will be sent home.
- New report card will be implemented.
- Web site secure area will be created for math and literacy.
- Assessments will reflect student understanding of learning expectations.

**TIMELINE**

- Sept. 2005
- Now and ongoing.

## COMMUNICATIONS SUMMARY

*The following practices support the targets for the Communications Priority at our school:*

- *Grade level teacher collaboration to prepare a document/handout for parents on Curriculum Night, a document that covered the curriculum outcomes for each subject area with suggestions for parents as to how parents could support grade level outcomes at home*
- *Letters to parents recommending an At-Home Reading Program, letters that outlined and informed parents of the expectations being placed upon them and their child*
- *Initiating a book loan program with PM books that supported the AT-Home Reading Program*
- *Continued communication letters to home to indicate progress with the reading program*
- *Use of websites to display work, provide Math games, indicate curriculum being covered, and share educational websites of interest to supportive parents*
- *Monthly/quarterly newsletters/reports both formal and informal/handouts provided to parents...such information initiatives provided in order to bullet outcomes being covered and using simple terms and user friendly language*
- *Posting outcomes within the classroom and checking off the outcomes as they are addressed throughout the year*
- *Weekly newsletter outlining outcomes being currently taught and informing parents how they can help their children meet them*
- *Overview of the week, an outline of what is being done by a class for that week, an overview that is glued into the agenda every week*
- *Increasing use of teacher websites and availability of email addresses for parents for easier accessibility to school personnel, thus promoting healthy lines of communication*

*Assessment practices that are in place which are indicators of success and which inform teachers that student achievement has improved:*

- *The use of running records to document reading progress*
- *Observation of the progress of students in the reading program*
- *Observations of more active parent involvement in the reading/learning process and increased parental knowledge and awareness of the reading process*
- *An increased ability of students to explain their learning strategies and processes either verbally or in written journals*
- *Parent satisfaction with efforts made to increase levels of communication between home and school*
- *Surveys of parent groups to determine their preferences in the deployment of homework tasks*
- *Requests for parent input in the decision-making process regarding homework policy*
- *A knowledge of the many avenues of communication which are afforded parents and which are becoming increasingly advertised and promoted by the school community*

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**PRIORITY: LITERACY**

**TARGETS**

- Students will be expected to use a range of strategies to develop effective writing.*
- Use writing to reflect and make connections to their thoughts, feelings and experiences.
  - Use writing for a variety of functions.

**STRATEGIES**

- Make writing an integral part of the curriculum, providing opportunities for students to write on a regular basis for a variety of purposes.
- Align homework at all grade levels to support our targets.
- Continue to provide curriculum resources e.g. Write Traits.
- Arrange P.D. opportunities in writing.
- Celebrate achievement of student writing:  
*Broadcast writing, bulletin boards, and Principal Awards and newsletter samples.*
- Communicate targets to students, parents and community.

**INDICATORS OF SUCCESS**

- Writing samples.
- Samples of work posted.
- Student-self and peer assessment.
- Awards presented.
- Copies of rubrics prepared for students and parents.

**TIMELINE**

- Present and on-going.

<i>What have you done in your classroom to support literacy strategies?</i>	<i>How do you know student achievement has improved?</i>
<ul style="list-style-type: none"> <li>● <i>Explicit modeling and teaching of writing conventions</i> <ul style="list-style-type: none"> <li>○ <i>Lucy Calkins Kit, grades P-3</i></li> <li>○ <i>Using “Write Traits” grades 3-6</i></li> </ul> </li> <li>● <i>Providing opportunities for students to write on a daily basis for a variety of purposes</i></li> <li>● <i>Writing scripts for reading theatre</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Checking writing portfolios (working and published) regularly for improvement</i></li> <li>● <i>Observing students during writing time</i></li> <li>● <i>Teacher-student conferencing</i></li> <li>● <i>Provincial Literacy Assessments at grade Six level</i></li> <li>● <i>Writing rubrics</i></li> <li>● <i>Checklists</i></li> </ul>

*and drama*

- *Journal writing in cross curricular contexts*
- *Creating students' own books (writing and publishing them)*
- *Visual support for high frequency words (Word Wall)*
- *Varying genre for each trait (i.e. Newspaper articles, personal narratives, poetry, etc.)*
- *Using technology for the writer's process (ex. e-mail, word processing)*
- *Writing responses to read material supporting critical thinking.*
- *Sharing works-in-progress and published written pieces with an audience (ex.. Author's Circle, school assemblies, bulletin boards to display student writing, newsletter)*
- *Goal setting: student's reflection on his/her own writing.*
- *Writer's Workshop: the writer's process (pre-writing, writing, revision, editing, publishing)*
- *Writing portfolios*
- *Writing centers*
- *Using rubrics to support the writing process*
- *Homework given to support literacy initiatives*
- *Providing instruction to parents to aid with literacy support at home*
- *Using common editing checklists*

- *Student self evaluation*
- *Peer evaluation*

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**PRIORITY: MATH**

**TARGET**

- Continue to focus on Geometric concepts, properties and relationships.
- Provide students with the opportunity to acquire a variety of problem solving strategies.
- Provide students with the opportunity to integrate literacy in all strands of mathematics.

**STRATEGIES**

- Continue to provide curriculum resources that address our target.
- Continue to provide professional development opportunities that address our target.
- Communicate target to student and parent community.
- Align homework at all grade levels to support priority.
- Encourage modeling and sharing sessions on level 2 and 3 questions.
- Centralize math resources.

**INDICATORS OF SUCCESS**

- Ongoing assessments will reflect progress in geometry/problem solving.
- Homework assignments will be aligned to reflect targets.
- Math P.D. sessions will be held.
- Resources will be provided and centralized.

**TIMELINE**

- Present and on-going.

***Results of Math Interviews from Staff for PFI***

<i>What have you done in the classroom to support these strategies?</i>	<i>How do you know student achievement has improved?</i>
<ul style="list-style-type: none"><li>• Using manipulatives more often</li><li>• More focus placed on teaching Geometry concepts</li><li>• Using separate Math journals to verify understanding</li><li>• More emphasis placed on the use of Math terminology</li><li>• Homework is aligned with the</li></ul>	<ul style="list-style-type: none"><li>• Asking more questions and getting students to explain their thinking etc.</li><li>• Conferences</li><li>• Unit tests from new Math books in Grade 3&amp;4</li><li>• Observations and anecdotal notes</li><li>• Using centers to observe individual</li></ul>

*concepts taught in class*

- *Using more Math games especially those suggested in the ' I Get It' books*
- *Sending home self-made Math games*
- *Using Pattern block puzzles*
- *Just-Rite books have a Math component*
- *Using chants and songs*
- *Geometry centers, were set up with the Math mentor and then shared among colleagues*
- *Implemented new Math books in Grade 3&4*
- *Students are asked to get up and explain strategies and share with the class*
- *Using peer tutoring*
- *Encouraged modelling and sharing*
- *Regular review of Problem-Solving strategies and assigning Problems of the Week for homework*
- *Using a variety of representations when teaching*
- *Trying to make up more problems that are Level 2 and 3*
- *Using Math computer games etc. and sharing sites with parents on websites*

*achievement*

- *Students are more confident and have a better attitude to Math and are demonstrating increasing understanding of the various representations and levels of questions*
- *Questions don't just involve straight memorization or numerical answers*
- *Students are more comfortable with the use of models*
- *Self-assessments*
- *Journals*

## Portland Estates Elementary School Improvement Plan

Priority	Targets	Strategies	Indicators of Success	Timeline	Update/Revision
<p style="text-align: center;"><b>Literacy</b></p>	<p>Students will be expected to use a range of strategies to develop effective writing.</p> <ul style="list-style-type: none"> <li>• Use writing to reflect and make connections to their thoughts, feelings and experiences.</li> <li>• Use writing for a variety of functions.</li> </ul>	<p>Make writing an integral part of the curriculum, providing opportunities for students to write on a regular basis for a variety of purposes.</p> <p>Align homework at all grade levels to support our targets.</p> <p>Continue to provide curriculum resources e.g. <i>Write Traits</i>.</p> <p>Arrange P.D. opportunities in writing.</p> <p>Celebrate achievement of student writing: Broadcast writing, bulletin boards, and Principal Awards and newsletter samples.</p> <p>Communicate targets to students, parents and community.</p>	<ul style="list-style-type: none"> <li>• Writing samples collected.</li> <li>• Samples of work posted.</li> <li>• Student - self and peer assessment.</li> <li>• Awards presented.</li> <li>• Copies of rubrics prepared for students and parents.</li> </ul>	<p>Present and on-going.</p>	<p>As necessary</p>

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