



# Prince Andrew High School Plan for Improvement

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May 20, 2009

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## Foreword

Prince Andrew High School first opened in 1959. Since that time it has undergone several expansions and upgrades; today it is home to almost 1100 students.

In recent years Prince Andrew has seen a significant change in staff. In the last five years we have witnessed a staff turnover greater than 60 percent. By September 2009 new retirements alone will increase that figure to 70 percent. In spite of this significant turnover, we are fortunate to have a strong and vibrant staff that is committed to honouring Prince Andrew's history of dedication to student learning.

Throughout its history Prince Andrew has been an important part of the community, meeting students' educational needs and providing them with learning opportunities in sports, visual and performing arts, and both local and international development projects.

This plan represents the collaborative input gathered from Prince Andrew High School staff, students, administration, community and School Advisory Council. Our school's PFI plan acknowledges our past, recognizes the present, and charts our future direction as a learning community dedicated to the Halifax Regional School Board's guiding principles that: "Every Student Can Learn" and "Every School Will Improve."

## 1. What are you doing well?

### **Implementing the Public School Program (PSP)**

Teachers at Prince Andrew High School have a clear understanding of the PSP and Department of Education Curriculum outcomes. As one staff member remarked during the accreditation process, "It's everything we do." This is evident in our resources, programming and professional development activities.

Our school library boasts a well-developed Professional Development Resource Section, and our school network contains an electronic folder that is home to literally thousands of documents shared between teachers and across subjects. A culture of collaboration, following the early to middle stages of the Professional Learning Community philosophy, ensures that successful practices are both examined and shared.

The recent adoption of the International Baccalaureate (IB) Program, the Options and Opportunities (O2) program, and half-credit courses – together with a number of other course offerings, ensure the changing needs of diverse learners are being met.

The philosophy of teacher learning in the service of student learning is evident in the number of teachers who have received certification upgrades through graduate studies,

and those who have participated in ongoing Professional Development through Halifax Regional School Board, the Nova Scotia Department of Education and the International Baccalaureate program.

Not only are our students offered a wide variety of learning opportunities to meet their range of individual needs, but our staff is committed to improving what is already a well-developed repertoire of skills and strategies to meet those needs.

### **Assessment and Evaluation**

There is a demonstrated commitment at Prince Andrew, both individually and departmentally, to developing a culture of common assessment with a focus on assessment “for” and “as” learning.

We are proud to have had a high degree of success in the first year of providing a Credit Recovery Program obtained through the “Increasing Student Success” project. Our program examines summative student assessment results then builds a needs-specific program, with three tiers of accountability, to ensure success for struggling students.

A critical awareness of the value of formative assessment is evidenced in the Professional Growth Plan of every teacher at Prince Andrew High School. Building on last year’s Assessment Summit, this year it was mandatory that each teacher select an assessment and evaluation goal based on his or her own needs. The Professional Learning Community (PLC) approach is providing teachers with a vehicle to inform instructional practices and content through collaboration.

Departments are continuing to expand their development and use of common assessments, focusing discussions on what is working for students, and adapting accordingly to provide more consistency from classroom to classroom and from grade to grade.

### **Strategies for Student Achievement**

Prince Andrew addresses each stage in a student’s academic journey: from transition meetings with parents of Grade 9 students and Grade 9 orientation events, to inviting guest speakers, organizing peer tutors, offering extra help, and partnering with post-secondary institutions for students in Grade 12. Prince Andrew prepares students for success before, during, and after their time here.

The school is continuing to address strategies for success in new and innovative ways, including: Students at Risk Initiative, Credit Recovery Program, and half-credit courses.

Our school is home to a wide variety of support services aimed at increasing student achievement, including: Mathematics and Literacy Coaches, Student Health Centre, English as a Second Language (ESL) and other Support Workers. In addition, there are a tremendous number of co-curricular programs and offerings that enhance the school experience. Not only do these programs ensure students’ academic success and connectedness to school, they lay the groundwork for success in life.

### **Safe and Inviting Learning Environments**

Prince Andrew has a demonstrated commitment to Positive Effective Behaviour Supports (PEBS), as evidenced in its collaborative development, communication, and implementation.

Strategies and practices are in place at Prince Andrew High School to ensure a positive learning environment, and minimal disruptions in classrooms and hallways.

Prince Andrew High School has had in place for the past five years an *Emergency Response Plan* similar to the new board-wide *Emergency Management Plan*. The existing plan, coupled with the board's plan and regular isolation and fire drills, ensure that staff and students are prepared and know what to do in case of an emergency.

In addition to a Youth Health Centre that serves hundreds of students every year, we have a number of other programs, resources, and personnel that combine to recognize, respect, and support diversity. These include the Gay-Straight Alliance, an African Nova Scotian Support Worker, Police Liaison Officer, Race Relations Cross-cultural Understanding and Human Right (RCH) representatives; assemblies representing immediate community and global responsibilities, and the provincial Bias Evaluation Instrument.

The result is a learning environment where most Prince Andrew students not only feel safe and free from bullying or harassment, they also feel included.

### **Family and Community Involvement with the School**

There are a wide variety of programs and outreach activities to promote parental/community involvement at the school.

Prince Andrew's School Advisory Council (SAC) membership is reflective of school community in terms of diversity: student, staff, community and parental involvement.

We are also pleased to record that a recent program, *Parents as Career Coaches*, prompted a high participation rate from parents in the community and resulted in the recruitment of a large number of parent-volunteers.

### **Effective Communication**

Our school capitalizes on a wide variety of available modes of communication to connect with community members, parents and guardians, staff and students.

In addition to the traditional means of communicating, such as: billboards, school mail-outs, newsletters, course outlines, and student agendas, Prince Andrew also employs a number of electronic means, including: a dynamic website, the automated School Messenger for attendance and other calls home, and email correspondence.

And while paper and electronic means of communication are indispensable, Prince Andrew also strives to maintain personal contact as well. Through parent-teacher interviews and curriculum nights, daily announcements, and timely at-risk phone calls, parents know who to contact if they have questions or concerns.

### **Administrative Leadership**

Prince Andrew's school administration has a strong belief in shared leadership and capacity building. Staff members are encouraged to take on active leadership role in groups and committees, and students have a multitude of opportunities to engage in leadership roles through a multitude of co-curricular organizations and activities.

### **Literacy**

There are a multitude of resources and strategies embedded in daily practice at Prince Andrew. These resources and strategies include: Literacy Support Plans (LSPs), literacy coaching, peer tutoring, essay ladders, writing workshops, library literacy sessions and visiting authors, Literacy Success 10 & 11 materials, non-fiction reading, Lifework Portfolios, multiple representations, active reading strategies, International Baccalaureate and Options and Opportunities supports, silent reading, and Math journaling.

The majority of students arriving at Prince Andrew High School meet expectations in Reading and Writing, and demonstrate improved literacy skills by Grade 12.

Prince Andrew's Nova Scotia Exam Results in English 12 have been consistent over time.

### **Mathematics**

The Math Department is a school leader in modeling the PLC approach, building trust so that an authentic critical dialogue can take place. They have consistently used available data to inform and improve daily teaching practices.

The Math Department has been responsive to student needs through the recent addition of course offerings, including: International Baccalaureate Math; Math Essentials 10, 11 and Math for the Workplace 12.

The Mathematics Department has a demonstrated commitment to providing additional supports and enhancements: homework room, NS Math League, Math Circles at DAL, Math competitions – Pascal, Fermat & Euclid, extra help, Peer Tutors; active engagement in group work, journaling; emphasis on Mathematics Basics, Problem-solving approach, and technology integration.

Prince Andrew High School's NSE Results in Mathematics have been consistently above the HRSB average.

### **Social & Personal Development of Students**

In this last category, Prince Andrew is proud to have a long-standing tradition of offering a large number of extra-curricular and co-curricular programs and activities that build a social consciousness; meet the social and personal development needs of students, and provide them with the knowledge, skills and attitudes they need to become good citizens and independent, life-long learners.

Staff and students work together to promote and maintain a large number of student organizations that build capacity and confidence, and address the social and personal development needs of students.

Regular displays of students' work in hallways and during special events – such as Fine Arts Showcase evenings and PA Players performances, demonstrate that students are confident in expressing their own ideas, perceptions and feelings in a variety of ways.

In spite of technology limitations, there is full utilization of those resources that are available.

Our Youth Health Centre actively participates in providing for students' health and wellness, and the School's Breakfast Program helps meet the nutritional needs of hundreds of students.

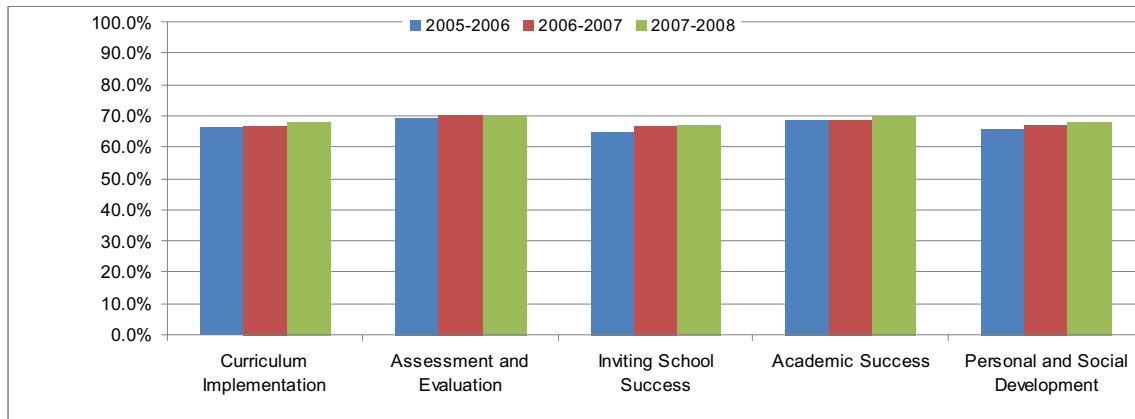
## 2. What trends do you see in the data?

Trends in the Prince Andrew High School PFI Survey data for the academic school years 2005-2006, 2006-2007, and 2007-2008 are represented graphically below.

### Students 10 - 12

#### Item Comparison Across Time

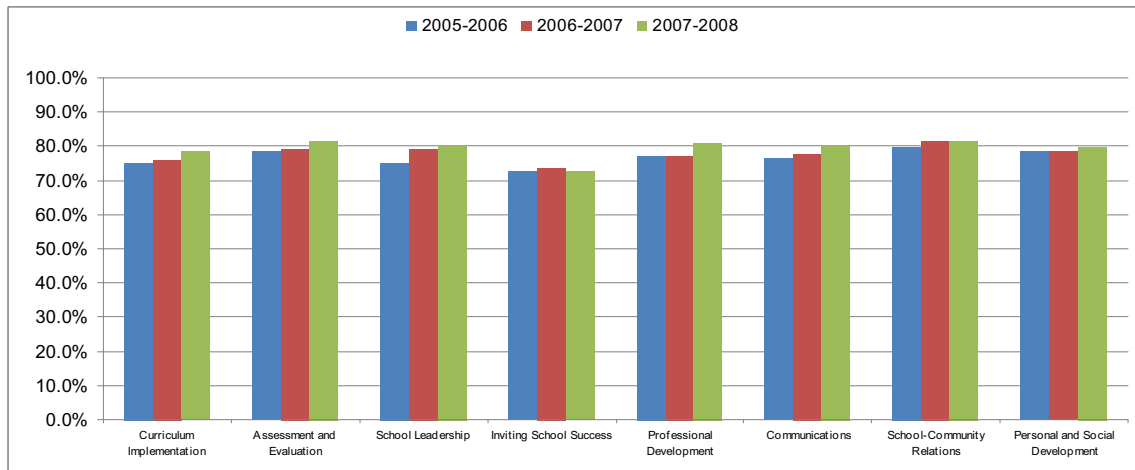
|  | 2005-2006 | 2006-2007 | 2007-2008 |
|--|-----------|-----------|-----------|
| <b>Curriculum Implementation</b>       | 66.2%     | 67.0%     | 68.0%     |
| <b>Assessment and Evaluation</b>       | 69.4%     | 70.2%     | 70.6%     |
| <b>Inviting School Success</b>         | 65.2%     | 67.0%     | 67.4%     |
| <b>Academic Success</b>                | 68.4%     | 68.4%     | 69.8%     |
| <b>Personal and Social Development</b> | 65.8%     | 67.2%     | 68.2%     |



### Teachers 10 - 12

#### Item Comparison Across Time

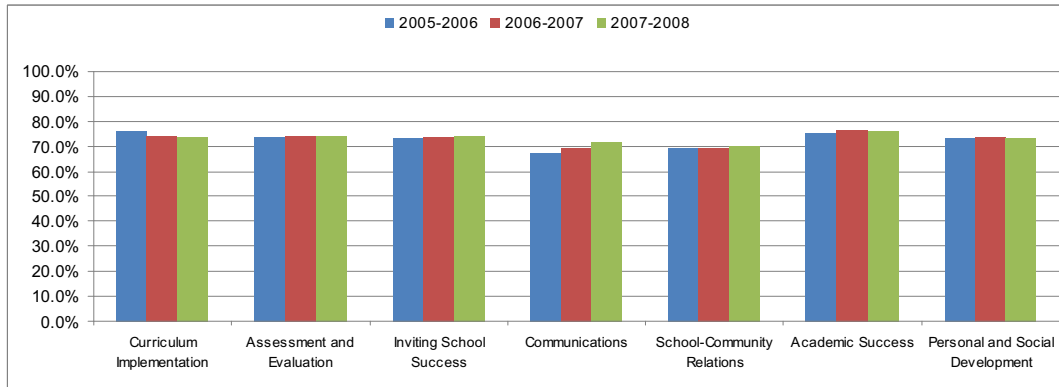
|  | 2005-2006 | 2006-2007 | 2007-2008 |
|--|-----------|-----------|-----------|
| <b>Curriculum Implementation</b>       | 75.4%     | 76.2%     | 78.6%     |
| <b>Assessment and Evaluation</b>       | 78.6%     | 79.4%     | 81.2%     |
| <b>School Leadership</b>               | 75.4%     | 79.2%     | 80.0%     |
| <b>Inviting School Success</b>         | 72.6%     | 73.4%     | 72.8%     |
| <b>Professional Development</b>        | 77.2%     | 77.4%     | 80.8%     |
| <b>Communications</b>                  | 76.6%     | 77.6%     | 80.0%     |
| <b>School-Community Relations</b>      | 79.8%     | 81.2%     | 81.6%     |
| <b>Personal and Social Development</b> | 78.4%     | 78.6%     | 79.8%     |



## Parents 10 - 12

### Item Comparison Across Time

|  | 2005-2006 | 2006-2007 | 2007-2008 |
|--|-----------|-----------|-----------|
| <b>Curriculum Implementation</b>       | 76.0%     | 74.0%     | 73.4%     |
| <b>Assessment and Evaluation</b>       | 73.8%     | 74.2%     | 74.0%     |
| <b>Inviting School Success</b>         | 73.0%     | 73.4%     | 74.2%     |
| <b>Communications</b>                  | 67.4%     | 69.2%     | 71.8%     |
| <b>School-Community Relations</b>      | 69.2%     | 69.2%     | 70.2%     |
| <b>Academic Success</b>                | 75.0%     | 76.6%     | 76.0%     |
| <b>Personal and Social Development</b> | 73.0%     | 73.4%     | 72.8%     |



The data represented above indicates consistency over time. In most categories, student, teacher, and parent survey results are stable or increasing over the three year reporting period, regardless of variations in response rates.

Several challenges have been identified in Prince Andrew High School's Self-Assessment as a result of thorough PFI Survey data analysis. (Please see Prince Andrew High School Self-Assessment). One challenge that will be addressed through our Literacy and Math initiatives is the high neutral values reported by teachers related to the assessment of literacy and math across the curriculum. The fact is teachers do assess Literacy and Mathematics across the curriculum, however not all teachers recognize what they are doing in their classrooms is literacy and math specific.

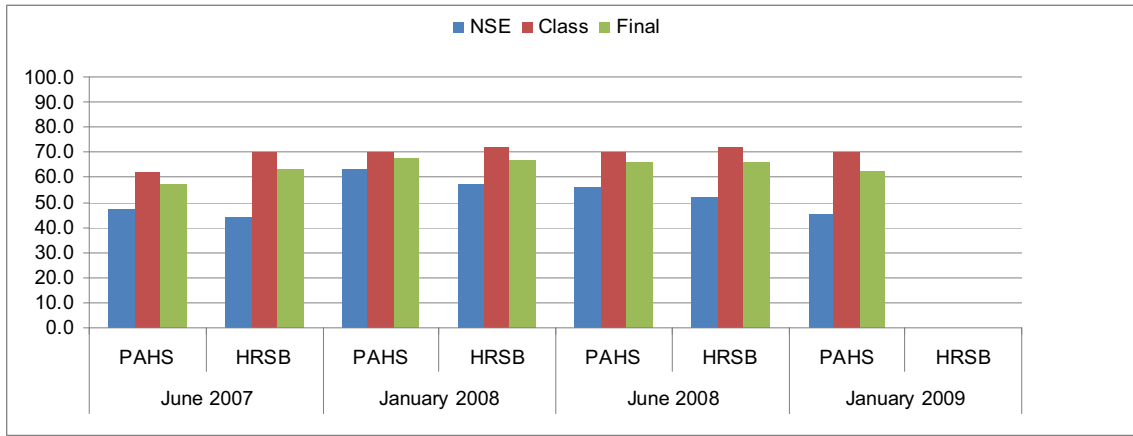
By having consistent initiatives and language in place for our literacy and math initiatives, this neutral value should decrease, and the "agree" and "strongly agree" categories should increase significantly.

Initially there was also a concern regarding arguably low parent/guardian survey results in the area of communications and school-community involvement. Upon reflection however, the data indicates there is approximately 70% agreement among our parents that we are effective in communication and school-community involvement. While lower than other indicators over the same period of time, the figures are also increasing on a yearly basis. Over recent years Prince Andrew has expanded our communication venues to include School Messenger, PAHS website, newsletters, direct communication with parents via telephone and e-mail, external school signage, etc. We have also seen increased participation from our parents on Curriculum Night, Parent-Teacher interview dates, program meetings such as IB, O2, and CO-OP, involvement in the School Advisory Committee, etc.

## Nova Scotia Examinations and Prince Andrew High School Data 2007 – 2009

### Math 12 AC Average Marks Over Time

|              | June 2007 |      | January 2008 |      | June 2008 |      | January 2009 |      |
|--------------|-----------|------|--------------|------|-----------|------|--------------|------|
|              | PAHS      | HRSB | PAHS         | HRSB | PAHS      | HRSB | PAHS         | HRSB |
| <b>NSE</b>   | 47.0      | 44.1 | 63.2         | 56.9 | 56.1      | 52.1 | 45.4         | NA   |
| <b>Class</b> | 62.0      | 70.1 | 70.1         | 72.0 | 70.2      | 72.0 | 70.0         | NA   |
| <b>Final</b> | 57.0      | 63.6 | 68.0         | 67.0 | 66.0      | 66.0 | 62.6         | NA   |



### Math

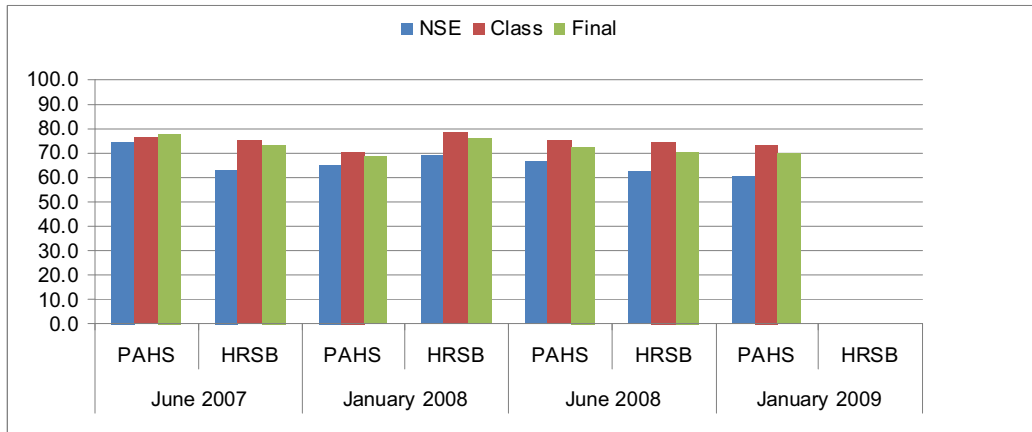
The math goal selected by Prince Andrew High School staff, in consultation with our Math Coach states “students will demonstrate improved ability in problem solving.” Prince Andrew’s Accreditation team, working with the Mathematics Coach and the entire staff, examined the CAT 3 results from 2007-2008 in conjunction with teachers’ anecdotal reporting. It was determined that Problem Solving is an obvious area in need of improvement for Prince Andrew students.

At first glance, this goal may seem specific only to the Mathematics Department and Math courses. However, Problem Solving is not exclusive to Mathematics classrooms. It is a thread found in every discipline and subject area. Currently, staff are exploring strategies and topics that will focus on Problem Solving in all subject areas.

Over the past few years, the Math Department at Prince Andrew High School has been working diligently to improve the academic successes of all students. New courses such as Math for the Workplace 12 have been very successful. Professional Learning Community work in Math has also focused on student success through the creation of common assessments and marking rubrics.

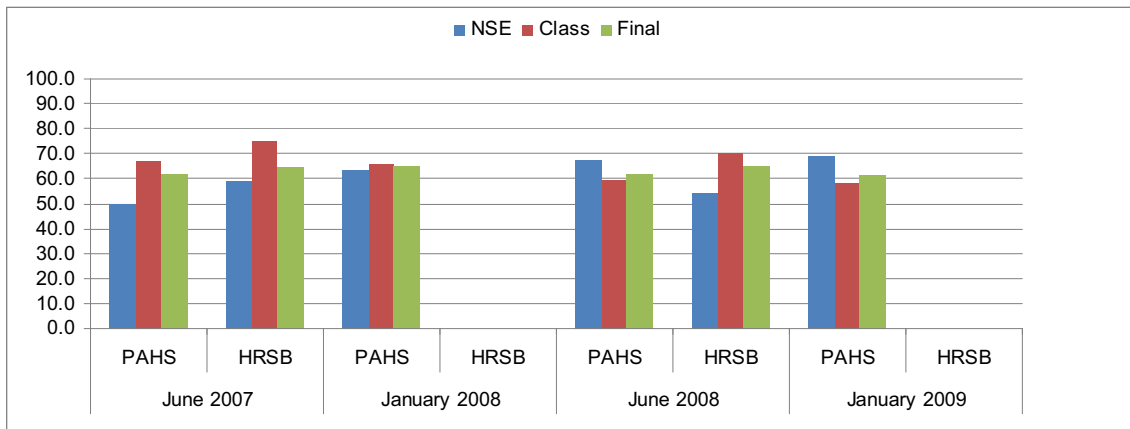
**Math 12 AD Average Marks Over Time**

|              | June 2007 |      | January 2008 |      | June 2008 |      | January 2009 |      |
|--------------|-----------|------|--------------|------|-----------|------|--------------|------|
|              | PAHS      | HRSB | PAHS         | HRSB | PAHS      | HRSB | PAHS         | HRSB |
| <b>NSE</b>   | 75.0      | 63.4 | 65.5         | 69.2 | 67.0      | 62.6 | 61.0         | NA   |
| <b>Class</b> | 77.0      | 75.2 | 70.5         | 79.0 | 75.6      | 75.0 | 73.4         | NA   |
| <b>Final</b> | 78.0      | 73.3 | 69.0         | 76.0 | 73.0      | 71.0 | 69.7         | NA   |



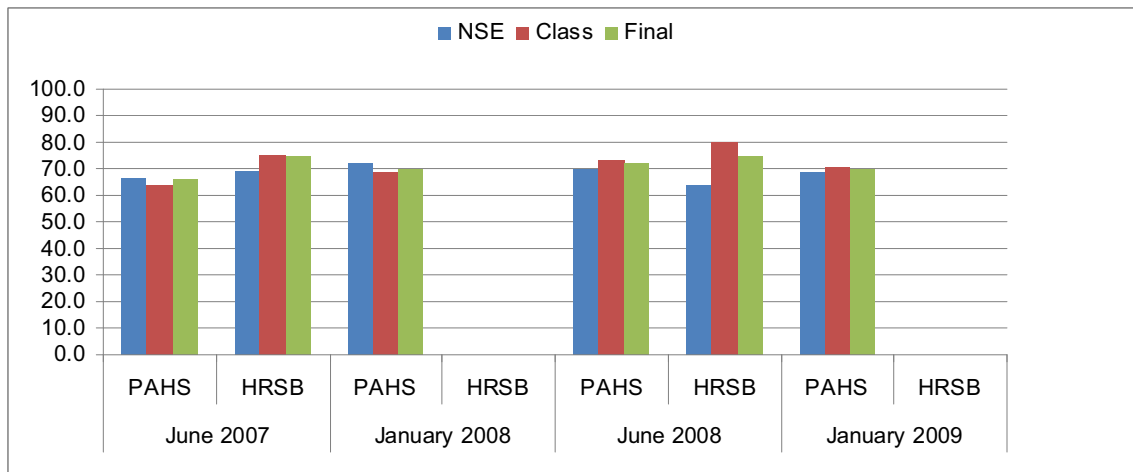
**English Communications 12 Average Marks Over Time**

|              | June 2007 |      | January 2008 |      | June 2008 |      | January 2009 |      |
|--------------|-----------|------|--------------|------|-----------|------|--------------|------|
|              | PAHS      | HRSB | PAHS         | HRSB | PAHS      | HRSB | PAHS         | HRSB |
| <b>NSE</b>   | 50.0      | 58.7 | 63.2         | NA   | 67.8      | 54.0 | 69.1         | NA   |
| <b>Class</b> | 67.0      | 75.1 | 66.1         | NA   | 59.8      | 70.0 | 58.4         | NA   |
| <b>Final</b> | 62.0      | 64.6 | 65.2         | NA   | 62.2      | 65.2 | 61.6         | NA   |



## English 12AC Average Marks Over Time

|              | June 2007 |      | January 2008 |      | June 2008 |      | January 2009 |      |
|--------------|-----------|------|--------------|------|-----------|------|--------------|------|
|              | PAHS      | HRSB | PAHS         | HRSB | PAHS      | HRSB | PAHS         | HRSB |
| <b>NSE</b>   | 67.0      | 69.4 | 71.8         | NA   | 69.9      | 64.0 | 69.0         | NA   |
| <b>Class</b> | 64.0      | 75.1 | 68.9         | NA   | 73.3      | 79.7 | 70.7         | NA   |
| <b>Final</b> | 66.0      | 74.6 | 69.8         | NA   | 72.3      | 75.0 | 70.2         | NA   |



## English

“Students will demonstrate improved comprehension of information texts” is the Literacy goal the staff of Prince Andrew High School has embraced. While final marks in English Communications 12 and English 12 Academic are consistent over time - and in keeping with results across the Halifax Regional School Board, Prince Andrew High School staff believes there is a definite need for improvement.

Upon examination of the 2007/2008 Junior High Literacy Assessment (JHLA) results the staff, in conjunction with our Literacy Coordinator, determined our greatest need is in the area of comprehension of information texts (including but not limited to the identification of topic sentences, main ideas, key words, and summarizing).

To verify these results, a Literacy Pre-test was conducted in February of 2009. A sampling of our students included all A-block students in grades 10-12. The results of the test indicated that students had difficulty identifying topic sentences and main ideas, and summarizing main points of the text. Test averages were:

- Grade 10 – 61%
- Grade 11 – 59%
- Grade 12 – 75%

### **3. What challenges do you need to address in order to make the greatest difference in student achievement?**

#### **Implementation of the Public School Program (PSP)**

Challenges include the need to increase opportunities for students to recognize when they are learning from hands-on activities connected to curriculum outcomes.

We also need to increase the amount of curriculum materials that reflect diversity and explore ways of incorporating those materials in meaningful ways that are relative to daily teaching practice.

#### **Assessment and Evaluation**

In this area we are charged with the task of building on existing common assessment practices and the work being done by departmental Professional Learning Communities. The resulting exploration of assessment practices and results will lead to improved teacher-learning and a wider variety of assessment strategies for improving student learning.

We must use information from common assessments to shape honest and open teacher discussion that will inform teacher learning and practice, and develop strategies for when students do not learn. We also have to expand “assessment as learning” practices so that students can increase their ability to assess the quality of their own work

#### **Strategies for Student Achievement**

Our greatest challenges are to increase contact with the home when students are having difficulty, and to align school Professional Development with our PFI Plan.

#### **Safe and Inviting Learning Environments**

We need to address different perceptions related to racism and ethnicity, as well as gender. We also need to address perceptions concerning the difference between fair and equal treatment, and still communicate consistent expectations for student behaviour.

We must work to ensure the sustainability of Positive Effective Behaviour Supports (PEBS) and continue to see to it that our school culture reflects school board’s Race Relations, Cross Cultural Understanding and Human Rights in Learning policy.

#### **Family and Community Involvement with the School**

Our challenge is to continue to use a variety of means to communicate strategies for supporting student learning at home.

**Effective Communication**

It is incumbent upon us to continue to explore ways to extend effective communications to our entire school community and strive to better inform parents about how students are being evaluated on specific assessments.

**Administrative Leadership**

Ongoing emphasis needs to be maintained so that equity issues continue to be addressed through curriculum and instructional practice. An understanding of the difference between fair and equal treatment must be commonly held throughout the school and our *RCH – Racial Equity Policy Implementation Innovation Configuration Map* developed March 2007 needs to be a document of practice rather than a document of completion.

**Literacy**

All indicators demonstrate a clear need to improve literal and non-literal comprehension of information texts, as well as print and media texts. Our challenge is also to ensure that we are assessing Literacy across the curriculum, in as many subject areas as possible.

**Mathematics**

Our challenge is to improve competency levels in Problem Solving, Communication and in Fraction Operations.

Similar to the challenge presented in Literacy, the demand in Mathematics is to ensure that it is being assessed across the curriculum and not solely within the Math Department.

**Social & Personal Development of Students**

We must facilitate student learning by doing whatever we can to ensure technology resources are not antiquated and incommensurate with mainstream standards.

We will also have to work to provide formal and informal learning opportunities so that students recognize connections between school activities and life after high school.

## 4. Based on the challenges you identified, what are your goals for student achievement?

The Accreditation process has provided us with a framework for careful consideration of evidence and data; given us opportunities to gather input from students, staff, administration, parents and other community members, and demanded collaboration to reach conclusions about our many strengths and challenges.

After thoughtful consideration and careful examination of data from a variety of sources, we have arrived at the following goals:

**Literacy Goal:** *Students will demonstrate improved comprehension of information texts.*

**Mathematics Goal:** *Students will demonstrate improved ability in problem solving.*

## 5. What strategies and data will you use to achieve your goal?

The following tables outline the strategies and data that will be used to achieve our goals:

|  |
|--|
| <b>Literacy Goal:</b><br><b>Students will demonstrate improved comprehension of information texts.</b>   |
| <b>Strategies to achieve the goal:</b> <ul style="list-style-type: none"><li>• Teachers, supported by curriculum leaders and the literacy coach, will develop a common understanding of information text and identify skills necessary to improve reading comprehension</li><li>• Teachers will work with the literacy coach and in PLCs to develop common literacy pre-tests and post-tests for each grade level</li><li>• Teachers will work departmentally and with the literacy coach to develop, implement, and analyze formative assessments – the results of which will be shared in PLCs.</li><li>• Teachers will regularly contribute to PLC, departmental, and staff meetings to: develop and implement subject-specific instructional strategies and share ideas and report results</li></ul> |

| <b>Professional development to support achievement of the goal:</b>   |  |   |
|---|--|---|
| Teachers will engage in the following learning activities...  | Teachers will learn the following from the professional learning activities (knowledge, skills, and professional practices)...   |   |
| Teachers will engage in PD opportunities focused on the understanding of information text and teaching strategies to improve reading comprehension. | Teachers will learn: <ul style="list-style-type: none"> <li>• How to implement reading comprehension strategies across the curriculum.</li> <li>• Pre-Reading, During-Reading, and Post-Reading Strategies.</li> <li>• How to identify and adapt graphic organizers for use in regular teaching practice</li> <li>• How to model and implement strategies for identifying topic sentences and main ideas, and identifying key words and textual cues.</li> </ul> |   |
| Teacher leaders will engage in PD to develop and lead the implementation of common, subject-specific, literacy pre and post tests.                  | Teacher leaders will acquire the knowledge and skills to develop common, subject specific, pre and post-tests and train other teachers to administer and interpret the assessment.   |   |
| Teachers will collaborate on formative assessment strategies and practices (“as” and “for” learning).   | Teachers will learn: <ul style="list-style-type: none"> <li>• How to develop, implement, analyze, and record results from formative assessments.</li> <li>• How to develop and implement collaborative assessment practices that promote student learning in comprehension.</li> </ul>   |   |
| <b>Data Sources:</b>  |  |   |
| What data will you collect?   | When will you collect the data?  | Who will be responsible for collecting the data?            |
| Pre-tests   | Beginning of Semester  | Teachers/literacy coach                                     |
| Formative assessment classroom data   | Ongoing collection reported monthly  | Teachers collect class room data<br><br>Departments collect |

|  |                        |                                       |
|--|------------------------|---------------------------------------|
|  |                        | monthly teacher reports               |
| Post-tests   | End of semester        | Teachers/literacy coach               |
| JHLA Results   | October / as available | Principal/Accreditation Chairs        |
| NSE Results for English 12 and English 12 Communications                   | End of Semester        | Registrar                             |
| Extracted "Information Text" results from Nova Scotia Exams for English 12 | End of Semester        | English teachers                      |
| "Getting to Great" PAHS PFI Survey Results                                 | April / as available   | PFI Core Team/Accreditation co-chairs |
| Student Response - Student Focus Group                                     | End of semester        | Literacy coach                        |

|   |  |
|---|--|
| <b>Mathematics Goal:</b>  |  |
| <b>Students will demonstrate improved ability in problem solving.</b>   |  |
| <b>Strategies to achieve the goal:</b>  |  |
| <ul style="list-style-type: none"> <li>• Teachers, supported by curriculum leaders and the math coach will develop a common understanding of what problem solving looks like in a lesson, activity, and classroom practice.</li> <li>• Teachers will provide, and identify for students, learning opportunities to problem solve.</li> <li>• Teachers will establish common expectations for students' ability to demonstrate communication and problem solving strategies.</li> <li>• Math teachers will work with the math coach and in PLCs to develop common pre-tests and post-tests for each math course</li> <li>• Teachers will regularly contribute to PLC, departmental, and staff meetings to: develop and implement subject-specific instructional strategies and share ideas and observations</li> </ul> |  |
| <b>Professional development to support achievement of the goal:</b>   |  |
| Teachers will engage in the following learning activities...  | Teachers will learn the following from the professional learning activities (knowledge, skills, and professional practices)... |

|  |  |
|--|--|
| Teachers will engage in PD opportunities focused on Problem Solving and Communication      | Teachers will learn: <ul style="list-style-type: none"> <li>• How to implement problem solving strategies as they relate to their specific subject areas.</li> <li>• How to analyze results of problem solving learning opportunities to provide feedback on instructional practice and to monitor student progress</li> </ul>   |
| Math teachers will engage in PD opportunities focused on Problem Solving and Communication | Math teachers will learn how to: <ul style="list-style-type: none"> <li>• Engage in Mini-marking session, using common rubrics (CAT4 rubric)</li> <li>• Creating pre and post tests – based on Problem Solving and Communication (Item Bank)</li> <li>• Promote student self-assessment and peer assessment using rubrics and exemplars</li> <li>• Incorporate nested questioning</li> <li>• Teach through problem solving and effective questioning, Three-part Lesson Model</li> </ul> |

**Data Sources:**

| What data will you collect?                | When will you collect the data?     | Who will be responsible for collecting the data?                                    |
|--|-------------------------------------|---|
| Pre-test                                   | Beginning of semester               | Subject Teachers  |
| Post-test                                  | End of semester                     | Subject Teachers  |
| NSE Mathematics Results                    | As available                        | Registrar   |
| Formative assessment classroom data        | Ongoing collection reported monthly | Teachers collect class room data<br><br>Departments collect monthly teacher reports |
| “Getting to Great” PAHS PFI Survey Results | April / as available                | PFI Core Team/Accreditation co-chairs   |
| Student Response - Student Focus Group     | End of semester                     | Literacy coach  |

## **6. How will you involve the SAC, the parents, the students, and the wider community?**

Prince Andrew High School made a concentrated effort to encourage participation in its recent PFI survey, conducted through the Halifax Regional School Board's website, and was rewarded with a good response rate from parents, students and staff. Similar efforts and strategies will be used in the future to ensure our school community's involvement continues in the future.

We will continue to communicate progress, gather information, and seek feedback through school newsletters, public displays, email communications, parent meetings, staff meetings, and SAC meetings. Our school website will display our Plan for Improvement, and help to facilitate input from all partners and participants in the PFI process. Also, in September 2009 we will commence sharing our annual Report to the Community.