

# **Brookside Junior High**



**Analysis of Data**

**Completed Winter 2010**

**By the  
PFI Team**

**With the staff of  
Brookside Junior High School**

## Analysis of Data Developing the PFI Plan

### 1. What are you doing well?

#### **What is the school doing well? What successes have you identified?**

Brookside Junior High has placed a focus on increasing student achievement through a variety of methods. Our school has focused on working together as a team in grade levels as well as in Professional Learning Communities organized by subject areas. We have also focused on working together with staff and students and with our school community. As a staff we have identified a number of areas of success within our school.

#### **Communication**

As a school we have increased school to home communication in an effort to give parents the opportunity to help their children achieve success and also to participate in school activities and celebrations of student achievements. Students and parents can access both a homework hotline as well as a homework page for each grade level on our website. Teacher websites also keep parents/students informed of upcoming assignments, projects and events going on in our school. Brookside also sends home a monthly newsletter informing parents of school culture and events and a continually updated sign out in front of the school highlighting important events to parents, students and community. We have also organized and implemented phone trees to communicate important information to parents/guardians. Information is also shared with our students through bulletin board displays. Our staff is kept informed of information and events through staff meetings. In addition, a daily "office events", a mid week memo, and a weekly memo are sent out in advance via e mail with any important updates.

#### **Assessment and Evaluation**

Our staff has focused on assessment and evaluation practices over the last two years. We have had staff PD (differentiation of instruction, rubric development, outcome based assessment with HRSB assessment consultant, curriculum alignment, use of PD 360 on assessment, etc.) and are continuing

to work as a staff to share ideas and experiences at monthly staff meetings, PLC meetings, and informal team meetings. We are continuing to learn about and incorporate many different forms of assessment in an attempt to provide equitable assessment for all students. Furthermore, the majority of classroom teachers have made assessment their focus and created an assessment goal as part of their Professional Growth Plan.

### **Classroom Success**

PLC meeting time for teachers has created an opportunity for collaboration with a focus on student achievement, using data to inform instruction and assessment. PLC time also allows teachers to focus on curriculum alignment and continued development of professional and PFI goals. Access to school psychologist, guidance, literacy and math coaches, librarian, ESL staff as well as a student support worker has led to increased successes within the classroom.

We have initiated a Work to Date program for students who have difficulty completing assignments, etc. This program has been very successful in helping to keep students from falling behind their classmates as well as missing assessment opportunities. Furthermore, through creative scheduling of our teachers we have been able to enhance our resource time/student contact time. This may take the form of small group in-class/out of class support or whole class support in addition to our resource/learning centre staff.

Resource and the Learning Centre have helped to support personal development and relationships through their social support groups which meet during the lunch period. Weekly School Planning Team meetings have been vital in addressing and discussing the learning needs of our students. Students are given the opportunity to express themselves within our school in non-traditional classroom settings with Technical Education, Art, Drama, Music, Band and Family Studies.

## **Professional Success**

Our staff has taken advantage of a variety of opportunities which has contributed to the development of our staff. We have been involved in monthly onsite PD sessions at staff meetings. These sessions have included PLCs, RCH, assessment and evaluation, student motivation, literacy and math strategies as well as addressing diverse learners. Staff has been involved in noon and after school sessions in the areas of technology, math, etc. Our literacy and math coaches continue to offer ongoing support and PD for our teachers. All classrooms are now equipped with LCD projectors allowing teachers to access and share web based resources. Kurzweil is available to students in all classrooms. We have a number of staff members who are currently enrolled in Master of Education Programs, independent studies, and summer institutes. Teachers in our school have taken on mentoring responsibilities for student teachers as well as mentoring new staff members.

## **Other Areas of Success**

Brookside offers lunch time and after school programs to students. These include intramural sports, student leadership, environmental team, school sport teams, jazz band, drama club, art club, extra help sessions as well as monthly school dances and movie nights. Our active student leadership program has been responsible for planning events, fundraising, daily announcements, development of a yearbook and much more. Our Brookside Enviro-team has educated our school and has, in the past, been involved in educating students and staff at other schools. They are a very committed group of students looking to create awareness within our school and beyond. Our school now offers a student run breakfast program two days a week. This program gives students an opportunity to start their day with a healthy, nutritious meal, as well as giving students running the program a positive learning experience. This program is available to all students.

Students are provided an opportunity to display their success and achievement through the "Math On" Competition, Science Fair, Entrepreneur Fair, Drama productions, Band concerts, student art displays and closing ceremonies and awards.

Student achievement is also recognized through academic awards, PEBS assemblies, student of the week recognition, positive calls home and student work displayed throughout the school.

### **How are students succeeding in literacy?**

Brookside has a strong staff of language arts teachers who have been working as a team for a number of years. Our reading records show that over 70% of our students are fluent readers. School based assessment for writing has shown an improvement in the area of writing conventions. JHLA 2006-2009 shows that 92% of our students met the expectations for reading. The ELA showed 94% met expectations and our results were above both the DOE and HRSB average. 89% met the expectations for writing on the same assessment. Our school based assessments show that by the time students reach grade 9 at our school, most will be fluent readers. Our students have shown success in the area of finding and supporting main ideas in reading and writing. From our school based data (common assessments), improvement has been noted in the area of writing mechanics; work still continues in this area (see appendix). ELA teachers are using a workshop model for both reading and writing to support and encourage student learning. ELA teachers continue to meet in PLC groups and use the school literacy coach and PFI data to assist with PD and classroom best practice. (see literacy appendix)

### **How are students succeeding in mathematics?**

The HRSB survey indicates that over 70% of students at Brookside feel they are "good" at math and feel "confident" about their ability to learn math. Our school has seen growth in math in many areas of the CAT 3 and CAT 4 assessments and in our school data/teacher observations. Our students show strength in the area of Algebraic patterns with over 80% being competent or proficient and improvements in the area of Measurement and Data Management. From our school based assessment students have shown some growth in the area of operations with fractions, but work will still need to be focused on this area. Math teachers are attending math PD

in various areas including use of manipulatives and are using these manipulatives more often. Our math coach has been vital to the growth and development of teacher best practice in the classroom and is a source of guidance and information for math teachers.

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

The focus of our PFI at Brookside Junior High over the past 4 years has been on literacy, numeracy and school climate. In the last year we have narrowed our focus to literacy and numeracy. We have been collecting data during this time through board and school based assessments and Department of Education assessments. Our data shows that we have made progress in these areas over the years. We realize the strengths and weaknesses in our school and have evidence to support our decisions on goal setting to help support students. As a school community and staff we have a common understanding regarding trends in our student achievement data.

### **Trends in literacy**

The Language Arts teachers at Brookside are a dedicated staff who have had the opportunity to work together as a team for a number of years as we have a low staff turnover at our school. We have been collecting and analyzing data from many sources over the years. We have Department of Education data for our grade 6 students (ELA), as well as our grade 9 students (JHLA). We have the CAT4 assessments completed by our grade 8 students. In the last 4 years we have also been administering school based common assessments in the area of literacy and numeracy. The collection of this data has revealed the following as possible target areas for improvement:

1. Focus is needed on organizing and generating ideas and word choice.
2. Students could improve their skills in essay writing (ideas)
3. Students could improve their reading skills in media and visual text.

In 2006, Brookside Junior High began using reading records to track fluency and comprehension in reading. The data has shown that our students do improve in this area and that by grade 9 most will be fluent readers.

Our school based common assessments in writing conventions have shown that students have improved at all levels (6-9) over the past year (2008-2009). Our staff is working to include this kind of writing instruction and assessment in all subject areas. Our data collected from DOE assessments has shown that significant attention is needed in the area of 'organization of writing and ideas'. (see literacy appendix)

### **Trends in Math**

Our school has also utilized many sources of data with regard to math. We have made use of the grade 9 CAT 3 assessments, Grade 8 CAT 4 assessments; school based common assessments and the HRSB Student/Parent/Teacher surveys done over the years. Over the years the data from all sources has shown that students are doing well in the areas of patterns and algebra, data management, and measurement. However, operations with fractions have shown to be an area of concern. We have seen growth in this area over the last couple of years (since it has become a focus), but it remains an area in which we could improve. Our school based assessments have also shown concerns in operations with fractions and decimals, which has been noted in the CAT 3 and 4 assessments as well. Operations in general (whole numbers, fractions and decimals) have shown to be a significant area of weakness. Problem solving and communication has also been an area weakness in both the CAT 3 and CAT 4 assessments. (see math appendix)

### **School Climate**

We have seen a great improvement in school climate since the implementation of the PEBS program. Out of school suspensions have dropped as well as in school suspensions. Student behavior in the classroom, cafeteria, hallways and assemblies has improved. Students have also taken pride in receiving "Gotchas" and are pleased at being rewarded for good behaviours. All evidence supports the implementation of PEBS as being a positive influence on student behaviour. Although we still collect data in this area, we have discontinued this goal.

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

#### **Mathematics**

Our math teachers have been mindful of our assessment results over the last 4 years and have used these as a resource to help guide their teaching. Our math team feels that we need to address these areas in order to have success in math. Teachers also feel that making math real to the students and connecting it to daily life would benefit them and contribute to their success. We do face some challenges which need to be addressed such as:

1. Number operations
2. Student's attitudes towards math.
3. Problem solving and communication

We believe that in order to see improvements in student's attitudes and their problem solving and communication skills we must first attack number operations and bring their confidence up in these skills. Our staff also realizes that we need to focus on instilling academic pride in our students and need to search for methods to encourage them to take pride in their academic successes. We also need to stress to students that math is a cumulative learning process and they will need to bring prior knowledge to class each day to continue to move forward and learn. (see math appendix)

#### **Literacy**

All our assessment data has indicated that our students do quite well in the area of literacy, but we have a few areas that need attention. We have a fluency rate of over 70%, so we will need to continue focusing on the less than 30% to improve their reading skills.

In the area of writing our students perform fairly well, but the trends show that organization continues to be an area of weakness along with generating ideas. Students could also be stronger in reading of media and visual text. (see literacy appendix)

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

*Math Goal - Students will demonstrate improved achievement in the area of operations in the outcomes relevant to their grade level.*

*Literacy Goal - Students will demonstrate improved achievement in the area of writing with a focus on organization of ideas.*

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

**Goal 1: Math Goal- Students will demonstrate improved achievement in the area of operations in the outcomes relevant to their grade level.**

**Strategies to achieve the goal:**

- Math teachers will use the 3 part lesson model.
- Math teachers will target instruction at strengthening computational skills in all strands through mental math.
- Math teachers will develop grade level common assessments and rubrics to monitor student achievement in number operations, collecting and using data to help inform instruction.
- Math teachers will provide students with multiple opportunities to use manipulatives to demonstrate learning.
- Math teachers will use math journals to enhance and explore student understanding of number operations.
- All teachers will provide real life connections where operations are necessary in all subject areas.
- Math and content area teachers will use word walls to reinforce terminology around operations .

**Professional Development to support achievement of the goal:**

What will staff learn (knowledge, skills, and professional practices)?	How will the learning take place (e.g., PLCs, PD, time with coach, etc.)?
Teachers will learn the components of the three part lesson and ways to implement it in a balanced instructional model.	<ul style="list-style-type: none"> <li>• PLC time</li> <li>• Math coach/central office</li> </ul>
Teachers will learn best practices (aligned with curriculum) around mental math and its purpose in the classroom with a focus on operations of basic skills.	<ul style="list-style-type: none"> <li>• PLC time.</li> <li>• Math coach/central office</li> <li>• in-class support</li> </ul>
Teachers will learn to develop meaningful common assessments and common rubrics.	<ul style="list-style-type: none"> <li>• PLC time</li> </ul>
Teachers will gain better understanding of modeling and use of math manipulatives in the classroom.	<ul style="list-style-type: none"> <li>• Math coach/central office</li> <li>• PLC and peers</li> </ul>

Teachers will learn how to use math journals in their classes.	<ul style="list-style-type: none"> <li>• PLC time.</li> <li>• Math coach</li> <li>• in-class support</li> </ul>
Teachers will learn how to incorporate and utilize word walls in their classrooms.	<ul style="list-style-type: none"> <li>• PLC time.</li> <li>• Math coach.</li> </ul>

**Data Sources:**

What data will you collect?	When will you collect the data?	Who will be responsible for collecting the data?
CAT 4 Math Assessment	January	PFI team/HRSB/School Assessment Coordinator/Math Coach
Common assessments	Twice per term.	Math Teachers/ PFI team/ Math coach
Grade 6 EMLA	May	PFI Team

**Goal 2: Literacy Goal- Students will demonstrate improved achievement in the area of writing with a focus on organization of ideas.**

- ELA/FLA teachers will employ writing workshop models in their classrooms with a focus on organization of ideas in a variety of writing genres.
- All teachers will continue to collaborate in PLC groups to collect, share and use data to inform instruction.
- All teachers will model organization using a variety of methods including graphic organizers.

**Professional Development to support achievement of the goal:**

What will staff learn (knowledge, skills, and professional practices)?	How will the learning take place (e.g., PLCs, PD, time with coach, etc.)?
Teachers will learn a balanced approach to instruction including modeling, explicit instruction, practice time and reflection/sharing time	<ul style="list-style-type: none"> <li>• PLC literacy groups</li> <li>• PD with the literacy coach</li> <li>• PD support with central staff as requested</li> </ul>
Teachers will learn about the resources available to support writing workshop such as: <ul style="list-style-type: none"> <li>• Nelson Word Study 6 - Scott</li> <li>• Lessons that Change Writers - Atwell</li> <li>• Write traits/Ma trousse d'écriture - Spandell</li> <li>• Mechanically Inclined - Anderson</li> <li>• Reading Writing Connections - Olsen</li> <li>• TIA guide - DOE</li> <li>• Classroom Strategies For Interactive Learning(Doug Beuhl)</li> <li>• Exploring Writing in the Content Areas - Carty</li> <li>• Content Area Writing – Daniels</li> <li>• Literacy in the Content Areas - Allen</li> </ul>	<ul style="list-style-type: none"> <li>• PLC in subject areas</li> <li>• PLC in grade levels</li> <li>• Staff meetings</li> <li>• PD with Literacy Coach</li> </ul>
Teachers will learn how to select and develop appropriate assessment tools.	<ul style="list-style-type: none"> <li>• PLC groups</li> <li>• PD literacy coach/central staff</li> </ul>
Teachers will learn how to use assessment data to inform their instruction.	<ul style="list-style-type: none"> <li>• PLC</li> <li>• PD with literacy coach/central staff (student conferencing,</li> </ul>

	student involvement in assessment)
Teachers will learn various modelling techniques and how to use these to improve student organization skills in their writing.	<ul style="list-style-type: none"> <li>• Observing classroom practices</li> <li>• Literacy coach resources</li> <li>• PLC time</li> </ul>

**Data Sources:**

What data will you collect?	When will you collect the data?	Who will be responsible for collecting the data?
CAT 4	Spring	PFI Team
JHLA	Spring	PFI Team
ELA	Winter	PFI Team
School/ classroom based assessments	One sample/term end of term.	ELA teachers/PFI Team

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

At our school, the SAC has been actively involved in PFI/Accreditation process. During our monthly meetings, the SAC has been updated on Brookside's progress, involved in the school's self assessment, reviewed the HRSB survey results, school, DOE and HRSB data sources and have provided input around our school's direction and goals.

The school community has been updated on a regular basis with respect to our school's PFI/ Accreditation process in a variety of ways such as monthly newsletters with a special section dedicated to PFI news. During our fall curriculum night time is spent going over our goals and the steps we will take to achieve these goals. Our PFI team works together to complete the annual report to the community, a meeting is held with the community to share the results and the meeting is publicized through our schools newsletter, school website and school's sign.

Our parents/guardians participate in completing the HRSB survey and receive a newsletter from the school at the end of the school year summarizing the results. The results communicated through this

newsletter are determined through the work that the PFI team collaboratively completes after the survey results are reviewed. We also ensure our school plan is posted and updated on our school's website.

Student success is the utmost goal in the PFI/Accreditation process and their involvement and commitment is apparent when reviewing our results. At Brookside we feel it is imperative to recognize student achievement and behavioural success. We have given students many opportunities for positive recognition such as Student of the Week, PEBS assemblies, positive calls home, academic and sports awards, drama productions, Entrepreneur Fair, Science Fair, band concerts, sports teams and clubs.

Beyond our school community we open our doors to creating relationships with the wider community. We have developed relationships with our volunteers, police liaison officer, guest speakers (ex. Junior Achievement, Peace Day presenters, etc), and many businesses in the area.