



O'Connell Drive Elementary Plan for Improvement

2009-2013

PFI Committee Members:

Shawn Marsh
Leanne Whitman
Julie Martin
Stephanie Oldreive
Lori Bartkiw

O'Connell Drive Elementary: PFI Seven Questions

1. What are you doing well?

- Staff are working together to fully understand the curriculum outcomes across all grade levels.
- Common assessments are being utilized to measure our school plan goals.
- According to teacher surveys, our school has strong leadership.
- Our school is focused on student achievement based on our belief that all students can learn.
- Based on continuous assessments of student needs, we implement a variety of ways to provide student support and enrichment where necessary. Some examples include: literacy blitzes, reading recovery, math assistance, small group learning, individual program plans.
- We communicate regularly with our school community through a variety of ways including newsletters, websites, classroom letters and calendars, curriculum based parent events, phone calls and face-to-face meetings.
- Strong focus on literacy skills including decoding, fluency and comprehension. We are tracking student progress a minimum of three times per year in this area.
- Strong focus on math skills especially in the area of number sense and number operations. We are tracking student progress a minimum of three times per year in these areas.
- Our school is a safe place to learn, work and play and staff and students work together to maintain this environment.

2. What trends do you see over time?

- Overall, our data is fairly consistent and identifies the same trends over time.
- HRSB survey data has been consistent over the past three years for parent, teachers and students with student-parent-teacher satisfaction, curriculum correlation, and administration leadership showing positive results and communication (consistency between teacher and parent responses) being an area of relative weakness.
- Board and provincial assessment results during the past two years have been consistent with ongoing classroom and school assessment results. In both Math and Literacy the needs identified by classroom teachers have been aligned with the needs identified with External Assessments.

- In the area of Math students are performing well with the exception of weakness in the areas of Number Sense and Number Operations. This trend is apparent across all Grade levels.
 - Report Card Data-% of Students meeting the specified outcomes in Number Sense and Operations in November 2007 is 75%.
 - Report Card Data-% of Students meeting the specified outcomes in Number Sense and Operations in March 2008 is 66%.
 - Classroom Assessments-% of Students meeting outcomes in Math as of March 2008 is 67%.
 - HRSB and DOE Assessments in Grades 2, 3, and 5 identify a weakness in Number Sense and Number Operations.

- In the area of Reading, students are demonstrating difficulty achieving Grade Level Expectations in terms of fluency, accuracy, and comprehension. This trend is apparent across all Grade levels.
 - Student Reading Levels are assessed a minimum of 3 times per year. Data is compiled to give an overview of reading achievement in the school.
 - 65% of students were reading at Grade Level (2006-2007)
 - In Nov. 2007, 63% of students were reading accurately, fluently and with comprehension at Grade level.
 - In March 2008, 67% of students were reading accurately, fluently and with comprehension at Grade level
 - Report Card Data-% of Students meeting outcomes in Reading as of March 2008 is 82%.
 - Grade 2 HRSB Literacy Assessment-Data shows that Grade 2 students reading accurately at level 18 remained the same (75%) for 2006-07 and 2007-08.
 - Grade 2 HRSB Literacy Assessment-Data shows that Grade 2 students reading fluently at level 18 remained consistent (62%-64%) for 2006-07 and 2007-08.
 - Grade 3 ELLA-74% of students met the expectations in Oral Reading.

- The area of Communication including Writing and Other Ways of Representing Data indicates students could improve their ability to communicate more effectively. This trend is apparent across all Grade levels.
 - Grade 3 ELLA- An average of 75% of students met the expectations in Writing.
 - Grade 6 DOE Literacy Assessment
 - 77% of Grade 6 students met expectations in Writing on the Grade 6 Literacy Assessment administered Fall 2005
 - 84% of Grade 6 students met expectations in Writing on the Grade 6 Literacy Assessment administered Fall 2006.
 - 91% of Grade 6 students met expectations in Writing on the Grade 6 Literacy Assessment administered Fall 2007.

- Report Card Data-% of Students meeting outcomes in Writing as of March 2008 is 76%.
- PLC Writing Data- As of March 2008 teachers have reported that 67% of students are meeting the selected grade level writing expectations.

3. What improvements will make the greatest difference to increasing student achievement?

Our classroom and report card data in the area of Math indicates an area of need in Number Sense and Number Operations. Grade 2 HRSB assessment data shows a need in the areas of addition and subtraction and Grade 3 provincial assessment data shows a need in the areas of Number Sense and Number Operations. Without a strong foundation in number sense and number operations, students will begin to struggle with the other outcomes in mathematics over time. Based on this information, we have identified key outcomes in number sense and number operations and believe that an increase in the number of students meeting these outcomes will lead to an overall increase in student achievement in mathematics.

Our classroom assessment data from Oral Reading Records indicate an area of need in fluency, accuracy and comprehension. Grade 2 HRSB assessment data shows a need in the areas of fluency, and questioning. Increased comprehension will assist students in meeting the outcomes in other areas as they will be able to comprehend the grade level material for those subjects. Student reading ability directly affects student performance in writing ability. Without a solid foundation in reading in these three areas, success in other academic areas will be difficult.

Our classroom assessment data and external assessment data indicate an area of need in effective communication of ideas especially where it pertains to writing. PLC's have identified writing as their individual goals. Report card data indicates that writing and other forms of representation is an area of need. Without proficiency in writing and other forms of representation, students will continue to have difficulty expressing ideas and being able to communicate their opinions. Originally, based on grade 6 assessment data, we had identified matters of correctness as a specific area of need. However, upon further investigation across all grade levels we have determined that the larger focus should be on effective communication of ideas.

Survey data indicates a need to encourage parents to attend curriculum events through better communication. Our surveys also indicate a disconnect between how students and teachers feel about assessment of learning and how parents feel about expectations, goal setting and assessment. By improving our communication in these areas, we will be able to strengthen the partnership between home and school. As a result of a collaborative approach to student learning, student achievement will increase.

4. Of the challenges that were identified, which ones will be targeted for improvement?

1. Literacy – Fluency, Accuracy and Comprehension
2. Math –number operations

5. What does the school plan to do?

Goal #1: To increase the percentage of students who are reading accurately and fluently, with comprehension at an appropriate level for their grade.

Strategies:

- Create opportunities for one-on-one summative assessments
- Align our school approach to word study with the new DOE Spelling Document
- Ensure that reading strategies are being explicitly taught, reviewed and their use is being monitored.
- Ensure lessons in fluency are taught on a regular basis by providing teachers the appropriate resources.
- Increase the comprehension of non-fiction material by attending to the features of non-fiction text
- Use literacy blitzes to support struggling students in the area of literacy
- Host a literacy night and provide invitations with RSVP requests to parents.
- Invite parents to participate in a reader’s workshop
- Provide parent workshops for at-risk literacy learners.

Professional Learning to Support Achievement of Goal:

Staff will engage in the following learning activities.	Staff will learn the following from engagement in the professional learning activities (knowledge, skills, and professional practices).
Word study training	To ensure the activities/resources used are meeting the individual needs of students and allowing them to progress in their knowledge of words and word features. Staff will ensure that all word study programs are aligned with the DOE spelling document.
Reader’s Workshop training	To implement a format to allow for ongoing assessment, use of mini-lessons, and guided and independent reading to meet the needs of individual students. This model will be facilitated for staff by the literacy coach and by more experienced staff members.

<p>Use of appropriate assessment tools</p>	<p>How to choose and utilize the appropriate assessment tools to gain an optimum amount of information regarding student progress. Strategies for assessing in real life and time to do these assessments.</p>
<p>Knowledge and use of Reading Strategies; -Teaching fluency -Working with non-fiction texts -Reading Support Development</p>	<p>Knowledge of reading strategies, when they are appropriate and how to explicitly teach and asses them through mini lessons.</p>
	<p>Explicit instruction techniques to increase fluency</p>
	<p>Knowledge of the features of non-fiction text and how to explicitly teach these features</p>
	<p>Development of materials to support struggling readers</p>
<p>Peer Monitoring</p>	<p>Time for grade level planning and organizing materials.</p>
<p>Language Arts and Music Curriculum Study</p>	<p>Make connections between the language arts and music curriculum to be able to better support common literacy practices</p>
<p>Working with Literacy Coordinator to support the above Learning Activities.</p>	<p>Staff will use the support of the literacy coordinator to help them complete tasks, learning and tools necessary for improving student learning in literacy.</p>

Goal #2: To improve student achievement in the area of number operations

Strategies:

- Teachers will understand and explicitly teach strategies in the areas of number operations with a starting focus on addition and subtraction. An awareness that number operations extend beyond basic computational skills and into other areas such as estimation, problem solving and mental math will be essential to our instruction and assessment.
- Teachers will work collaboratively in multi-grade level groups to analyze existing gaps in understanding and learning in operation (see appendix chart ‘In a Nutshell’, which describes grade level strategies to be addressed for addition and subtraction).
- Teachers will implement estimation and reflection regularly in their lessons and assessments (examples: exit slips, math thinking journals, *Explain Your Thinking* column, estimation column integrated with operations and problem solving)
- Utilize the 5 representations to ensure deeper understanding of fundamental concepts. Teachers will monitor to make sure that all 5 representations are regularly present in their teaching.
- Implement the 3 Part Math Lessons at all grade levels
- Teachers will work together in their PLCs to create and administer common assessments, common lesson plans and opportunities for shared teaching that focus on their specific outcomes.
- Teachers will regularly make use of various manipulatives in their teaching.
- Consolidate teacher selected websites that support math learning. This consolidated list will be made available to staff, parents, and students through our school website.
- Use the mental math model with a focus on 3 second recall of basic math facts.
- Support struggling students in the area of mathematics using various tools such as; flexible groupings, parent workshops, extra help sessions, review booklets, etc.

Professional Learning to Support Achievement of Goal:

Staff will engage in the following learning activities.	Staff will learn the following from engagement in the professional learning activities (knowledge, skills, and professional practices).
Focused Mental Math	Staff will match key outcomes to mental math activities
Assessment Tools	- Proper utilization of assessment data to guide instruction (using results to guide practice). Staff will also learn more about building common assessments. - Begin training on PRIME math program

Mathematics and Music Curriculum Study	Make connections between the math and music curriculum to be able to better support common numeracy practices
Days with Math Coordinator	Staff will use the support of the math coordinator to help them complete tasks, learning and tools necessary for improving student learning in Math. Strategies for supporting struggling students.
Learning About/Development of Various Teaching Tools	Staff will develop a number of tools that can be used in teaching and practicing various math skills (i.e.: Math bags for home).

6. How will we know what is being done is making a difference for student achievement?

****Some of the following apply only to specific grade levels****

Data Sources used to monitor progress	Timeframe for data collection	Responsibility for data collection – who will be collecting
Specific Grade Level		
Sight Words	Each Term	Grade 1-2 Teachers
CAP	Jan, May	Primary Teachers
No excuse word checklist	Each Term	Grade 1-2 Teachers
Math Fact Recall	Each Term	Grade 2-4 Teachers
School-Wide		
Running Records	ongoing	Grade P-6 Teachers
Reading levels (AYR, Benchmark)	Nov, Feb, May	Teachers/School Admin
Math Data	Nov, Feb, May	Teachers/School Admin
Report Card Data	Dec, Apr, June	School Admin
External		
Grade 2 HRSB Literacy Assessment	October	Lit. Coordinator/School Admin
Grade 2 HRSB Math Assessment	May	School Admin
Grade 3 DOE Math Assessment	June	School Admin
Grade 3 DOE Reading Assessment	October	School Admin
Grade 4 DOE Literacy Assessment	April	School Admin
Grade 5 HRSB Math Assessment	September	School Admin
Grade 6 DOE Literacy Assessment	October	School Admin
Grade 6 DOE Math Assessment	June	School Admin

7. How will you involve the SAC, parents, students and community?

PFI at every SAC meeting

Informal survey questions, i.e. Did you attend curriculum night? Why or why not? Give possible reasons: Babysitting, transportation, work, time frame, lack of knowledge of event. Let them know why we are asking i.e. this is an important event and we would like to increase attendance.

Invitations and RSVP to literacy, math night. Post goal in centre court related to the night. Ask parents on this night, what this would look like for you. How can you assist us in meeting our goal? Perhaps chart paper in the classroom with these questions so parents can jot down their responses. Classroom teachers can take time to explain assessment tools i.e. AYR binder, how parents can help their students, ideas about what learning looks like in the classroom.

Parent tips, literacy and math newsletters to inform parents how we are doing and how to support student learning.

Include a PFI section in every monthly school newsletter.

Changing newsletter layout so that academic pieces come first and others like IWK fundraiser are not as prominent

Having parent meetings prior to assessment results going home to review overall school results, next steps for teachers and students, what parents can do to help students

Involve parents in literacy blitzes and math interventions so they can assist students and learn how to help their own children

Have a “come to math class day” where parents are invited to attend a math class with the students. Also, come to reader’s/writer’s workshop day.