

# **Hillside Park Elementary School**

## **Response to the Seven Questions**

### *1. What are we doing well?*

We have shown steady improvement in Reading, Writing and Geometry goals since our PFI initiatives began. We have conducted school-wide assessments over the last three years in these areas and have noted improvements each year. Our PFI team developed assessments and rubrics in each of these areas, and school wide assessments were conducted in the Fall and Spring of each year. Results were graphed and shared with staff, SAC and Parent-Teacher Group, and are included in the data section of our binder. These results were used to inform instruction, and to guide purchasing of resources. The staff is committed to PFI initiatives and we continue to buy materials to support these initiatives on a regular basis. Also, many teachers are involved in Professional Development sessions which support our goals, and are collaborating with our Math and Literacy coordinators on a regular basis. We've initiated PEBS (Positive Effective Behavior Strategies) and teachers, students and parents report that our school is safe and supportive.

Our teachers use a wide variety of assessment tools and are familiar with the bias free and racial equity policies. Teachers are actively involved in ordering resources from the Authorized Learning Resources Book list. The majority of teachers take on leadership roles in our school and we have very good communication strategies.

Our School Advisory Council and Parent Teacher Group are very active in our school.

Students are engaged in many extra-curricular activities and are presented with many opportunities to promote citizenship. We provide opportunities and encourage students to lead active,

healthy lifestyles. Our students are actively involved in learning about diversity.

2. *What trends do we see over time?*

There has been significant improvement in our student's use of geometry language over the last three years. This is evident through classroom, school and Board level assessments. The CAT-3 assessments, ( Grade 2 Spring 07, Grade 5 Fall 07) indicates that our subtraction scores are low; therefore, this will be an area of concentration.

Our Grade six ELA results have improved over the last four years. School-wide and in class writing assessments are showing that we are not meeting our projected targets.

Our P-2 students have steadily improved in reading accuracy and fluency over the last four years, as is evident through our school based assessments as well as Board assessments.

Since the implementation of our PEBS initiative there are less interruptions during class instructional time, therefore we are seeing an increase in time on task. However, Teacher Survey results indicate that interruptions to student learning due to discipline have been a major concern over the past three years.

Our PFI survey results from 2006-07 indicate that 83% of teachers feel that student learning is interrupted due to discipline. This has been a consistent concern over the last few years. (See page 21 of PFI surveys).

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

Decreasing student discipline disruptions in class would allow the majority of students in the class to remain focused and engaged and therefore increasing student achievement.

A school-wide focus on subtraction will increase student understanding and achievement in this area.

A school-wide focus on ideas and organization will improve writing skills across grade levels.

Scheduling Professional Learning Communities on a regular basis will provide time for teachers to work collaboratively towards our Planning for Improvement goals.

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

- Student achievement in math will be increased so that all students will have greater proficiency in numeracy.
- Student achievement in literacy will be increased so that all students will have greater success in communication.
- Decreased student discipline disruptions in class will be a goal.

5. *What does the school plan do?*

Literacy Goal:

Student achievement in literacy will be increased so that all students will have greater success in communication.

Strategies:

Teachers will engage in PLCs that will result in successful practice.

Students will be involved in daily purposeful writing activities to develop proficiency in the areas of ideas and organization.

*Professional Learning to Support the Achievement of the Goal:*

<p>Staff will engage in the following learning activities</p>	<p>Staff will learn the following from engagement in the professional learning activities (knowledge, skills, and professional practices)</p>
<p>Teachers will engage in PLC's that will result in successful practice around:</p>	<ul style="list-style-type: none"> <li>• Alignment of curriculum outcomes</li> <li>• Common assessments</li> <li>• Instructional strategies</li> <li>• Development of school-wide assessments</li> <li>• Classroom assessment</li> <li>• Teacher leadership</li> <li>• Differentiated learning</li> </ul>
<p>Teaching practice supported by the Literacy Coordinator</p>	<p>Strategies to assist teachers in teaching ideas and organization</p>
<p>PD on Writer's Workshops (ie. FAB, Write Traits)</p>	<p>Learning how to incorporate Writing Workshop models in the classroom</p>
<p>PD on Differentiated Instruction</p>	<p>Learning how to incorporate differentiated instruction strategies within the classroom</p>
<p>Time to access resources</p>	<p>Opportunities to look at resource as well as learning what resources are available</p>
<p>Job embedded collaboration</p>	<p>Successful practice</p>

Math Goal:

- Student achievement in math will be increased so that all students will have greater proficiency in numeracy.

Strategies:

Teachers will engage in PLCs that will result in successful practice.

Students will be involved in daily numeracy activities to develop proficiency in the area of addition and subtraction.

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)
Teachers will engage in PLC's that will result in best practice around:	<ul style="list-style-type: none"><li>• Alignment of curriculum outcomes</li><li>• Common assessments</li><li>• Instructional strategies</li><li>• Development of school-wide assessments</li><li>• Classroom assessment</li><li>• Teacher leadership</li><li>• Differentiated learning</li></ul>
PD on effective instructional strategies in math (ie. ACT,	Learning how to incorporate effective instructional strategies

PRIME, Math Cafes with Teacher leader and Math Mentor)	and diagnostic tools
PD on Differentiated Instruction	Learning how to incorporate differentiated instruction strategies within the classroom
Time to access resources	Opportunities to look at resource as well as learning what resources are available
Job embedded collaboration	Successful practice

Goal:

We will adopt positive behaviour strategies so that disruptive behaviour in class will decrease.

Strategies:

- Staff will continue to implement and fine tune the PEBS program. Beginning in September we will start the year by going over and reintroducing the matrix to the students. Classroom teachers will review expected behaviors on a regular basis. Our matrix will be posted throughout the school, on our website, and will be sent home in our September Newsletter. We will continue to expand our reward system, such as, “Caught Caring Cards”, “No Minor/Major Behavior draws”.
- Establish a PEBS committee that will implement and explore new reward programs, and oversee the data collection.
- We will establish a lunch time Strategy Center for students who have had office referrals for behaviour issues

*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)
PD on Differentiated Instruction	Learning how to incorporate differentiated instruction strategies within the classroom
PD on Non-Violent Crisis Intervention training	Staff who have not received this training will be encouraged to do so
PD on effective classroom use of adaptations/IPP's	Teachers will learn how to implement IPP's and adaptations more effectively within the classroom
Other PD as determined appropriate	Successful practice

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

## *Literacy*

<i>Timeframe(s) for data collection</i>	<i>Assessment Type</i>	<i>School Based</i>	<i>HRSB</i>	<i>DCE</i>	<i>Responsibility for data collection</i>
Yearly (2003 – Present)	Grade 6 ELA			<b>X</b>	Administration
Yearly (beginning 2007)	Grade 3 ELLA			<b>X</b>	Administration
Yearly - Fall and Spring (beginning 2008)	PFI school-based assessments	<b>X</b>			PFI Committee
Ongoing (beginning 2008-2009 school year)	Common grade level assessments	<b>X</b>			PFI Committee PLC Teams Administration
Yearly/ Ongoing	Classroom Assessments	<b>X</b>			PFI Committee Teachers Administration
Yearly	Grade 4 Cat		<b>X</b>		

# *Numeracy*

<i>Timeframe(s) for data collection</i>	<i>Assessment Type</i>	<i>School Based</i>	<i>HRSB</i>	<i>DCE</i>	<i>Responsibility for data collection</i>
Yearly (beginning 2007)	Grade 3 EEMLA			<b>X</b>	Administration
Yearly (beginning 2007)	Grade 5 Math CAT 3		<b>X</b>		Administration
Yearly (beginning 2006-2007 school year)	Grade 2 Math CAT 3 assessment		<b>X</b>		PFI Committee
Ongoing (beginning 2008-2009 school year)	Common grade level assessments	<b>X</b>			PFI Committee PLC Teams Administration
Yearly/ Ongoing	Classroom Assessments	<b>X</b>			PFI Committee Teachers Administration

## *Behaviour*

<i>Timeframe(s) for data collection</i>	<i>Assessment Type</i>	<i>School Based</i>	<i>HRSB</i>	<i>DCE</i>	<i>Responsibility for data collection</i>
Monthly tracking (beginning 2007-2008 school year)	PEBS major/minor tracking sheets	<b>X</b>			Classroom teachers/Administration
Daily	Tracking In-class PEBS minors	<b>X</b>			Administration
Fall and Spring School surveys HRSB surveys	Teachers' observation of time on task	<b>X</b>	<b>X</b>		Classroom teachers Administration
Monthly tracking (beginning 2008)	Tracking number of students referred to Strategy Center	<b>X</b>			Administration
Yearly	Tracking number of suspensions	<b>X</b>			Administration

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

The parents, the students, and the community will be informed and involved in our School Improvement Plan through meetings, newsletters, and on our webpage. Through regularly scheduled meetings, the SAC will be involved in opportunities for input and consultation with our School Improvement Plan.

**Tentative Budget 2008-09**

	<b>Expense</b>
<b>PD days (substitutes)</b>	<b>1000.00</b>
<b>Resources</b>	<b>1000.00</b>
<b>Inservicing</b>	<b>2000.00</b>
<b>Other</b>	<b>1000.00</b>