



Ecole John W MacLeod-Fleming Tower School

Self-Assessment Summary

1. What are we doing well?

At Ecole John W. MacLeod Fleming Tower, our school demonstrates achievement and strength in many areas. The effect on student achievement is significant and it is supported in our data. We are particularly proud of the progress we have made and the school's strengths in the areas of:

- ✓ 6.1 Promoting Academic Success
- ✓ 3.2 Time to Learn
- ✓ 6.4 Safe, Orderly Peaceful, Respectful School
- ✓ 3.3 Linking Outcomes and Instruction
- ✓ 5.1 Administrative Leadership
- ✓ 5.2 Staff Leadership
- ✓ 7.1 Professional Development
- ✓ 9.1 Parental/General Involvement with the School
- ✓ 8.1 Communication Between Home & School
- ✓ 9.1 School Advisory Council
- ✓ 10.4 Aesthetic Expression
- ✓ 6.5 Extra-Curricular Activities

With a collaborative team approach from staff and a commitment to a strong partnership of students, parents and staff, our school has made significant progress in the above areas. The school's active parent and community base has contributed greatly to the success of our learners. Although we have had a number of changes in staff over the past four years, our School Improvement Plan (Planning for Improvement: PFI), our Communicating Student Learning Plan, our School Code of Conduct based on PEBS (Positive and Effective Behavior Support) as well as planned professional development and the introduction of PLCs have all provided the necessary blueprints for a focus on student achievement and school improvement. We

have documented indicators of success. We have also had the stability of strong administrative leadership. The administrative team is in their fourth year together at our two- site school.

Our PFI Journey of Success 2004-2008

As is evident from the PFI data that was collected and interpreted over the past four years, student learning has improved in specific areas of focus. We are particularly proud of student improvement and achievement in the targeted areas of **Geometry P-6, Reading Accuracy P-3** and **Writing P-6**. Not only does our school-based data reflect the improvements and targets reached, but HRSB assessments including student CAT scores and Grade Two Literacy Assessments confirm our significant progress. As well, recent DOE results in the Grade 3 EEMLA assessment and the past Grade Six Literacy assessments (2003-2007) reflect the improvement. A few highlights include:

- ✓ 100% of Grade 3 students who completed the HRSB Grade 2 Math CAT assessment last spring met the **Geometry** expectations. *This was a significant improvement from 21% of students meeting the HRSB Grade 2 Math Geometry in 2003.*
- ✓ 100% of Grade 6 students who completed the DOE ELA met the writing expectations this year. *This is a significant improvement from 2003 results in which 66% of Grade 6 students met the writing expectations.*
- ✓ 75% of our students P-6 met the school writing targets through improved writing skills using our common writing assessments.
- ✓ 86% of our Grade 3's met the expectations for Information (Expository) Writing on the 2007-2008 DOE ELLA.
- ✓ 79% of our Grade 3's met the expectations for Narrative Writing on the 2007-2008 DOE ELLA.
- ✓ Our school met its target of 75% of P-3 students reading instructional text accurately.
- ✓ 86% of our Grade 2 students read a self-selected book accurately this year using the HRSB Grade 2 Literacy Assessment
- ✓ 76% of our Grade 3 students met the reading expectations on the ELLA this year.

Our third goal over the past three years relates to our Citizenship (Character Education) goal. The expectations relate to citizenship as well as the

Essential Graduation Learnings (EGLs). Students have been learning about character traits and character building through school-wide monthly themes (e.g. Respect, Responsibility, Citizenship). In concert with our well-developed PEBS strategies, our school-wide Code of Conduct, our Behavior Matrix and RCH in Learning concepts, we are proud of the progress we have made in recognition of student success in this targeted area. We will be collecting survey data from students and teachers in June of 2008 as it relates to this target.

Celebration of Success

We have embedded celebration of student success and improvement in the targeted areas into our monthly Student Achievement Awards. Each month, teachers and administrators recognize four individual students in each class for achievement and/or improvement in Literacy, Math and Character Education. Students receive a personalized certificate and a small token (e.g. an *I Love Math* pencil, an *I Have the Write Stuff* bookmark or a cuddly bear for Character themes). Our commitment is to recognize every child at least once in the school year. Additional special awards may be presented by specialist teachers and administrators.

Over the past three years, students have received *Gotchas* in recognition of good choices in the Behavior Matrix categories of *Respect for Self, Respect for Others, Respect for the Environment and Respect for Learning*. At the monthly Student Achievement Awards, there is also a draw from each classroom's GOTCHA box for a special GOTCHA pencil. As well, one individual student from each class receives a Character Award certificate and a cuddly stuffed animal for the monthly themed character trait.

We believe that celebration of improvement and achievement is a critical component in the success of our school's goal achievement.

2. What Trends do we see in the Data?

From all perspectives (students, parents, staff), the data clearly demonstrates that our school is focused on student achievement, communicates well with parents and promotes student engagement through a wide variety of curriculum-based and extra-curricular activities. We have successfully targeted areas for student improvement in the past and we have met most of our goals. We have a strong administrative and teaching staff committed to

professional development. We have an involved and active parent community with many volunteers who contribute to student learning and fund-raising for additional student resources and learning opportunities.

From the data, we see trends that staff, students and parents want better understanding of and use of assessment practices and tools that involve students in self-assessment and peer assessment through the use of *Assessment as Learning*.

Staff members have been enthusiastic about the development of Professional Learning Communities and see value in their purpose. They are committed to improving their collaborative work and to developing common assessments. They are dedicated to identifying key grade-level outcomes and sharing strategies to assist struggling learners. We have planned one-hour monthly PLC time during school time.

Some areas for improvement that need addressing but will not be a focus for our school improvement plan include:

3.4 Bias-Free Instruction: Need for staff PD and up-to-date tools for assessing materials

3.5 Resources: Need for better organization of current resources and culling out-dated ones

3. What Improvements will make the Greatest Difference to increasing Student Achievement?

The areas of most concern included:

- Technological Competence
- Assessment & Evaluation
- Independent Learners
- Math/Numeracy: Computation & Numerical Estimation
- Literacy: Reading Fluency P-2 and Reading Comprehension 3-6

- Across the curriculum, the promotion of *assessment as learning* through practices and tools that encourage students to self-assess and peer-assess

- Through continued use of Professional Learning Communities, our school should be able to address the above concerns

4. Of the Challenges that we identified, Which Ones will be Targeted for Student Improvement?

Based on the various sources of data and the guidelines of the Planning for Improvement process, our school has targeted the following areas for improvement:

- 1. Literacy: P-2: *Reading Fluency*
3-6: *Reading Comprehension***
- 2. Numeracy/Mathematics: P-6: *Computation and Numerical Estimation***
- 3. Technological Competence: P-6**

5. What do we Plan to Do?

LITERACY (2 Goals)

LITERACY

GOAL # 1

To improve student achievement in literacy by focusing on reading fluency in Primary- Grade 2.

STRATEGIES

- 1. Classroom teachers will identify each student's strengths and needs as a reader.**
- 2. Classroom teachers will continue to collect individual student data on reading fluency three times a year.**
- 3. School staff will continue to model and teach fluency skills with all students P-2 using a variety of teaching strategies including but not limited to: fluency mini-lessons, listening centres, website reading, choral reading, Reader's Theatre.**
- 4. School staff will teach students fluency self-assessment strategies.**
- 5. Book buddy programs will be expanded to provide fluency opportunities for younger children. Older students will model fluency and provide buddy "peer assessment".**
- 6. The volunteer program will be expanded to assist students with reading fluency.**

Professional Learning to Support Achievement of Goal

| Staff will be engaged in: | Staff will learn: |
|--|--|
| PLCs | <p>Further refinement of their understanding of:</p> <ul style="list-style-type: none"> • reading development and processing • relationship between reading fluency and comprehension • best practice related to reading fluency and comprehension <p>Examine past/current classroom instructional strategies Identify new approaches and new instructional strategies Classroom use of Running Records to analyze individual students' areas of strength and areas where focused instruction is required Grade-level and cross-grade shared assessment Use of common assessment rubrics Interpretation of fluency data to inform instructional practice Specific successful strategies for struggling learners</p> |
| Peer coaching/mentoring utilizing Literacy Coordinator and peers | <p>Exemplary teaching practice for improved fluency learning Grade-level expectations for fluency Specific strategies to support students not meeting expectations</p> |
| After-school Staff Meetings with PD component | <p>Specific strategies for reading fluency assessment and interpretation (Resource & Literacy Coordinator support) School progress in meeting the goal Interpretation/analysis of individual,</p> |

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| | class, grade level and school results |
| Site-based PD Days | Reading fluency strategies and assessment, common assessment tools (e.g. PM Benchmarks, GB Plus), rubrics (Literacy Coordinator and school staff), student self-assessment tools |

6. How will we know that what we are doing will make a difference to student achievement?

| Data Source to Monitor Progress | Timeframe(s) For Data Collection | Responsibility for Data Collection |
|---|---|--|
| Classroom data (checklists, portfolios, conferencing, anecdotal observations) | Ongoing | Classroom teacher |
| Oral reading records for individual students | 3X year | Classroom teachers/PFI Team/Admin |
| Grade 2 HRSB Literacy Assessment | Fall of scheduled years | HRSB personnel/ Literacy Coordinators/ Classroom teachers/PFI Team/Admin |
| Grade 3 DOE ELLA | Fall of scheduled years | DOE/Classroom Teachers/ PFI Team/Admin |

| Literacy-Fluency | Budget: Estimated Cost |
|---|-------------------------------|
| Year 1 8 X 0.5 Sub days = 4 Sub days for PD | \$580 |
| Materials | \$200 |
| Year 2 PD | TBA |

| | |
|--------------|-----|
| Year 3 PD | TBA |
|--------------|-----|

**LITERACY
GOAL # 2**

**To improve literacy skills by focusing on comprehension in Grades 3-6.
STRATEGIES**

1. Classroom teachers will identify individual student’s strengths and needs as a reader (focus on comprehension).
2. Classroom teachers will provide timely feedback to students.
3. Students will learn to use self assessment tools.
4. Classroom teachers will continue to use, share and examine a variety of classroom assessment tools (checklists, anecdotal observations, portfolios) to regularly assess student reading comprehension.
5. School staff will examine new approaches and new instructional strategies for reading comprehension.
6. School staff will develop common assessment tools and rubrics for tracking individual student progress.
7. Classroom teachers will collect individual student data on reading comprehension twice a year to inform school-wide data.
8. School staff will continue to teach comprehension strategies to all students. Strategies will include but will not be limited to the seven keys to comprehension: Retelling, Getting the Main Idea, Questioning and Wondering, Making Connections, Visualizing, Inferring and Synthesizing.
9. School staff will focus on explicit instruction of comprehension strategies.
10. School staff will focus on integration of comprehension strategies across the curriculum.
11. School staff will cooperatively work with Literacy Coordinator and HRSB French Immersion support staff to identify assessment resources and promote exemplary teaching practices.
12. Classroom teachers will communicate reading comprehension expectations to students and encourage students to self-assess.

Professional Learning to Support Achievement of Goal

| Staff will be engaged in: | Staff will learn: |
|----------------------------------|---|
| PLCs | Best practice related to reading comprehension with a focus on: <ul style="list-style-type: none"> • explicit instruction • integration across the curriculum Use of classroom assessment |

| | |
|--|---|
| | <p>Interpretation of classroom assessment data</p> <p>Use of common assessment rubrics</p> <p>Grade-level and cross-grade scoring to improve consistency in rubric interpretation</p> <p>Interpretation of comprehension data to inform instructional practice</p> <p>Specific successful strategies for struggling learners</p> <p>Student self-assessment tools and practices</p> |
| Peer coaching/mentoring utilizing classroom teachers, Literacy Coordinator and Resource teachers | <p>Modeling and support of exemplary teaching practice for improved reading comprehension</p> <p>Grade-level expectations for reading comprehension</p> <p>Strategies for differentiated learning</p> <p>Specific strategies to support students not meeting expectations</p> |
| After-school Staff Meetings with PD component | <p>Specific strategies for reading comprehension assessment and interpretation (Resource & Literacy Coordinator support)</p> <p>School progress in meeting the goal</p> <p>Interpretation/analysis of individual, class, grade level and school results</p> |
| Site-based PD Days | <p>Reading comprehension strategies and assessment, common assessment tools (e.g. AYR), rubrics (Literacy Coordinator and school staff), student self-assessment tools</p> |

6. How will we know that what we are doing will make a difference for student achievement?

| Data Source to Monitor Progress | Timeframe(s) For Data Collection | Responsibility for Data Collection |
|--|---|--|
| Reading comprehension scores using selected passages (AYR and FI to be determined) | 2 X year | Classroom teachers/PFI Team/Admin |
| DOE Grade 6 ELA | Fall each year | Classroom teachers/DOE/PFI Team/Admin |
| DOE Grade 3 ELLA | Fall in scheduled years | Classroom teachers/DOE/PFI Team/Admin |
| HRSB CAT Grade 4 | Spring in scheduled years | Classroom teachers/HRSB/PFI Team/Admin |
| HRSB Grade 2 Literacy | Fall each year | Classroom teachers/Literacy coordinators/HRSB staff/PFI Team/Admin |

| Literacy-Comprehension | Budget: Estimated Cost |
|---|-------------------------------|
| Year 1 8 X 0.5 Sub days = 4 PD days Materials | \$580 \$200 |
| Year 2 PD | TBA |
| Year 3 PD | TBA |

MATHEMATICS/NUMERACY

Goal # 3

To improve student achievement in mathematics by focusing on mathematical operations (Computation and Numerical Estimation) in Primary-Grade 6.

STRATEGIES:

1. Classroom teachers will identify individual student’s strengths and needs in mathematics.
2. School staff will develop grade-level common assessment tools and rubrics for tracking individual student progress.
3. Classroom teachers will collect individual student data on Computation and Numerical Estimation.
4. School staff will continue to teach explicit strategies to improve grade-level accuracy in computation and numerical estimation (e.g. pre-operational strategies, mental math, opportunities to create and solve problems, choosing an appropriate problem-solving strategy to perform operations).
5. Classroom teachers will choose from a variety of student self-assessment tools/practices to encourage student self-assessment (e.g. student goal-setting and math journals).

Professional Learning to Support Achievement of Goal

| Staff will be engaged in: | Staff will learn: |
|---|---|
| PLCs | Best practice related to computation and numerical estimation strategies Use of common assessment rubrics Grade-level and cross-grade scoring to improve consistency in rubric interpretation Interpretation of math computation/estimation data to inform instructional practice Specific successful strategies for struggling learners Student self-assessment tools and practices |
| Peer coaching/mentoring utilizing Math Coordinator (Mentor) and Resource teachers | Modeling and support of exemplary teaching practice for improved computation and numerical estimation strategies Grade-level expectations for operations outcomes Strategies for differentiated learning Specific strategies to support students not meeting expectations |

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|---|---|
| After-school Staff Meetings with PD component | Specific strategies for math assessment/interpretation of results Next steps in teaching (Resource & Math Coordinator support) School progress in meeting the goal Interpretation/analysis of individual, class, grade level and school results |
| Site-based PD Days | Math strategies, development of grade-level common assessment tools/tasks, Development of Rubrics (e.g. CAT 3 and Van de Walle): Math Coordinator and school staff, student self-assessment tools |

6. How will we know that what we are doing will make a difference for student achievement?

| Data Source to Monitor Progress | Timeframe(s) For Data Collection | Responsibility for Data Collection |
|---|---|--|
| Grade-level Computation and Numerical Estimation Common assessments | 2 X year Fall and Spring | Classroom teachers/PFI Team/Admin |
| DOE Grade 3 EEMLA | Spring in scheduled years | Classroom teachers/DOE/PFI Team/Admin |
| HRSB CAT Grade 5 | Fall in scheduled years | Classroom teachers/DOE/PFI Team/Admin |
| HRSB CAT Grade 4 | Spring in scheduled years | Classroom teachers/HRSB/PFI Team/Admin |
| HRSB CAT Grade 2 | Spring in scheduled years | Classroom teachers/Literacy coordinators/HRSB staff/PFI Team/Admin |

| Math | Budget: Estimated Cost |
|---|-------------------------------|
| Year 1 8 X 0.5Sub days for PD Materials | \$1160 \$200 |
| Year 2 PD | TBA |
| Year 3 PD | TBA |

Technology Education and Integration

Goal # 4

Students will demonstrate improved ability to meet key-stage technology outcomes.

STRATEGIES

- 1. With assistance from the HRSB Technology Integration Leadership Team (TILT), school staff will conduct a Technology Needs Assessment.**
- 2. Using current staff survey information, the Technology Needs Assessment and the School Technology Committee's recommendations, TILT will plan and provide appropriate PD to staff.**
- 3. Through use of yearly teacher survey data collection, track teacher growth related to technology integration.**
- 4. Classroom teachers will identify individual student's strengths and needs in technology by collecting base-line data.**
- 5. School staff will develop a school-wide common assessment tool and rubric for tracking individual student progress (Key-stage Gr. 3 and Gr. 6).**
- 6. Classroom teachers will collect and record individual student data once a year.**
- 7. School staff will develop a shared understanding of how technology will be integrated across the curriculum in the classroom.**
- 8. School staff will develop a shared understanding of the role of technology in differentiated instruction and in support of special needs learners.**
- 9. Classroom teachers will communicate technology expectations to students and provide tools/practices for student self-assessment.**

Professional Learning to Support Achievement of Goal

| Staff will be engaged in: | Staff will learn: |
|--|--|
| PLCs | <p>A common understanding of technology education through the foundation document, EGLs and key-stage outcomes</p> <p>Increased skill levels/comfort in use of technology</p> <p>Best practice related to technology education and integration</p> <p>Use of key-stage (Gr. 3 and 6) rubrics and interpretation</p> <p>Specific successful strategies for differentiated instruction</p> <p>Specific uses of assistive technology to support special needs learners</p> <p>Student self-assessment tools and practices</p> |
| Peer coaching/mentoring utilizing TILT and School Technology Committee as well as other school staff | <p>Modeling and support of exemplary teaching practice</p> <p>Familiarity with grade-level-appropriate programs and software</p> <p>Programs and strategies for differentiated learning</p> <p>Specific strategies to support students not meeting expectations</p> |
| After-school Staff Meetings with PD component | <p>School progress in meeting the goal</p> <p>Interpretation/analysis of individual, class, grade level and school results</p> |
| Site-based PD Days | <p>Student self-assessment tools/practices</p> |

6. How will we know that what we are doing will make a difference for student achievement?

| Data Source to Monitor Progress | Timeframe(s) For Data Collection | Responsibility for Data Collection |
|---|---|---|
| Key-Stage APEF Gr. 3 & 6 Outcomes Tracking | Spring of each year | Classroom teachers/PFI Team/Admin |
| Student Technology Survey | Fall each year | Classroom teachers/PFI Team/Admin |
| School Planning Team Special Needs Students' Use of Technology | Spring each year | School Planning Team/PFI Team/Admin |
| HRSB Survey | Fall each year | Classroom teachers/Parents/Students |

| Technology | Budget: Estimated Cost |
|--|-------------------------------|
| Year 1 8 X 0.5 Sub days for PD Materials | \$1160 \$820 |
| Year 2 PD | TBA |
| Year 3 PD | TBA |