

## Goals

### Mathematics

We will see improved student achievement in fraction operations and number sense.

#### *Indicators (what it will look like):*

- Students will use manipulatives to model operations with fractions.
- Students will use appropriate math language verbally and through written expression
- Students will represent fraction operations in various forms
- An increased number of students will be proficient or confident in fraction operations and number sense.
- Students will demonstrate knowledge of the outcomes involved in the fraction and number sense unit.
- Students will be able to use fraction operations in problem solving situations.

#### *Strategies (how will we get there):*

- Teachers will provide opportunities for students to use manipulatives to model operations with fractions.
- Teachers will reinforce appropriate math language verbally and through written expression during instruction.
- Teachers will implement common assessment tools for establishing benchmarks for student performance in fraction operations and number sense.
- Teachers will increase the percentage of mental math time with a focus on fractions.
- Teachers will schedule PLC common meeting time to discuss curriculum mapping, instructional strategies, and assessment.
- Designate teacher time to support students identified to be struggling in fraction based outcomes.
- Content area teachers, supported by math teachers, will develop fraction activities related to their subject.

*Professional Learning to Support Achievement of 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 on-going support with math mentor.</p> <p>Teachers will participate in on-going participation in HRSB and school based professional development in relation to the fraction outcomes.</p> <p>New math teachers will be mentored by current math teachers to ensure consistent instruction and assessment methods across all grade levels.</p>	<p>Activities will be developed to strengthen fraction operations and number sense.</p> <p>Develop common instructional strategies and assessments.</p> <p>Consistent collaboration in the use of common instruction and assessment tools.</p>

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

<p><b>Data sources used to monitor progress</b></p>	<p><b>Timeframe(s) for data collection</b></p>	<p><b>Responsibility for data collection – who will be collecting</b></p>
<p>Pre and Post common assessments and evaluations</p>	<p>Yearly for each grade</p>	<p>Math teachers</p>
<p>Unit Tests with a fraction component</p>	<p>On-going</p>	<p>Math teachers</p>
<p>CAT-3 score on fraction outcomes</p>	<p>Winter</p>	<p>HRSB and Math teachers</p>
<p>Exit Pass activities focused on fractions</p>	<p>On-going</p>	<p>Math Teachers</p>
<p>Fraction activities developed by subject area teachers</p>	<p>When applicable</p>	<p>Content area teachers</p>

## Literacy

**We will see improved student achievement with respect to proficiency and confidence scores in reading comprehension in both fiction and non-fiction.**

### *Indicators (what it will look like):*

- Improved student performance in reading comprehension in English Language Arts.
- Improved student performance in reading comprehension in all subject areas.
- Improved student performance in posing questions, making inferences, supporting ideas from text, using text features for understanding and synthesis using both fiction and non-fiction texts.
- Students will demonstrate an understanding of reading comprehension strategies.

### *Strategies (how will we get there):*

- Develop and implement a common assessment tool for establishing benchmarks and the level of improvement in student performance in reading comprehension.
- Implement a school-wide reading program that offers incentives for reading.
- The Literacy Coordinator and teachers across the curriculum will continue to develop and implement instructional strategies for reading comprehension through professional development opportunities
- Complete an inventory of resources and materials for support of reading comprehension instruction.
- Schedule PLC common meeting time for all subject areas to discuss curriculum mapping, instructional strategies, and assessment
- Develop and implement a common rubric to promote vocabulary building, reading analysis and meaning in context activities across all subject areas and grade levels.
- Incorporate the use of non-fiction materials in the ELA classroom (using the science and social studies texts, and current affairs pieces)
- Offer workshops at for parents and teachers to support reading comprehension instruction.
- Provide opportunities to link what the students are learning to the real world

*Professional Learning to Support Achievement of Goal:*

<b>Staff will engage in the following learning activities.</b>	<b>Staff will learn the following from engagement in the professional learning activities (knowledge, skills, and professional practices).</b>
<p>Teachers will engage in PD on how to use the reading analysis, vocabulary building and meaning in context activities in class across grade levels.</p> <p>The Literacy Coordinator and teachers will continue to develop and implement instructional strategies for reading comprehension through PD opportunities.</p> <p>Teachers will engage in PD to create effective rubrics.</p> <p>Teachers will engage in PD to improve their assessment strategies in the area of reading comprehension.</p>	<p>Teachers will learn strategies to improve student performance in reading comprehension.</p> <p>Teachers will develop common instructional strategies.</p> <p>Consistent measurement of instruction</p> <p>Working collaboratively, teachers will create common assessments.</p>

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

Data sources used to monitor progress	Timeframe(s) for data collection	Responsibility for data collection – who will be collecting
<p>Reading records (completed by ELA teachers twice per year).</p> <p>Common assessments activities such as reading analysis and text features will be implemented to assess reading comprehension levels.</p> <p>Teacher generated assessments in reading comprehension.</p>	<p>Fall and Spring</p> <p>3 times per year</p> <p>On-going</p>	<p>ELA Teachers</p> <p>English, math science social studies teachers</p> <p>All teachers</p>

## Positive School Climate

We will see an improvement in our school climate that is supportive of learning for all.

### *Indicators (what it will look like):*

- There will be a reduction in the number of behavioral referrals to the office.
- There will be a reduction in the number of disruptions in instructional time.
- There will be an increase in staff presence in all areas of the school during non-instructional times.
- Students, parents, community and staff will demonstrate an increased awareness of the Respects Matrix.
- Students, parents, community and staff will demonstrate an increased awareness of achievements of members of our school community (students, staff and parents).
- Students, parents and staff will experience equitable treatment regardless of their race, ethnicity and gender.
- There will be regular communication the accomplishments of our school community.
- There will be an increase in the number of students participating in school events.
- There will be a decrease in student absenteeism.
- There will be an increase in support for initiatives designed to enhance school climate.

### *Strategies (how will we get there):*

- Identify a staff member to lead the Positive School Climate initiative and develop a team to support with the implementation.
- Develop a communication plan in partnership with the SAC, PTA, parents, staff and students which will reflect celebration of achievements at Cunard Junior High.
- Complete an inventory of the materials and resources needed to implement this goal.
- Implement the Positive Effective Behavioral Supports (PEBS) initiative, including the respects matrix and a student incentive program.
- Explore PD opportunities that will facilitate the implementation of this goal.

- Invite motivational guest speakers and hold school spirit building activities monthly.
- Teachers/Administration support and promote benefits/value of PTA for students, parents and school community.
- Promote a peer lead conflict intervention program such as U-Matter that is teacher lead and supported throughout the year.
- Support the positive school climate initiative with a curriculum component such as Second Step as part of the PDR program.
- Develop a protocol to support substitute teachers.

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

<b>Staff will engage in the following learning activities.</b>	<b>Staff will learn the following from engagement in the professional learning activities (knowledge, skills, and professional practices).</b>
<p>Study groups of current resources with focus on building respects</p> <p>At each staff meeting teachers will participate in an activity designed to deepen their understanding of the PEBS philosophy</p> <p>Have additional staff trained in PEBS and have them provide a school based workshop</p> <p>Use the resource <u>With All Due Respect</u> , as well as other resources, to guide discussions and action.</p> <p>Staff will participate in a workshop to build consensus around proactive strategies to support positive student behaviour</p> <p>Staff will be encouraged to attend PD opportunities with a focus on positive school climate and culture</p>	<p>Develop consistent strategies and tactics for building a more positive school climate.</p> <p>Staff will develop a deeper understanding of the philosophy and intent of the PEBS approach to supporting student behaviour</p> <p>Staff will model behaviours consistent with the promotion and support of positive student behaviour</p>

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

Data sources used to monitor progress	Timeframe(s) for data collection	Responsibility for data collection – who will be collecting
HRSB School Survey	Fall and Winter	HRSB
Track incident reports	On-going and presented monthly	Administration
Track celebrations of achievements.	On-going and displayed in a prominent spot in the school.	All Teachers and administration
Track the use of student incentives/ rewards	On-going	Administration
Track student absenteeism	On-going	Administration
Track student participation in events	On-going	Event Organizer
Track data from peer lead conflict intervention team	On-going and presented monthly	Teacher Leader.