

HOLLAND ROAD ELEMENTARY SCHOOL

**IMPROVEMENT PLAN
2008 – 2009
(YEAR ONE – ACCREDITATION)**



Developing the Planning For Improvement Plan Ideas to Consider When Responding to the Six Questions

1. *What are we doing well?*

Consider the following:

- **What is the school doing well? What successes have been identified?**
- **How are our students succeeding in literacy?**
- **How are our students succeeding in mathematics?**
- **Why are these our strengths?**
- **What are you doing that contributes to success in this area?**

2. *What trends do we see in the data?*

This question asks you to take a very close look at the many sources of data you have collected through the self – assessment process, and at the patterns and relationships that appear in the data over time.

For example:

- **Consider the various surveys that the school has conducted over time with parents, students and teachers. What overall trends can you draw from the survey results?**
- **Look at mathematics and literacy data from various sources, including classroom based, board-wide and provincial assessments. What can you learn from the data?**
- **How do provincial and board results compare with data that you have collected at the school and classroom levels?**
- **Look at the various types of data in combination. Have your strengths and challenges changed?**

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

- **Of the challenges you identified through the school self-assessment process, which ones can you address through the PFI process to make the greatest positive difference in student achievement?**
- **Prioritize the school's challenges and decide which ones you will focus on in your goal setting and planning for improvement.**
- **Keep in mind the PFI categories of school effectiveness**

4. *Based on the challenges we identified, what are our goals for student achievement?*

- The result will be two or three clear and specific goals for student achievement that the whole school can embrace—including at least one goal for literacy and one for mathematics.
- In writing the school-wide goals for the PFI plan, it is important to focus on results—on what you expect to see as a result of your actions.

In developing our goals, keep these key concepts in mind (Schmoker, 1999):

- Goals must be meaningful and purposeful.
- Goals must be worthy of commitment.
- Goals must be inviting and do-able.
- Goals need to define what must be emphasized in instruction.
- Goals must be measurable and linked to effective assessment.
- Goals must provide regular and timely feedback—with immediate results.

5. *What strategies and data will you use to achieve each goal?*

Strategies are statements of what the school plans to do to achieve the goals identified in Question 4. For each goal several strategies will be identified. Be specific, focused and realistic, bearing in mind what can be expected to accomplish within one year.

For each goal, consider these questions:

- What do we need to do as a school to achieve the goal?
- What do we need to do as a team (PLC) to achieve the goal?
- What do I need to do with my students—what changes must I make in my teaching—to achieve the goal?

6. *How will the SAC, parents, students and wider community be involved in the Planning For Improvement process?*

Consider the following:

- What specific things will be done to actively involve the SAC, parents, the students, and the wider community in achieving the school's goals for student achievement?
- How will the school's progress toward achieving the goals be communicated?

1. *What are we doing well at Holland Road School?*

Holland Road Elementary School fully supports the Halifax Regional School Board's commitment, "Every child can learn. Every school will improve".

Holland Road Elementary School is a rural learning center with an enrollment of 337 students and 25 staff members. Holland Road is a school where students are inspired to thrive and achieve in a nurturing, stimulating and challenging atmosphere using school and community resources. The 2007-2008 survey demographics indicate that 95.8% of the students are white and that 4.2% of the grade 3 to 6 students considered themselves racially visible. Although racism does not appear to be a problem at Holland Road School, cultural awareness is definitely a target area for improvement.

2007-2008 Student Survey Data

- People of all races and ethnicities are treated fairly 90.0% Yes
- Racism is not a problem at our school 91.4% Yes
- I am treated the same regardless of my race or ethnicity 94.2% Yes

2007-2008 Teacher Survey Data

- Racism is not a problem at our school 100% Agree or Strongly Agree
- Our teaching practices are inclusionary 100% Agree or Strongly Agree

2007-2008 Parent Survey Data

- Our school is a safe place to learn, work and visit 94.0% Agree or Strongly Agree
- Racism is not a problem at our school 84.4% Agree or Strongly Agree

In regard to the Planning For Improvement Categories for School Effectiveness, all indicators show that Holland Road Elementary School has a positive and safe learning environment where a large majority of the students are highly motivated with very good performance results on all the Board and Department of Education assessments. Survey results would also indicate that Holland Road School has teachers who believe that all students can be successful and are extremely committed to improvement in student achievement. Furthermore, and very importantly, Holland Road School has strong community involvement and extremely dedicated volunteers.

In relation to the Implementation of the Public School Program the 2007-2008 survey results indicate that students have chances to experience hands-on activities and teachers provide students opportunities to learn from each other. School events focus on curriculum and teachers take the time to plan so that all students can successfully meet provincial outcomes. Survey data results also indicate that parents agree or strongly agree that they are satisfied with their child's learning in all aspects of the curriculum.

2007-2008 Teacher Survey Data

- Students get a chance to learn from each other 100% Agree or Strongly Agree
- Teachers share curriculum materials 100% Agree or Strongly Agree
- Students learn through hands –on activities 100% Agree or Strongly Agree
- Events focus on learning and student achievement 100% Agree or Strongly Agree
- All students can meet provincial outcomes 100% Agree or Strongly Agree

2007-2008 Parent Survey Data

- Satisfied with efforts to meet child's needs 87.4% Agree or Strongly Agree
- Satisfied with learning in Math 86.4% Agree or Strongly Agree
- Satisfied with learning in Language Arts 83.1% Agree or Strongly Agree
- Satisfied with learning in Science 87.9% Agree or Strongly Agree

The 2007-2008 survey results indicate that there is improvement in ongoing assessment of learning and that students have a good understanding of what and how learning is assessed and evaluated. Although there is still room for improvement, teachers do provide feedback to students about the quality of their work and use assessment information to plan for instruction. At Holland Road School parents feel that they have a very good idea about how well their child is doing in school. There is also a good indication that parents know what their child's teacher is looking for when they are evaluating their child's work.

2007-2008 Student Survey Data

- I know how good my teachers expect my work to be 77.9% Yes
- I know how to do a good job on my homework 83.7% Yes

2007-2008 Teacher Survey Data

- Provide feedback about the quality of student work 88.8% Agree or Strongly Agree
- Encourage students to assess the quality of work 100% Agree or Strongly Agree
- Assessment information is used to plan 100% Agree or Strongly Agree
- Assessment of student learning is ongoing 100% Agree or Strongly Agree
- Parents/Guardians get regular feedback 100% Agree or Strongly Agree

2007-2008 Parent Survey Data

- I know how well my child is doing in school 85.6% Agree or Strongly Agree
- I know my child's teacher's expectations 75% Agree or Strongly Agree

In regard to the school effectiveness category relating to Strategies for Student Achievement, the teachers of Holland Road School actively promote student achievement and demonstrate a willingness to participate in meaningful professional development. Students realize that teachers expect them to try their best and to develop a sense of personal responsibility for learning. Teachers at Holland Road School are actively involved in Planning for Improvement, believe that all students can be successful in school and set high expectations for learning. Parents of Holland Road School indicate that their children like school and believe that their children can be successful in school.

2007-2008 Student Survey Data

- Teachers expect students to try their best in school. 95.8% Yes
- My teachers listen to what I have to say. 83.1% Yes

2007-2008 Teacher Survey Data

- Teachers are involved in the PFI process 100% Agree or Strongly Agree
- A clear vision focused on student achievement 100% Agree or Strongly Agree
- Teachers believe all students can be successful 100% Agree or Strongly Agree
- A process to address barriers to student learning 88.9% Agree or Strongly Agree
- Learning is not interrupted due student discipline 100% Agree or Strongly Agree

2007-2008 Parent Survey Data

- My child likes Holland Road School 98.3% Agree or Strongly Agree
- I believe my child can be successful in school 100% Agree or Strongly Agree
- Teachers support my child's learning at home 88.2% Agree or Strongly Agree
- I encourage my child to read at home 99.2% Agree or Strongly Agree

Holland Road School is often characterized as being a very calm and welcoming learning environment. In the process of promoting student achievement teachers are constantly looking for ways to respond to student needs and ensuring that the school and classroom environments are inviting, safe, peaceful and respectful. The students of Holland Road School are very active and participate in a wide variety of extra-curricular activities as well as activities outside of school.

2007-2008 Student Survey Data

- At our school, boys and girls are treated equally 82.5% Yes
- People of all races and ethnicities are treated fairly 90.0% Yes
- Racism is not a problem at our school 91.4% Yes
- I am treated the same regardless of my race or ethnicity 94.2% Yes
- I respect people who look, think or act differently from me 91.6% Yes

2007-2008 Teacher Survey Data

- Our school is a safe place to learn, work and visit 100% Agree or Strongly Agree
- Rules for student behaviour are equal for everyone 100% Agree or Strongly Agree
- Students treat staff members with respect 100% Agree or Strongly Agree
- Racism is not a problem at our school 100% Agree or Strongly Agree
- Our teaching practices are inclusionary 100% Agree or Strongly Agree

2007-2008 Parent Survey Data

- Our school is a safe place to learn, work and visit 94.0% Agree or Strongly Agree
- Racism is not a problem at our school 84.4% Agree or Strongly Agree
- My child reads at home 99.2% Agree or Strongly Agree
- Staff members treat my child with respect 96.6% Agree or Strongly Agree
- My family and I feel welcome at my child's school 95.7% Agree or Strongly Agree

Holland Road School has very positive community relations. There is a very productive Parent/Teacher Association which actively conducts fundraising activities in support of the students. There is also a very committed School Advisory Council who involve themselves in the PFI process and have participated in Imagine Our School sessions, as well as other SAC workshops. Holland Road School also has a Fine Arts Committee which organizes activities involving art, dance and drama. Many social events are planned throughout the school year with the purpose of bringing families and community members together. Such activities would include an ice cream social, curriculum evening, Breakfast With Santa, Band and Choir performances, Auctions, Literacy Night for new primary parents, Read-a-thons, Spring Fling and Sports Day. Holland Road School also has a dedicated group of volunteers who assist in the library and help out in the classrooms by working with students who are experiencing difficulty in math and literacy.

2007-2008 Teacher Survey Data

- Shared responsibility for behaviour 88.8% Agree or Strongly Agree
- I help families to support learning at home 100% Agree or Strongly Agree
- Families and Community members feel welcome 88.9% Agree or Strongly Agree
- Staff works hard to maintain good relationships 100% Agree or Strongly Agree

2007-2008 Parent Survey Data

- Shared responsibility for behaviour 93.2% Agree or Strongly Agree
- I know who to contact if there are concerns 98.3% Agree or Strongly Agree
- I receive information regularly about activities 91.5% Agree or Strongly Agree
- My family and I feel welcome at my child's school 95.7% Agree or Strongly Agree
- Staff works hard to maintain good relationships 88.0% Agree or Strongly Agree

Good communication is the key component to the success of community relations at Holland Road School. Notices, newsletters, telephone calls, meetings and the school website have all proven to be effective means of communication. Families are well informed about school activities and are always given plenty of advance notice about upcoming events. Although attendance at Curriculum Night is an area for improvement, the Parent/Teacher conferences are always well attended. Within the guidelines, student work is constantly displayed throughout the school and the staff takes pride in the welcoming school environment.

2007-2008 Teacher Survey Data

- Regular feedback to parents about their child 100% Agree or Strongly Agree
- Explain to parents about assessment and evaluation 100% Agree or Strongly Agree
- Contact parents when child is having difficulty 100% Agree or Strongly Agree
- Parents know whom to contact if there is a concern 100% Agree or Strongly Agree
- Information about school sent home regularly 100% Agree or Strongly Agree
- Ideas sent home about how to help children learn 100% Agree or Strongly Agree
- Student work is displayed for parents to see 100% Agree or Strongly Agree

2007-2008 Parent Survey Data

- I see displays of student learning 99.2% Agree or Strongly Agree
- I know who to contact if I have a concern 98.3% Agree or Strongly Agree
- I receive information on N.S. curriculum outcomes 79.5% Agree or Strongly Agree
- I receive information regularly about activities 91.5% Agree or Strongly Agree
- My child's teacher contacts me if there are concerns 75.4% Agree or Strongly Agree
- I am able to attend parent-teacher conferences 95.8% Agree or Strongly Agree

The vision of the Halifax Regional School Board focuses on student achievement in the areas of literacy and mathematics. In regard to literacy, data indicates that the students of Holland Road School are making very good progress and improvement in most areas of the Language Arts program. Grade Two Literacy Assessment results over the past years show that the students at Holland Road School have achieved very well, especially in the areas of reading competence, accuracy with self selected text, fluency with self selected text, accuracy with level 18 fiction material and providing personal responses to text. Grade three literacy assessments reflect strengths in reading realistic fiction, listening and organization of writing. Assessments also show that grade four students have demonstrated improvement in using proper paragraph

structure, providing artistry and content in narrative and informational writing, reading comprehension, conveying central ideas as well as language and vocabulary. Grade five report card information shows that students are doing very well with the speaking, listening, reading and viewing aspects of Language Arts. Canadian achievement tests also reflect that grade five students are highly competent or proficient when viewing literary and informational text. Finally, grade six literacy assessments indicate that students achieve very well reading short stories, poetry, informational text, visual media, and answering questions. In regard to writing, the grade six students met or exceeded expectations in the areas of matters of correctness and developing ideas for story writing. Much of the success in literacy at Holland Road School is largely due to the support of the Program Department of the Halifax Regional School Board and the training that has been provided in curriculum, instruction and assessment.

2008 – 2009 Grade 2 Literacy Assessment

- Reading Competence - 96% of students met the criteria
- Accuracy – Independent reading - 96% of students met the criteria
- Fluency – Independent reading - 98% of students met the criteria
- Personal response to text – 94% of students met the criteria

April 2008 Cat 3 Grade 4 Spring Norms

- Percentage of students at Stanine 4 and above
 - Reading – 88%
 - Language – 90%
 - Vocabulary – 85%

2007 Minister's Report –Elementary Literacy Assessment

- *Reading* – 94% Meeting Expectations – *Writing* - 98% Meeting Expectations

April 2008 Cat 3 Grade 4 Assessment

- Reading – Central Thought – 86% Competent – 6% Proficient
- Language – Paragraph structure – 61% Competent – 35% Proficient
- Vocabulary – Multi-meaning words – 50% Competent – 42% Proficient
- Vocabulary – Words in Context – 75% Competent – 17% Proficient

October 2008 Grade 5 CAT 4 Literacy Assessment

- Stated/Visual Information – 67% Competent – 22% Proficient
- Analysis of Text/Graphics – 73% Competent – 18% Proficient
- General Vocabulary – 63% Competent – 29% Proficient
- Specialized Vocabulary – 63% Competent – 31% Proficient

In the area of Mathematics, assessment data indicates that the students of Holland Road School demonstrate strengths and improvement in many of the strands of mathematics. Teachers are developing the appreciation of the role of mathematics in today's world and place value on math in situations arising in everyday experiences. Throughout all the grades there has been tremendous growth and improvement with regard to patterns, geometry and measurement, as well as data analysis and probability.

October 2008 Grade 2 Cat 4 Assessment

- Number Sense – 20% Competent – 78% Proficient
- Measurement and Geometry – 45% Competent – 53% Proficient
- Patterns and Algebra – 59% Competent – 41% Proficient
- Data Management – 18 Competent – 80% Proficient

2007 Minister's Report – Early Elementary Math Literacy Assessment

- 88% Meeting Expectations

October 2008 Grade 5 Cat 4 Assessment

- Geometry and Spatial Sense – 91% Competent – 7% Proficient
- Patterns and Algebra – 70% Competent – 26% Proficient
- Data Management – 65% Competent – 24% Proficient

2. *What trends do we see in the data?*

Indicator 1: Implementation of the PSP – Public School Program

From September 2005 to June 2008, both Teachers and Parents agree/strongly agree that Holland Road School implements plans and goals as well as aligns instruction with outcomes, resources and with the Public School Program. Over the 3 years there was a slight increase in teachers' sharing of curriculum support materials and resources across classrooms and a decrease in the teachers' belief that school budget decisions and curriculum priorities are aligned.

2007-2008 Survey Data

	1=Strongly Disagree / 5=Strongly Agree		
	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: PSP Implementation across Time	4.22	4.28	4.19
Parent: PSP Implementation across Time	4.13	4.25	4.27
Teachers: Sharing of curriculum support materials across classes	4.00	4.53	4.78
Teachers: School budget decisions & curriculum priorities align	4.4	4.18	3.67

Indicator 2: Assessment and Evaluation

From September 2005 to June 2008, teachers agree/strongly agree that they use ongoing assessment of learning to inform instruction and that assessment tools align with curriculum instruction and outcomes. Teachers also agree/strongly agree that students understand what and how learning is assessed and that students are engaged in peer and self-assessment. Parents and students agree with this statement; however we recognize that their agreement is lower than that of the teachers. Data showed a substantial increase in teachers assessing Math and Literacy skills and using assessment information to plan for instruction.

2007-2008 Survey Data

	1=Strongly Disagree / 5=Strongly Agree		
	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: Teachers assess math skills across curriculum	3.70	3.93	4.33
Teacher: Teachers assess literacy skills across curriculum	4.18	4.47	4.50
Teacher: Assessment information is used to plan for instruction	4.09	4.33	4.33
Teacher: I explain to students and parents what I take into account during student evaluations.	4.55	4.57	4.11
Teacher: Students learn how to assess quality of work	4.20	4.20	3.89
Parent: I know what my child's teachers are looking for when they evaluate my child's work.	3.85	4.00	3.92
Parent: My child knows how to assess the quality of his/her work.	3.56	3.68	3.66
	1=Disagree / 3=Agree		
	Mean		
Student: I know how good my teachers expect my work to be.	2.75	2.79	2.75
Student: I can tell if I did a good job on my work.	2.69	2.73	2.64

Indicator 3: Strategies for Student Achievement

From September 2005 to June 2008, both Teachers and Parents agree/strongly agree that Holland Road School willingly promotes system leadership roles and aligns school-wide PD with curriculum priorities, student achievement and curriculum implementation. Teachers share information gained from professional development and collaborate to create lessons. Holland Road School also tracks the transition of students from grade to grade and reviews assessment results (including Board and Provincial Assessments). Students' critical thinking and goal setting skills are developed with a sense of personal responsibility for learning. Aesthetic expression, second language learning and technological competence are also fostered. There was a slight increase in PD focusing on effective assessment strategies. There was a slight decrease in the commitment to continually improving teaching skill but again the mean value remained in the agree/strongly agree category.

2007-2008 Survey Data

	1=Strongly Disagree / 5=Strongly Agree		
	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: Effective Assessment Strategies is focus of PD	3.70	3.77	4.11
Teacher: Commitment of continually improving teaching skills	4.91	4.73	4.44
Parent: Satisfaction with Academic Success across Time	3.77	3.99	3.94
Parent: I'm satisfied with child's learning in Language Arts	3.92	4.11	4.02
Parent: I'm satisfied with child's learning in Math	3.96	4.12	4.03
Parent: I'm satisfied with school's efforts to meet my child's needs	4.01	4.04	4.12
	1=Disagree / 3=Agree		
	Mean		
Student: I am good at Math	2.60	2.51	2.43

Indicator 4: Safe and Inviting Learning Environments

From September 2005 to June 2008, both Teachers and Parents agree/strongly agree that Holland Road School promotes academic achievement, responds to students' needs in various ways and is an inviting, safe, peaceful and respectful environment. Teachers and Parents also agree / strongly agree that the school promotes engagement in extra-curricular activities. The teachers and most parents feel that high expectations are set for their students, but there was a slight decrease in teachers feeling that there is regular feedback about the quality of students' work and in explaining to parents what is expected in students' work. According to teacher surveys, there is a decline in their belief that the school celebrates student achievement in a variety of ways.

2007-2008 Teacher Survey Data

1=Strongly Disagree / 5=Strongly Agree

	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: Our school is a safe place to learn, work and visit.	5.00	4.80	4.78
Teacher: I set high expectations for student learning.	4.73	4.87	4.78
Teacher: I give feedback to my students regularly about the quality of their work.	4.82	4.67	4.33
Teacher: I explain to students and parents/guardians what I take into account during student evaluations.	4.55	4.57	4.11
Teacher: Our school celebrates student achievement and other success regularly in many ways.	4.27	3.93	3.44
Teacher: I believe that all students can be successful in school.	4.45	4.60	4.67
Parent: My child's school is a safe place to learn, work and visit.	4.33	4.36	4.34
Parent: My child's teachers set high expectations for student learning.	4.03	4.20	4.03
Parent: I believe that my child can be successful in school.	4.62	4.56	4.63

Indicator 5: Family and Community Involvement with the School

From September 2005 to June 2008, both Teachers and Parents agree/strongly agree that Holland Road School plans school activities that support family situations and involves community members in activities. The school informs the community of targets for improving student learning, planning for improvement and school events. SAC meetings are inclusive of all members and focus on learning and the active participation in the PFI process.

2007-2008 Teacher Survey Data

1=Strongly Disagree / 5=Strongly Agree

	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: Positive School & Community Relations across Time	4.69	4.73	4.37
Parent: Positive School & Community Relations across Time	4.06	4.21	4.18
Teacher: Community feels welcome in the School	4.73	4.73	4.44
Teacher: Staff works hard to maintain positive relations	4.64	4.73	4.22

Indicator 6: Effective Communication

From September 2005 to June 2008, both Teachers and Parents agree or strongly agree that Holland Road School ensures that messages are sent home with students and that the school hosts public meetings when needed. Contact information is also provided to all parents/guardians and encourages staff to respond to and follow up on questions and concerns. Teachers and Parents also agree or strongly agree that the school environment and staff are welcoming and that student learning is displayed throughout the school.

	1=Strongly Disagree / 5=Strongly Agree		
	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: Families and community members feel welcomed at our school.	4.73	4.73	4.44
Teacher: When parents and community members visit our school they see displays of student learning.	4.73	4.80	4.88
Teacher: I contact parents when their child is having difficulties.	4.27	4.80	4.67
Teacher: Information about school activities is sent to parents regularly.	4.64	4.73	4.44
Parent: My family and I feel welcomed at my child's school.	4.38	4.50	4.47
Parent: When I visit my child's school I see displays of student learning.	4.46	4.54	4.54
Parent: I know whom to contact at my child's school if I have any questions or concerns.	4.42	4.42	4.49
Parent: My child's teachers contact me if/when my child is having difficulties.	3.71	3.95	4.03
Parent: I receive information regularly about activities at my child's school.	4.17	4.40	4.35

Indicator 7: Administrative Leadership

From September 2005 to June 2008, both Teachers and Parents agree/strongly agree that Holland Road School has a vision aligned with improving student learning, implementing the PSP policy, building of staff leadership and planning for improvement. They agree/strongly agree that there is a positive learning climate in which teachers and students are informed of regional, provincial and school-level leadership opportunities. Finally Teachers and Parents agree/strongly agree that Holland Road exhibits strong leadership with the conveyance of consistent messages. Any decreases in mean values for this category were not significant and remained in the agree/strongly agree values.

2007-2008 Teacher Survey Data

	1=Strongly Disagree / 5=Strongly Disagree		
	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: Implementing strategies for Student Achievement across Time	4.51	4.43	4.31
Teacher: Administration knows what takes place in the classroom	4.64	4.21	4.11
Teacher: Administration & Staff work together for effective running of the school	4.73	4.67	4.38

Indicator 8: Literacy

From September 2003 to 2009, the Grade 2 Literacy Assessments demonstrate scores which remain high or improve for the 2008-09 school year. In most categories, *Reading Habits Self Assessment, Reading Competency Self-Assessment, Accuracy Self-Selected, Fluency Self-selected, Accuracy Level 18 Fiction, Personal Response, Support for Personal Response*, 85% of students scored at Stanine 4 or above. In 2 categories, *Active Questioning and Support with Personal Understanding* students demonstrated a decrease in scores. From 2003-04 to 2007-08 scores for *Active Questioning* improved to a high of 92% of students at Stanine 4 or above; then decreased to 82% for 2008-09. From 2003-04 to 2006-07 scores for *Support with Personal Understanding* improved to a high of 83% of students at Stanine 4 or above; then decreased to 79% for 2007-08 and 70% for 2008-09.

The Grade 4 CAT 3 for the Spring of 2008 demonstrates that the majority of students are competent or proficient in reading. In reading of *Fiction and Non-Fiction*, 16 % of the students achieved a low score. In addition, 6 % of students obtained a low score in *Analysis of Text and Critical Analysis*.

Categories	Grade 2 Literacy Assessments – Trends Over Time				
	2003 -04	2004 - 05	2006 - 07	2007 - 08	2008 - 09
Reading Habits Self-Assessment	71	62	81	85	72
Reading Competency Self-Assessment	87	88	97	97	96
Accuracy Self-Selected	76	84	92	92	96
Fluency Self-Selected	60	69	92	95	96
Accuracy Level 18 Fiction	76	59	92	90	98
Fluency Level 18 Fiction	58	47	86	87	86
Personal Response Basic*	96	90	89	90	6
Personal Response Extended*	N/A	N/A	N/A	N/A	94
Support for Response Some*	84	78	89	90	46
Support for Response Extended*	N/A	N/A	N/A	N/A	50
Active Questioning	60	47	89	92	82
Support with Personal Understanding Some*	42	37	83	79	34
Support with Personal* Understanding Extended	N/A	N/A	N/A	N/A	36

* In 2008 – 09 the categories *Personal Response, Support for Response & Support with Personal Understanding* were each subdivided into qualifiers of “Basic/Some” and “Extended”. Prior to 2008 – 09 these categories stood alone.

The Grade 5 CAT 4 for the Spring of 2008 demonstrates that the majority of students are competent or proficient in reading. In *Media Text, Conventions and Central Thought* 16% of students achieved a low score for all three categories. For *Literature Text*, 69% of students were competent with 18% proficient, whereas for *Information Text*, 86% of students were competent with only 6% proficient.

The Grade 6 Department of Education Literacy Assessments indicate that students achieve very well *Reading Short Stories, Poetry, Informational Texts, Visual Media* and *Answering Questions*. In regard to writing, the Grade 6 students have met or exceeded expectations in the areas of *Matters of Correctness* and *Developing Ideas for Story Writing*.

Grade 4 / CAT 3 – 2008 Spring

Overall Categories: Percentage of Students Stanine 4 and above

Reading **88%**
Language **90%**
Vocabulary **85%**

Grade 4 / CAT 3 – 2008 Spring

	Percentage of Students		
	LOW	COMPETENT	PROFICIENT
<i>READING</i>			
Fiction	16	84	0
Non-Fiction	16	73	10
Environmental Print	20	71	8
Words/Phrases in Context	18	57	24
Stated Information	22	59	18
Visual Materials	16	24	59
Central Thought	8	86	6
Analysis of Text	6	71	22
Critical Analysis	6	92	2
<i>LANGUAGE</i>			
Sentence Structure	27	63	10
Writing Conventions	37	57	6
Paragraph Structure	4	61	35
Information Management	16	65	18

Math / Literacy: Grade 5 / CAT 4 – 2008 Spring

Overall Categories: Percentage of Students at Stanine 4 and above

Reading **88%**
Vocabulary **92%**

Math / Literacy: Grade 5 / CAT 4 – 2008 Spring

	Percentage of Students		
	LOW	COMPETENT	PROFICIENT
READING			
Literature Text	12	69	18
Information Text	8	86	6
Media Text	16	59	24
Conventions	16	51	33
Stated/Visual Information	10	67	22
Analysis of Graphic Text	8	73	18
Central Thought	16	73	10
VOCABULARY			
General	8	63	29
Specialized	6	63	31

Grade 6 LITERACY ASSESSMENT RESULTS 2007 - Summary				
	Does Not Meet	Satisfactory	Strong	Pass %
Overall	3	39	10	94.2
READING				
<u>Genre</u>				
Informational text	3	49	0	94.2
Visual Media	3	37	12	94.2
Short story	2	43	7	96.2
Poetry/song	2	50	0	96.2
Cognitive levels				
Literal & Non-Literal Comprehension	4	39	9	92.3
Analysis	3	34	15	94.2
Outcomes				
Text features (4.3)	6	26	20	88.5
Construct Meaning (4.4)	5	38	9	90.4
Answering questions (5.1)	3	32	17	94.2
Media text (7.2)	5	47	0	90.4
Critical response to text 7.3	5	41	6	90.4
WRITING				
<u>Traits</u>				
Ideas - Letter writing	7	45		86.5
Organization -Letter writing	5	47		90.4
Matters of Correctness - Letter writing	0	52		100
Ideas - Story writing	0	52		100
Organization - Story writing	4	48		92.3
Matters of Correctness - Story writing	0	52		100

Indicator 9: Mathematics

The Grade 2 Mathematics Assessments demonstrate that the majority of students obtained Stanine 4 and above for the Spring of 2007, Spring of 2008 and Fall of 2008; with 100% of the students at Stanine 4 or above in *Computation/Number Estimation* for the Spring of 2007, Spring of 2008 and *Math* in the Spring of 2008.

In the category *Math*, the majority of students are competent or proficient for the Spring of 2007 and 2008, as well as the Fall of 2008. For *Computation and Numerical Estimation*, most students are either competent or proficient with the emphasis on competent rather than proficient. The concern lies in the Spring of 2007 where 15% of students scored low for *Subtraction of Whole Numbers* and in the Fall of 2008 where 17% of students scored low for *Addition of Whole Numbers*. This trend continues with the Grade 5 Assessment from 2007 and 2008. In the category *Math*, 94% and 85% students scored at Stanine 4 and above respectively. However, 72% of students scored at Stanine 4 and above for *Computation and Estimation* with 62% in 2008.

For the Grade 5 2007 Mathematics Assessment, 38% of students scored low in Addition and Subtraction of Whole Numbers with 46% scoring low in 2008. In the 2007 Mathematics Assessment, 38% of students scored low in Multiplication of Whole Numbers while 54% score low in Division of Whole Numbers. In 2008, 33% of students scored low in Multiplication and Division of Whole Numbers. In 2007 and 2008, 56% and 46% respectively scored low in Estimation and Number Operations.

Math: Grade 2 **2007 – Spring**
 2008 – Spring & Fall

Overall Categories: Percentage of Students Stanine 4 and above

	2007 Spring	2008 Spring	2008 Fall
Math	94	100	98
Computation/Number Estimation	100	100	98

Addition of Whole Numbers	3	62	35
Subtraction of Whole Numbers	15	65	21
2007 Spring	Percentage Of Students		
MATH	Low	Competent	Proficient
Number Concepts	0	63	37
Measurement	9	69	23
Patterns	3	43	54
Data & Probability	6	20	74
Geometry & Spatial Sense	0	40	60
COMPUTATION & NUMERICAL ESTIMATION			

Spring 2008	Percentage of Students		
MATH	Low	Competent	Proficient
Number Concepts	0	53	48
Measurement	0	78	23
Patterns & Algebra	0	53	48
Data Analysis & Probability	3	48	50
Geometry & Spatial Sense	0	53	48
COMPUTATION & NUMERICAL ESTIMATION			
Addition of Whole Numbers	3	67	31
Subtraction of Whole Numbers	3	82	50

Math Grade 2 Fall 08	Percentage of Students		
MATH	Low	Competent	Proficient
Number Sense	2	20	78
Measurement & Geometry	2	45	53
Patterns & Algebra	0	59	41
Data Management	2	18	80
COMPUTATION & NUMERICAL ESTIMATION			
Addition of Whole Numbers	17	49	34
Subtraction of Whole Numbers	2	43	55
Estimation & Number Operations	2	34	64

Math: Grade 5 2007 & 2008**Overall Categories: Percentage of Students Stanine 4 and above**

Categories	2007	2008
Math	94	85
Computation & Estimation	72	62

Grade 5 Math 2007 & 2008	Percentage of Students					
	Low		Competent		Proficient	
	2007	2008	2007	2008	2007	2008
Number Sense	21	13	74	78	0	9
Measurement	9	24	74	61	17	15
Geometry & Spatial Sense	9	2	70	91	21	7
Patterns & Algebra	13	4	66	70	21	26
Data Management	2	11	60	65	38	24
COMPUTATION & ESTIMATION						
Addition/Subtraction of Whole Numbers	38	46	48	43	14	11
Multiplication/Division of Whole Numbers *	38(X) 54(/)	33	52(X) 46(/)	63	10(X) 0(/)	4
Estimation & Number Operations	56	46	44	52	0	2
* In 2007 the category <i>Multiplication/Division of Whole Numbers</i> was subdivided into Multiplication & Division. In 2008 the category stood as one.						

Indicator 10: Social and Personal Development of Students

From September 2005 to June 2008, Teachers, Parents and Students agree/strongly agree that Students at Holland Road School show decision making skills, responsibility, initiative, interpersonal skills, intellectual curiosity and ethical judgment. Throughout the school year students are exposed to issues relating to politics, the environment, social structures, economic concerns, human rights, discrimination, and various cultures. They ask questions, observe relationships, make inferences and draw conclusions, express and reflect on ideas, perceptions and feelings. Students promote health and nutrition, physical fitness, and smoking/drug prevention programs. They distinguish between fiction and fact and can work independently and in teams.

2007-2008 Survey Data

	1=Strongly Disagree / 5=Strongly Agree		
	Mean		
	2005 - 06	2006 - 07	2007 - 08
Teacher: Personal / Social Development	4.26	4.22	4.11
Parent: Personal / Social Development	3.68	N/A	3.47
Teacher: Students learn of different Cultures	3.91	3.86	3.67
Teacher: Students know how to apply school to real life	4.3	4.29	4.00
	1=Disagree / 3=Agree		
	Mean		
Student: Personal /Social Development	2.70	2.68	2.7

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

Throughout this past school year the staff of Holland Road School involved themselves in the Accreditation process and participated in a variety of professional learning community activities. These Professional Learning Communities (PLCs) proved to be very successful, producing both qualitative and quantitative data relating to the strengths and challenges of our school. Although Holland Road School is a positive learning environment with many strong characteristics, it is agreed that there are some areas that require improvement. To support student learning the school has identified the following areas for improvement and believe that focusing on them will promote and make the greatest difference in student achievement.

In relation to the Implementation of the Public School Program, after reviewing the school self assessment data, it is apparent that teachers need to focus more attention on the shared understanding of curriculum outcomes across grade levels and take more time to plan and learn together by subject and grade level.

2007-2008 Teacher Survey Data

- Shared understanding of curriculum outcomes 22.2% Neutral
- Take time to plan and learn together 22.2% Neutral

Assessment and Evaluation will be a key component in the Holland Road School Improvement Plan and will be a very important strategy in the implementation of the Literacy and Math goals. Using assessment results to inform instruction and student learning is essential for improved student achievement. To ensure that there is ongoing assessment of learning, the challenge will be to work collaboratively to develop and use common assessment tools across classes, as well as ensuring that students and parents understand the teachers' expectations for learning.

2007-2008 Teacher Survey Data

- Students know how to assess the quality of their work 22.2% Neutral

2007-2008 Parent Survey Data

- My child knows how to assess her/his work quality 11.2% Disagree 25.9% Neutral
- My child knows how to set goals for learning 12.2% Disagree 26.1% Neutral

To promote academic success it is extremely important that teachers develop student critical thinking and goal setting skills and a sense of personal responsibility for learning. Data indicates that students are not always challenged by the assigned school work and improvements are needed to ensure that all students enjoy learning especially in the areas of math and literacy.

2007-2008 Student Survey Data

- I have fun learning 5.8% No 58.4% Sometimes
- I like to read 6.4% No 32.8% Sometimes
- I like to write 11.6% No 40.0% Sometimes
- I like Math 20.7% No 33.5% Sometimes
- I am good at Math 10.2% No 36.9% Sometimes

2007-2008 Teacher Survey Data

- We celebrate student achievement regularly 22.2% Disagree 11.1% Neutral

2007-2008 Parent Survey Data

- Teachers set high expectations for learning 18.0% Neutral

Although the staff of Holland Road School works hard to maintain good relations with parents/guardians and community members, survey data and PLC qualitative data would indicate that there could be improvements in the following areas:

- ensuring that volunteers feel more appreciated
- improving attendance on Curriculum evenings
- ensure families receive information on curriculum and learning outcomes

In terms of Literacy and Mathematics, although survey and assessment data indicate that there are overall strengths, it is also apparent that there are definite areas for improvement. In Literacy, reading comprehension appears to be the main area of concern, however improvement is required in the development of better reading habits and being more proficient when viewing environmental print and informational text.

2008 – 2009 Grade 2 Literacy Assessment

- Self Assessment – Reading Habits – 72% of the students met the criteria
- Support with Personal Understanding – Level 2 – 34% met criteria
- Support with Personal Understanding – Level 3 – 36% met criteria

April 2008 Grade 4 CAT 3 Assessment

- Reading Environmental Print – 20% Low - 71% Competent – 8% Proficient
- Reading Stated Information – 22% Low - 59% Competent – 18% Proficient
- Reading Visual Materials – 16% Low - 24% Competent – 59% Proficient

October 2008 Grade 5 CAT4 Assessment

- Reading Literary Text – 12% Low – 69% Competent – 18% Proficient
- Reading Informational Text – 8% Low – 86 % Competent – 6% Proficient
- Reading Media Text – 16% Low – 59% Competent – 24% Proficient
- Reading Stated/Visual Information – 10% Low – 67% Competent – 22% Proficient

In Mathematics, although the assessment data suggests that the main area of improvement will focus on operational sense and the understanding of this concept through a variety of representations, attention will also be given to building confidence, interest and curiosity in doing mathematics. Improved strategies and skills in all strands of the math program will allow students to connect math concepts to real world situations and their own personal experiences.

May 2007 Grade 2 CAT 3 Assessment

- Subtract Whole Numbers – 15% Low – 65% Competent – 21% Proficient

October 2007 Grade 5 CAT 3 Assessment

- Number Concepts – 21% Low – 79% Competent – 0% Proficient
- Add/Subtract Whole Numbers/Decimals–38%Low –48% Competent –14% Proficient
- Multiply Whole Numbers – 38% Low – 52% Competent – 10% Proficient
- Divide Whole Numbers – 54% Low – 46% Competent – 0% Proficient
- Estimation Strategies – 56% Low – 44% Competent - 0% Proficient

October 2008 Grade 2 CAT 4 Assessment

- Add Whole Numbers – 17% Low – 49% Competent – 34% Proficient

October 2008 Grade 5 CAT 4 Assessment

- Number Concepts – 13% Low – 78% Competent – 9% Proficient
- Add/Subtract Whole Numbers/Decimals–46%Low –43% Competent –11% Proficient
- Multiply/Divide Whole Numbers – 33% Low – 63% Competent – 4% Proficient
- Estimation and Number Operations – 46% Low – 52% Competent - 2% Proficient

4. *Based on the challenges we identified, what are our goals for student achievement?*

Goal 1:

In Literacy, students will improve their reading comprehension skills with a focus on non-fiction.

Goal 2:

In Mathematics, students will improve their operational sense and demonstrate their understanding through a variety of representations. Grades Primary to 3 will focus on addition/subtraction, while grades 4 to 6 will focus on multiplication/division.

5. *What strategies and data will you use to achieve each goal?*

Goal 1:

In Literacy, students will improve their reading comprehension skills with a focus on both fiction and non-fiction.

Strategies to achieve the goal:

1. Teachers will develop a common understanding of curricular mapping and how effective readers use a variety of strategies to construct meaning from text.
2. Teachers will develop and implement common assessment tools such as running records, oral reading records and rubrics for assessing and evaluating comprehension of fiction and non-fiction texts.
3. Teachers will identify best practices such as modeling and mini lesson, to deliver explicit instruction in reading comprehension (making connections, inferring, questioning, determining importance, visualizing and synthesizing).
4. Teachers will identify and explore appropriate technology applications that may be used to support reading comprehension.
5. Teachers will use curriculum outcomes to identify and purchase required materials and resources.

Professional Development to support achievement of the Goal:

Staff will engage in the following learning activities...

- Use Professional Learning Communities (PLCs) to identify the order in which grade level reading comprehension outcomes will be addressed.
- Develop a continuum of reading comprehension outcomes from grade to grade.
- Use literacy coach and professional learning communities to develop common assessments at grade levels and across grade levels.
- School wide professional development sessions with the literacy coach on how to use best practices to teach for meaning.
- PLC's will identify and, when possible, purchase required materials and resources to support best practices in teaching for reading comprehension.

Staff will learn the following from the professional learning activities (knowledge, skills and professional practices)...

- Teachers will have a common understanding of the developmental continuum of reading comprehension skills.
- Teachers will understand the curricular mapping of reading comprehension outcomes across grade levels.
- Teachers will know and be able to implement effective strategies to teach for reading comprehension (making connections, inferring, questioning, determining importance, visualizing and synthesizing).
- Teachers will understand and be able to implement common assessment tools to assess and evaluate comprehension of fiction and non-fiction texts.

Data Sources:

<u>What data will you collect?</u>	<u>When will you collect the data?</u>	<u>Who will be responsible for collecting the data?</u>
<ul style="list-style-type: none">• Running Records and Oral Reading Records for each student (November and May to be submitted to office)• CAT 4• ELLA• ELA• Literacy Assessment Grade 2	<ul style="list-style-type: none">• September, 2009 to 2010• October/09• Sept/Oct-2009• October/09• October/09	<ul style="list-style-type: none">• All classroom teachers, Resource and Learning Centre Teacher• Classroom Teachers• Classroom Teachers• Classroom Teachers• Classroom Teachers

Goal 2:

In Mathematics, students will improve their operational sense and demonstrate their understanding through a variety of representations. Grades Primary to 3 will focus on addition/subtraction, while grades 4 to 6 will focus on multiplication/division.

Strategies to achieve the goal:

1. Teachers will develop a common understanding of operational outcomes across grade levels.
2. Teachers will develop a common understanding of mental math continuum across grade levels.
3. Teachers will develop a common assessment tool at each grade level to track development of operational sense.
4. Teachers will identify best practices, such as the 3-part lesson model, to support development of problem solving strategies with regard to operational sense.
5. Teachers will identify, explore and implement the effective use of the five methods used to represent knowledge.

Professional Development to support achievement of the Goal:

Staff will engage in the following learning activities...

- School-wide PD on the progression of operations (with Math Coach).
- School-wide PD on mental math (with Math Coach).
- School-wide PD on operational sense and story structures (with Math Coach).
- School-wide PD on best practices to focus on patterns and relationships between operations (with Math Coach).
- School-wide professional development to review the three part lesson model presented in the first chapter of Van De Walle.
- Professional Learning Communities to develop checklist(s) and/or rubric(s) to collect and organize students' development of operation sense and mental math strategies.
- Identify, review and organize materials/resources for students and teachers for easy use and access; purchase necessary materials.

Staff will learn the following from the professional learning activities (knowledge, skills and professional practices)...

- Teachers will have a common understanding for students' developmental ability to understand number operations.
- Teachers will understand the curricular mapping of operational outcomes across grade levels.
- Teachers will know and be able to implement effective strategies to teach for understanding of operational sense (cognitively guided lessons, story structures, three part lesson model, effective use of manipulatives).
- Teachers will understand and be able to implement common assessment tools to assess and evaluate students' progress regarding operational sense.
- Teachers will learn and implement strategies that enable students to identify their strengths and needs in order to empower and engage students in their own learning.

Data Sources:

What data will you collect?

- HRSB Math assessment results (EEMLA / CAT 4: Grade 2&5) and analysis to track students' progress re: operational sense.
- Use of common assessments data for tracking students' progress.

When will you collect the data?

- As available (October-09 / January & June-10)
- All year.

Who will be responsible for collecting the data?

- All classroom teachers, as well as Literacy Coach and Resource / Learning centre teachers
- All classroom teachers, as well as Literacy Coach and Resource / Learning centre teachers

6. How will the SAC, parents, students and wider community be involved in the Planning For Improvement process?

By way of the Board surveys the parents of Holland Road Elementary School have participated in the development of the School Improvement Plan and the School Advisory Council has been given updates regarding the progress of the plan. Prior to being submitted to the Peer Review Team, the School Advisory Council had an opportunity to peruse the improvement plan and provide their input.

After the Accreditation Plan for Improvement has been approved, students, parents and community members will have the opportunity to review the plan and will be invited to participate in the implementation of the goals and the focused areas for improvement.

In terms of communication, Holland Road School will continue to provide the SAC, parents and the wider community regular updates on school programs, results of the various assessments, and plans for the future.

Beginning in September, 2009 the School Advisory Council, parents, students and the wider community will be invited to become actively involved in the school improvement plan by way of:

- Our parents will receive regular updates in a monthly newsletter. In each newsletter we will have a PFI section and we will report on student achievement as it related to our improvement plan.
- We will also publish this information on our website both through our newsletter link and our PFI link.
- In September, at the first School Advisory Council meeting, all parents will be invited to review the plan.
- We will prepare our school goals for display in the school entranceway .
- Copies of the full document will be available in hard copy in the school library.
- Through the use of community agencies, we will increase the awareness of the staff, students, parents and community of the diversity of our population so that all students and their families feel valued, celebrated and supported in the school and community.
- Students and parents are involved in the School Improvement process through their completion of yearly HRSB surveys. (Incentives were given to classes to help increase the number of surveys returned.)
- Parents and community are invited throughout the year to numerous school events and activities that enhance and/or support our school goals. (For example: literacy cafes, math night, curriculum night.)

Budget Preparation

The Planning for Improvement Team at Holland Road will be using the Accreditation budget to hire substitute teachers to cover for permanent teachers to participate in focus groups and professional learning communities. Budget funds will also be used to purchase books, materials and resources necessary for the implementation of the school goals. The specific purchases and costs will be defined by the team in the fall when all staffing is complete and teachers are familiar with the students and the School Improvement Plan. The Team wants to make sure the expenditures are aligned with the school goals, and that timely expenditures allow for goal achievement.



