



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

At Elizabeth Sutherland, the environment is welcoming and safe. Our students enjoy attending school and feel respect towards others, regardless of their differences. The students feel they are trying their best and teachers set high expectations for them. The teachers are caring, respectful and helpful towards all their students' needs. The atmosphere at Elizabeth Sutherland is extremely inclusive, and meeting the needs of all students is a priority for staff.

Our data indicates that our students demonstrate a strong understanding of how to choose Just Right texts, and when reading these texts show strength in their accuracy and fluency. Our recent Grade Nine math assessments identify areas of strength in order of operations, geometry and spatial sense, and integer operations.

As indicated in our PFI Survey results, over 80% of our Elementary and Junior High feel they can do well in school. Students, teachers and parents feel that teachers set high expectations for learning.

Numerous extra-curricular activities are offered to engage students in a well-rounded school experience. These activities include athletic teams, music, drama, various club activities and intramurals. Students enjoy these opportunities as indicated by high participation rates.

The aforementioned strengths provide students the opportunity to have a positive association with their educational experience. The safe community offers them a place where they can achieve their potential. The staff enjoy a positive work environment, with high levels of cooperation and collaboration.

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

The Planning for Improvement survey results have remained consistent over the last three school years. There were no significant changes over time in any of the survey indicators.

In math, grade 2 & 3 students scored between 50-65% in basic math operations, but increased to 70% by grade five, according to recent Grade 2, 3 and 5 Provincial and Board data. Comparing Grade 9 Board and Department math data, our students' understanding of number concepts has shown growth since 2003.

In Grade 9 math, the CAT assessment reflects relatively consistent results in most strands, with two identifiable areas of need in measurement and fraction operations. Data management and probability skills are a consistent strength from Grade 5-9, as reflected in the CAT assessments. Although improvement was noted in the strands of problem solving and communication, our Grades 5 and 9 CAT results indicate these as area of need.

In Language Arts, Board literacy results identify a substantial increase in the grade two students' ability to actively question. This rose from 24% in 2004/05 to 100% in 2006/07, and has remained a strength in 2007/08. Similarly, significant improvement was noted in the Grade 2 Board assessments from 2003/04-2007/08 in terms of fluency and accuracy with self-selected text. Leveled-text accuracy and fluency have shown continued improvement over the last four years, however they remain areas that require ongoing attention as our school-based running record and Board data also reflects.

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

Through our self-assessment report, various challenges were identified for ESS. We have chosen to focus on math and literacy in order to increase our students' competencies in those areas.

Specifically, in literacy we have decided to focus on accuracy, fluency and comprehension through all grades, with a concentration on text features in grades 7-9. Our math goal in P-6 will be to utilize the problem solving approach and focus on communication of mathematical understanding. By doing so, teachers will have strategies in place to increase student achievement in targeted areas based on the students' needs. In grades 7-9, our math goal targets fraction use and application, specifically in the areas of algebraic and number operations.

By increasing these competencies, our students will have the greatest opportunities for success in their further educational and career endeavours. Our school is going to target developing our Professional Learning Communities with these areas in mind. Specifically, Literacy and Math committees will continue to collect data and collaborate to implement our Planning for Improvement goals.

**4, 5 & 6. Of the challenges that were identified, which ones will be targeted for improvement? What does the school plan to do? How will we know what is being done is making a difference for student achievement?**

**Literacy P-6**

Goal	To improve student achievement in reading by increasing the level of accuracy, fluency and comprehension.	
Strategies	<ol style="list-style-type: none"> <li>1. Gather baseline data in September/October (running records, CAP).</li> <li>2. Teachers will develop an understanding of the various ways in which to teach accuracy, fluency and comprehension by sharing with each other, participating in PD, and working with our Literacy Coordinator.</li> <li>3. Teachers will instruct using mini-lessons focusing on accuracy, fluency and comprehension skills; and model reading strategies on an ongoing basis.</li> <li>4. Teachers will ensure students know how to use leveled reading resources and choose Just Right books in order to read texts at instructional and independent levels.</li> <li>5. Teachers will provide students with a variety of high interest reading material.</li> <li>6. Teachers will provide daily opportunities for students to read fiction and non-fiction materials at an instructional level (90-94%) and at the independent level (95-100%).</li> <li>7. Teachers will collaborate or co-teach with the Literacy Coordinator.</li> <li>8. Teachers will collaborate with each other regarding assessment practices and teaching strategies.</li> <li>9. Teachers will use multiple strategies and provide a variety of reading activities so that students have the opportunity to engage in meaningful literacy experiences. These may include: the Reader's Theatre model, choral reading, utilizing the Reader's Workshop model regularly, implementing FAB strategies in the lower grades, guide students through book talks and engaging in guided reading with students.</li> <li>10. Re-assess using ongoing formative assessments and conferencing. Summative assessments will also be completed and reviewed by administration and staff 2x/year.</li> </ol>	
PD	<b>Staff will be engaged in:</b>	<b>Staff will learn:</b>
	PD with the Literacy Coordinator	<ul style="list-style-type: none"> <li>-To implement the Reading Workshop model into their classroom</li> <li>-To conduct Running Records utilizing the many resources available</li> <li>-To review rules for identifying Just-Right books</li> <li>-The Reading Recovery structure and techniques (including reading prompts)</li> </ul>

	In-School PD Sessions	<ul style="list-style-type: none"> <li>-Review rules for identifying Just-Right books</li> <li>-Review techniques for delivering mini-lessons on accuracy, fluency and comprehension</li> <li>-Review proper modeling of accuracy and fluency</li> <li>- FAB strategies shared by trained staff</li> </ul>	
	School-Board PD	-Staff attend Board PD sessions focused on Literacy and provide a sharing session when back at school	
Measurement	<b>Measurement</b>	<b>Timeframe</b>	<b>Responsibility</b>
	Running Records (using: DRA, PM Benchmark, CAP/HARS and AYR assessment tools) Grade 2 Lit. Assessment Grade 3 Lit. Assessment Grade 4 Lit. Assessment Grade 6 Lit. Assessment	-Ongoing formative -2x/year summative 1x/year 1x/year 1x/year 1x/year	Classroom Teachers  HRSB DOE HRSB DOE

## Literacy 7-9

Goal	To improve student achievement in reading by increasing the level of accuracy, fluency and comprehension with a focus on text features.	
Strategies	<ol style="list-style-type: none"> <li>1. Teachers will develop a common understanding and knowledge of the progression of reading outcomes from 7-9.</li> <li>2. Teachers will participate in targeted PD, including assessment practices.</li> <li>3. Teachers will gather baseline data (oral reading records, including questions developed by staff targeting understanding of text feature use and application).</li> <li>4. Teachers will gain a common understanding of the components of the Reader's Workshops and implement the Workshops into their units of study.</li> <li>5. Teachers will focus on mini-lessons which explicitly address the use of text features in fiction and non-fiction; accuracy &amp; fluency in both fiction and non-fiction.</li> <li>6. Teachers will conference with the Literacy Coordinator, and apply the co-teaching model when appropriate. The Literacy Coordinator will work with content area teachers on text feature instruction, and accuracy and fluency strategies.</li> <li>7. Teachers will collaborate with each other on assessment and instructional reading strategies.</li> <li>8. Content area teachers will also incorporate effective reading strategies into their subject areas (focusing on accuracy, fluency and text features).</li> <li>9. Re-assess – teachers will continuously conduct formative and summative assessments.</li> </ol>	
PD	<p><b>Staff will be engaged in:</b></p> <p>PD with the Literacy Coordinator</p>	<p><b>Staff will learn:</b></p> <ul style="list-style-type: none"> <li>-To map out a balanced reading program for students 7-9</li> <li>-To implement the Reading Workshop model into their classroom and understand its components</li> <li>-Content area teachers will become familiar with Janet Allen's booklet "Tools for Teaching Content Literacy"</li> <li>-To conduct Oral Reading Records utilizing the many resources available (specifically the AR kit in Junior High)</li> <li>-Review rules for identifying Just-Right books</li> <li>-The Reading Recovery structure and techniques (including reading prompts)</li> <li>-To utilize the Teaching in Action 7-9 resource</li> </ul>

	In-School PD Sessions	<ul style="list-style-type: none"> <li>-Review rules for identifying Just-Right books</li> <li>-Review techniques for delivering mini-lessons on text features, accuracy and fluency</li> <li>-Review proper modeling of accuracy and fluency</li> <li>-To develop a common assessment tool which will be integrated into the Oral Reading Records and will focus on students' abilities to utilize text features</li> </ul>	
	School-Board PD	-Staff attend any Board PD sessions regarding Literacy and provide a sharing session when back at school	
Measurement	<b>Measurement</b>	<b>Timeframe</b>	<b>Responsibility</b>
	-7-9 oral reading assessment tool (AR Kit)	2x/year	Classroom Teachers/ LSP
	-Gr. 9 Literacy Assessment	1x/year	Teacher/Resource DOE
	-Common assessment tools (integrated into Oral Reading Records)	Ongoing	Classroom teachers in conjunction with Literacy Coordinator/ Administration

**Math P-6**

Goal	To improve student achievement in math using problem solving strategies to investigate and communicate mathematical concepts.	
Strategies	<ol style="list-style-type: none"> <li>1. Teachers will collaborate with Math Mentor regarding problem solving teaching strategies and the creation of a common assessment tool. PD will also focus on teaching students to communicate their mathematical understanding in a variety of ways.</li> <li>2. Teachers will collect and analyze baseline data, based on a common assessment tool generated by staff.</li> <li>3. Teachers will develop a common understanding of the problem solving process and the three-part lesson format.</li> <li>4. Teachers will explicitly teach strategies and provide exemplars.</li> <li>5. Teachers will model for students the application of problem solving strategies to real-life scenarios to increase their engagement.</li> <li>6. Teachers will integrate problem solving and communication strategies into each unit of study to ensure constant application on the part of the students.</li> <li>7. Teachers will model and provide daily opportunities for students to use the problem solving process.             <ol style="list-style-type: none"> <li>a. Read and understand the problem</li> <li>b. Selection strategy for problem solving</li> <li>c. Use of the strategy</li> <li>d. Examination and reflection on your process</li> </ol> </li> <li>8. Teachers will model communication (for example, journaling in math and other content areas regarding problem solving).</li> <li>9. Teachers will create and display visual representations of the problem solving process in the classroom so students learn to be resourceful and increasingly independent.</li> <li>10. Teachers will model the use of the 5 representations and provide the students an opportunity to apply these to the problem solving process (verbally, pictorially, concretely, visually and symbolically (while in context)).</li> <li>11. Teachers will formatively assess unit outcomes on an ongoing basis.</li> <li>12. Teachers will provide to the school a summative assessment three times a year on their students' ability to problem solve.</li> </ol>	
PD	<p><b>Staff will be engaged in:</b></p> <p>PD with Math Mentor</p>	<p><b>Staff will learn:</b></p> <ul style="list-style-type: none"> <li>-Pre, during and post assessment techniques</li> <li>-To develop common assessment tools</li> <li>-Learn many techniques to problem solve; learn 3-part problem solving strategies</li> <li>-Learn a variety of ways in which students can communicate their mathematical understanding</li> </ul>

		<ul style="list-style-type: none"> <li>-Learn about the 5 representations utilized in learning math and their application</li> <li>-Summative and formative assessment practices</li> <li>-To integrate manipulative use into problem solving techniques</li> </ul>	
	School-based PD	<ul style="list-style-type: none"> <li>-Problem of the Week teaching strategies</li> <li>-Mental Math programming: teaching and assessment strategies</li> <li>-To connect problem solving techniques with real-life scenarios</li> <li>-To develop a consistent visual representation of problem solving techniques to display in each classroom, modified for each grade level</li> <li>-Studying the curriculum guides and strategies provided regarding problem solving and communication</li> </ul>	
Measurement	<b>Measurement</b>	<b>Timeframe</b>	<b>Responsibility</b>
	CAT3 – Gr. 2 and 5 EEMLA – Gr. 3 Common assessment tools (Problem solving rubrics) Mental Math Assessments	1x/year 1x/year Ongoing  Ongoing	HRSB DOE Math Team & Mentor, Classroom Teachers Classroom Teachers

**Math 7-9**

Goal	Students will show improvement in their ability to identify, represent and compute fractions in a variety of ways, focusing on fractions within algebraic and number operations.
Strategies	<ol style="list-style-type: none"><li>1. Teachers will develop a common understanding and knowledge of the progression of fraction outcomes, and the ‘big ideas’ at each grade level from 6-9.</li><li>2. Teachers will develop common assessments for all 7-9 students.</li><li>3. Teachers will gather baseline data based on the common assessments.</li><li>4. Teachers will use manipulatives to model and provide students with opportunities to work on fraction outcomes.</li><li>5. Teachers will provide students sets of fractions, and have them find patterns. With modeling and explicit instruction using exemplars, students will then be able to use patterns to predict the decimal form.</li><li>6. Teachers will provide students with a game that works on the FRIO concept (Fractions in Order).</li><li>7. Teachers will provide students with modeling and opportunities to represent fractions &amp; decimals visually, pictorially, concretely, symbolically and verbally (the 5 representations).</li><li>8. Teachers will provide mini-lessons on solving fraction problems in a word problem format.</li><li>9. Teachers will provide Mental Math lessons on fraction operations. Teachers will also train students in leading student-led Mental Math lessons and activities.</li><li>10. Teachers will provide opportunities for students to convert percents to decimals, work with proportions and missing values, use number lines to determine which operations are occurring in a problem, and to insert brackets to make equations true.</li><li>11. Teachers will incorporate fractions into each strand whenever possible, especially in algebra. Algebra techniques will be modeled and students will practice factoring.</li><li>12. Teachers will provide modeling and opportunities to students to use manipulatives and number lines to create benchmarks.</li><li>13. Teachers will utilize Fraction Factory models to show equivalent fractions.</li><li>14. Teachers will allow students to estimate sums/differences using benchmarks, use patterns to compare fractions, and compare and order fractions (using Cuisenaire rods).</li><li>15. Formative assessments will be ongoing throughout units. Summative assessments will be utilized at the end of a unit. These will be summarized 3x/year and reviewed by staff and administration.</li></ol>

PD	<b>Staff will be engaged in:</b> School-based PD and PD with Math Mentor	<b>Staff will learn:</b> -To map the 6-9 grade level fraction outcomes -To identify the 'big ideas' in fractions at each grade level -The proper use of manipulatives and number lines in regards to fractions (ie: Fraction Factory, Cuisenaire rods, etc.) -Mental Math lesson planning, implementation and assessment -To generate common assessment tools and properly utilize formative and summative assessments -To utilize games to engage students in learning concepts (ie: FRIO concept) -To represent fractions using the 5 representations -To present problem solving strategies/techniques and how to have students solve problems in word format -To familiarize themselves with curriculum guide outcomes, strategies, and assessment practices, and will be able to provide lessons that engage students so they are able to achieve these outcomes -how to integrate fractions into each strand of the curriculum outcomes	
Measurement	<b>Measurement</b> CAT3, Gr. 9 Common assessment tools  Relevant Mental Math Assessments	<b>Timeframe</b> 1x/year Ongoing, summarized 3x/year  Ongoing	<b>Responsibility</b> DOE Math Team, Mentor & Classroom Teachers Classroom Teachers

**BUDGET:**

	\$4515 (\$903/year)
<b>Literacy</b>	\$450/year – to be used for substitutes for PLCs
<b>Math</b>	\$450/year - to be used for substitutes for PLCs

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

**Inform:**

Elizabeth Sutherland will create a separate brochure or newsletter to inform the ESS community about our Plan for Improvement. This will include information regarding how goals were chosen, why PFI is taking place, and the process the staff participates in during PFI/accreditation. PFI co-chairs are available to meet with the SAC for periodical updates. In addition, our school's website will post our PFI goals and the evolution of the plan and our progress over time.

**Support and Involve:**

In order to involve the wider school community, parents will be informed of PD opportunities that will support the implementation of PFI goals. With the support of the Math Mentor and Literacy Coordinators, suggestions could be communicated to student homes regarding math and literacy teaching practices and methods. A well-informed S.A.C. will be able to communicate to the greater ESS community.

Students will be informed of the PFI goals so they are aware of the school's focus for each year. In this way, students will be cognizant of our literacy and math goals, and be aware of how teachers are planning and programming. Assessments will be ongoing and students will be kept well-informed regarding our progress.